

**Randolph Township Schools
Randolph High School**

Sports and Entertainment Management Curriculum

“There is a silver lining in every crowd.”

-P.T. Barnum

Department of Science, Technology, Engineering and Math

**Curriculum Committee:
Patrick Dunnigan
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**Curriculum Developed:
July 2017**

**Date of Board Approval:
October 17, 2017**

**Randolph Township Schools
Department of Social Studies
Sports and Entertainment Management**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools

Department of Science, Technology, Engineering and Math

Introduction

Randolph Township Schools is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the 21st century. We believe that an education grounded in the fundamental principles of science, technology, engineering, and math (STEM) will provide students with the skills and content necessary to become future leaders and lifelong learners.

A sound STEM education is grounded in the principles of inquiry, rigor, and relevance. Students will be actively engaged in learning as they use real-world STEM skills to construct knowledge. They will have ample opportunities to manipulate materials and solve problems in ways that are developmentally appropriate to their age. They will work in an environment that encourages them to take risks, think critically, build models, observe patterns, and recognize anomalies in those patterns. Students will be encouraged to ask questions, not just the “how” and the “what” of observed phenomena, but also the “why”. They will develop the ability, confidence, and motivation to succeed academically and personally.

STEM literacy requires understandings and habits of mind that enable students to make sense of how our world works. As described in Project 2061’s *Benchmarks in Science Literacy*, *The Standards for Technological Literacy*, and *Professional Standards for Teaching Mathematics*, literacy in these subject areas enables people to think critically and independently. Scientifically and technologically literate citizens deal sensibly with problems that involve mathematics, evidence, patterns, logical arguments, uncertainty, and problem-solving.

Sports and Entertainment Management

Introduction

The Sports and Entertainment Management course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports promotion, sponsorship, product licensing, and entertainment event management and marketing. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through Junior Achievement and other business activities and competitive events.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Sports and Entertainment Management

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	What is Sports and Entertainment Management?
4 weeks	II	Sports and Entertainment Management Means Business
4 weeks	III	The Wide World of Sports and Entertainment
4 weeks	IV	Putting the Customer First
4 weeks	V	Sports and Entertainment Promotion

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
UNIT I: What is Sports and Entertainment Management?

TRANSFER: Students will be able to independently use their learning to utilize digital tools, understand the nature and impact of technology, and engage in career exploration.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 9.3.MK.1- Marketing: All students will implement market research to obtain and evaluate information for the creation of a marketing plan.</p>	<p>To utilize the four P’s of marketing, aka “The Marketing Mix:” product, place, price, and promotion.</p>	<ul style="list-style-type: none"> • To what extent is the marketing mix involved in advertising?
<p>Standard 9.3.MK.9- Marketing: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p>	<p>To identify the seven functions of marketing and explain how they are the basis for all marketing activities: distribution, financing, marketing information management, pricing, product/service management, promotion, and selling.</p>	<ul style="list-style-type: none"> • How are the seven functions of marketing involved in consumer purchasing? • What role does entertainment play in entertainment management and marketing?
<p>Standard 9.3.MK.10- Marketing: All students will apply marketing strategies and processes to determine and meet client needs and wants..</p>	<p>Marketing is the creation and maintenance of satisfying exchange relationships between customers and businesses.</p>	<ul style="list-style-type: none"> • What role does marketing play for “successful” businesses? • What makes a business “successful?”
<p>Standard 9.3.MK-COM.1- Marketing Communications: All students will apply techniques and strategies to convey ideas and information through marketing communications.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Standard 9.3.MK-COM.3- Marketing Communications: All students will access, evaluate and disseminate information to enhance marketing decision-making processes.</p>		
<p>Standard 9.3.MK-COM.4- Marketing Communications: All students will obtain, develop, maintain and improve a marketing communication product or service mix to respond to market opportunities.</p>	<p>Students will know:</p> <p>Marketing is the creation and maintenance of satisfying exchange relationships.</p> <p>The marketing mix.</p> <p>The seven functions of marketing.</p> <p>Entertainment is a product that can be marketed and used to market other products.</p>	<p>Students will be able to:</p> <p>Illustrate how marketing activities can be used to establish and prolong relationships.</p> <p>Identify how each of the components of the marketing mix are required for marketing endeavors to be “successful.”</p> <p>Make use of the marketing mix.</p>
<p>Standard 9.3.MK-COM.5- Marketing Communications: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p>		
<p>Standard 9.3.MK-MGT.7- Marketing Management: All students will communicate information about products, services, images and/or ideas.</p>		

<p>Standard 9.3.MK-RES.3- Marketing Research: All students will use information systems and tools to make marketing research decisions.</p> <p>Standard 9.3.MK-MER.6- Merchandising: All students will obtain, develop, maintain and improve a product or service mix to responds to market opportunities.</p> <p>Standard 9.3.MK-MER.7- Merchandising: All students will communicate information about retail products, services, images and/or ideas.</p> <p>CRP1-Career Ready Practices: All students will act as a responsible and contributing citizen and employee.</p> <p>CRP2-Career Ready Practices: All students will apply appropriate academic and technology skills.</p> <p>CRP4-Career Ready Practices: All students will communicate clearly and effectively and with reason.</p> <p>CRP5-Career Ready Practices: All students will consider the environmental, social and economic impacts of decisions.</p> <p>CRP6-Career Ready Practices: All students will demonstrate creativity and innovation.</p> <p>CRP7-Career Ready Practices: All students will employ valid and reliable research strategies.</p> <p>CRP8-Career Ready Practices: All students will utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9-Career Ready Practices: All students will model integrity, ethical leadership and effective management.</p> <p>CRP11-Career Ready Practices: All students will use technology to enhance productivity.</p> <p>CRP12-Career Ready Practices: All students will work productively in teams while using global competence.</p>	<p>KEY TERMS: Demographics, discretionary income, distribution, entertainment, entertainment marketing, gross impression, marketing, marketing mix, price, product, promotion, ratings, and sports marketing.</p>	<p>Explain the seven functions of marketing.</p> <p>Examine the value of sports management to the economy.</p> <p>Analyze the evolution of entertainment management and marketing.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • One Project: “Promotional Flyer” – Students will create a written proposal as well as a brochure that advertises a summer NFL sports camp in a major city for males ages 12-18. 		

- Virtual Business Simulation – Students will use the “Concessions” lesson of the simulation to learn about satisfying customer needs, which is the primary focus of marketing.

KEY LEARNING EVENTS AND INSTRUCTION:

- Model the usage of promotional campaigns that students have been targeted by.
- Identify marketing concepts that successfully satisfy customer needs.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
Unit I: What is Sports and Management?

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit I: What is Sports and Entertainment Management?</p> <ul style="list-style-type: none"> ○ Marketing basics ○ Sports marketing ○ Entertainment marketing ○ Evolution of entertainment and entertainment marketing 	<p>South-Western Sports and Entertainment Marketing 4e PowerPoint: Chapter 1.1, 1.2 and 1.3</p> <p>Knowledge Matters: Virtual Business Sports and Entertainment</p> <p>“Extra Innings” Project – NFL Marketing</p> <p>Section 1.1, 1.2 and 1.3 Review Questions</p> <p>Chapter 1 Assessment - Test & Quiz</p> <p>Internet research resources including ESPN.com, CSBSportsline.com, SI.com, Yahoo.com, Google.com and various other resources</p> <p>Class discussions and participation</p> <p>Case Study – “Should College Athletes be Paid?”</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
UNIT II: Sports and Entertainment Management Means Business

TRANSFER: Students will be able to independently use digital tools to access, manage, and evaluate information in order to solve problems individually and collaboratively.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 9.3.MK.1- Marketing: All students will implement market research to obtain and evaluate information for the creation of a marketing plan.</p> <p>Standard 9.3.MK.9- Marketing: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>Standard 9.3.MK.10- Marketing: All students will apply marketing strategies and processes to determine and meet client needs and wants..</p>	<p>Businesses make decisions to use resources in ways that result in the greatest profit.</p> <p>Risk and risk management are major considerations in all business decisions.</p> <p>Ethical and unethical behavior will have a lasting impact in the sports and entertainment industry.</p>	<ul style="list-style-type: none"> • To what extent are profit and the “profit motive” considered in business decisions? • How can risk influence business decisions? • How can unethical behavior affect sports and entertainment marketing?
<p>Standard 9.3.MK-COM.1- Marketing Communications: All students will apply techniques and strategies to convey ideas and information through marketing communications.</p> <p>Standard 9.3.MK-COM.3- Marketing Communications: All students will access, evaluate and disseminate information to enhance marketing decision-making processes.</p> <p>Standard 9.3.MK-COM.4- Marketing Communications: All students will obtain, develop, maintain and improve a marketing communication product or service mix to respond to market opportunities.</p> <p>Standard 9.3.MK-COM.5- Marketing Communications: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>Standard 9.3.MK-MGT.7- Marketing Management: All students will communicate information about products, services, images and/or ideas.</p>	<p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>The importance of “profit motive” in business decisions.</p> <p>How to define risk and describe the categories and classifications of risk.</p> <p>How to describe the four categories of risk management.</p> <p>The effects of good and bad behavior.</p> <p>KEY TERMS: Balance sheet, capital, contingency planning, economic impact, economic utility, economics, ethical dilemma, ethics, forecast, income statement,</p>	<p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Explain the importance of the “profit motive” in business.</p> <p>Identify sources of funding and revenue for sports and entertainment businesses.</p> <p>Outline the role of branding and product placement in venues.</p> <p>Show how ethics plays a role in the selection of</p>

<p>Standard 9.3.MK-RES.3- Marketing Research: All students will use information systems and tools to make marketing research decisions.</p> <p>Standard 9.3.MK-MER.6- Merchandising: All students will obtain, develop, maintain and improve a product or service mix to responds to market opportunities.</p> <p>Standard 9.3.MK-MER.7- Merchandising: All students will communicate information about retail products, services, images and/or ideas. Standard 9.3.HT-REC.1- Recreation, Amusements, & Attractions: Describe career opportunities in the Recreation, Amusements, and Amusements Career Pathway.</p> <p>Standard 9.3.HT-REC.3- Recreation, Amusements, & Attractions: Determine the maintenance and technology needs for various recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.4- Recreation, Amusements, & Attractions: Describe safety and security issues unique to the Recreation, Amusements, and Attractions Career Pathways.</p> <p>Standard 9.3.HT-REC.6- Recreation, Amusements, & Attractions: Identify safety and security issues for recreation, amusement, and attraction venues that might require customer education.</p> <p>Standard 9.3.HT-REC.7- Recreation, Amusements, & Attractions: Compare different ticket sales options to maximize revenue for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.9- Recreation, Amusements, & Attractions: Develop marketing strategies for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.10- Recreation, Amusements, & Attractions: Analyze the merchandising, program, and product potential for different recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.11- Recreation, Amusements, & Attractions: Compare and contrast various types of recreation, amusement, and attraction</p>	<p>integrity, liable, loss, principles, profit, profit motive, return on investment, revenue stream, risk, risk assessment, risk management, scarcity, venture capital.</p>	<p>marketing and branding strategies for businesses.</p> <p>Conduct a risk assessment and develop a contingency plan for safety and security.</p> <p>Analyze the impact of ethical and unethical behavior.</p>
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venues.

CRP1-Career Ready Practices: All students will act as a responsible and contributing citizen and employee.

CRP2-Career Ready Practices: All students will apply appropriate academic and technology skills.

CRP4-Career Ready Practices: All students will communicate clearly and effectively and with reason.

CRP5-Career Ready Practices: All students will consider the environmental, social and economic impacts of decisions.

CRP6-Career Ready Practices: All students will demonstrate creativity and innovation.

CRP7-Career Ready Practices: All students will employ valid and reliable research strategies.

CRP8-Career Ready Practices: All students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Career Ready Practices:
All students will model integrity, ethical leadership and effective management.

CRP11-Career Ready Practices: All students will use technology to enhance productivity.

CRP12-Career Ready Practices: All students will work productively in teams while using global competence.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Unit 2 Project – “Risk Assessment” – Students will conduct risk assessment research through local resources to develop a report for the athletic department.
- Virtual Business Simulation – Students will use the “Player Management” lesson to understand the risk and reward of player selection. The goal of this lesson is to select a winning team while staying under the salary cap.

KEY LEARNING EVENTS AND INSTRUCTION:

- Interactive class discussions to identify the sources of risk in the sports and entertainment industry.
- Proper management of salary cap concerns through the use of the Virtual Business Simulation.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
Unit II: Sports and Entertainment Means Business

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p>4 Weeks</p>	<p>Unit II: Sports and Entertainment Means Business</p> <ul style="list-style-type: none"> ○ Sports and entertainment economics ○ Financial analysis ○ Risk management ○ Business ethics 	<p>South-Western Sports and Entertainment Marketing 4e PowerPoint: Chapter 3.1, 3.2, 3.3, 3.4</p> <p>Knowledge Matters: Virtual Business Sports and Entertainment</p> <p>“Extra Innings” Project – Risk Assessment in Sports</p> <p>Section 3.1, 3.2, 3.3, and 3.4 Review Questions</p> <p>Chapter 3 Assessment - Test & Quiz</p> <p>Internet research resources including ESPN.com, CSBSportsline.com, SI.com, Yahoo.com, Google.com and various other resources</p> <p>Class discussions and participation</p> <p>Case Study – “Do the Right Thing”</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
UNIT III: The Wide World of Sports and Entertainment

TRANSFER: Students will be able to identify the effects of major international events, the role of politics, gender, ethnicity, and communication techniques on sport and entertainment marketing.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 9.3.MK.1- Marketing: All students will implement market research to obtain and evaluate information for the creation of a marketing plan.</p> <p>Standard 9.3.MK.9- Marketing: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>Standard 9.3.MK.10- Marketing: All students will apply marketing strategies and processes to determine and meet client needs and wants..</p> <p>Standard 9.3.MK-COM.1- Marketing Communications: All students will apply techniques and strategies to convey ideas and information through marketing communications.</p>	<p>To identify how the role of travel and tourism has led to the globalization of sports and entertainment management.</p> <p>Illustrate how marketing strategies and activities must be developed with a “global perspective.”</p> <p>Businesses must be sensitive to different cultures when marketing in the international arena.</p>	<ul style="list-style-type: none"> • How does tourism positively and negatively impact global business? • How do sports-based businesses compete in the global marketplace? • To what extent does marketing and advertising pose challenges internationally?
	KNOWLEDGE	SKILLS
<p>Standard 9.3.MK-COM.3- Marketing Communications: All students will access, evaluate and disseminate information to enhance marketing decision-making processes.</p> <p>Standard 9.3.MK-COM.4- Marketing Communications: All students will obtain, develop, maintain and improve a marketing communication product or service mix to respond to market opportunities.</p> <p>Standard 9.3.MK-COM.5- Marketing Communications: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>Standard 9.3.MK-MGT.7- Marketing Management: All students will communicate</p>	<p>Students will know:</p> <p>How marketing decisions based on industry research, standards, and trends.</p> <p>The role of travel and tourism in sports and entertainment management.</p> <p>The international role of sports and entertainment management.</p> <p>KEY TERMS: Box office, censorship, culture, differentiation, direct economic impact, ecotourism, gender</p>	<p>Students will be able to:</p> <p>Discuss the effect of major international events on sports.</p> <p>Illustrate how politics affects sports entertainment.</p> <p>Assess and examine global trends and opportunities in sports and entertainment.</p> <p>Identify the effects of global communications on</p>

<p>information about products, services, images and/or ideas.</p> <p>Standard 9.3.MK-RES.3- Marketing Research: All students will use information systems and tools to make marketing research decisions.</p> <p>Standard 9.3.MK-MER.6- Merchandising: All students will obtain, develop, maintain and improve a product or service mix to responds to market opportunities.</p> <p>Standard 9.3.MK-MER.7- Merchandising: All students will communicate information about retail products, services, images and/or ideas.</p> <p>Standard 9.3.HT-REC.1- Recreation, Amusements, & Attractions: Describe career opportunities in the Recreation, Amusements, and Amusements Career Pathway.</p> <p>Standard 9.3.HT-REC.3- Recreation, Amusements, & Attractions: Determine the maintenance and technology needs for various recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.4- Recreation, Amusements, & Attractions: Describe safety and security issues unique to the Recreation, Amusements, and Attractions Career Pathways.</p> <p>Standard 9.3.HT-REC.6- Recreation, Amusements, & Attractions: Identify safety and security issues for recreation, amusement, and attraction venues that might require customer education.</p> <p>Standard 9.3.HT-REC.7- Recreation, Amusements, & Attractions: Compare different ticket sales options to maximize revenue for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.9- Recreation, Amusements, & Attractions: Develop marketing strategies for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.10- Recreation, Amusements, & Attractions: Analyze the merchandising, program, and product potential for different recreation, amusement, and attraction venues.</p>	<p>equity, globalization, indirect economic impact, international marketing, International Olympic Committee, joint venture, multigenerationalism, niche travel, piracy, polyglots, and prime time.</p>	<p>sports and entertainment.</p> <p>Show the impact of multiculturalism and diversity in sports and entertainment.</p> <p>Outline the role of travel and tourism in sports and entertainment.</p>
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<p>Standard 9.3.HT-REC.11- Recreation, Amusements, & Attractions: Compare and contrast various types of recreation, amusement, and attraction venues.</p> <p>CRP1-Career Ready Practices: All students will act as a responsible and contributing citizen and employee.</p> <p>CRP2-Career Ready Practices: All students will apply appropriate academic and technology skills.</p> <p>CRP4-Career Ready Practices: All students will communicate clearly and effectively and with reason.</p> <p>CRP5-Career Ready Practices: All students will consider the environmental, social and economic impacts of decisions.</p> <p>CRP6-Career Ready Practices: All students will demonstrate creativity and innovation.</p> <p>CRP7-Career Ready Practices: All students will employ valid and reliable research strategies.</p> <p>CRP8-Career Ready Practices: All students will utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9-Career Ready Practices: All students will model integrity, ethical leadership and effective management.</p> <p>CRP11-Career Ready Practices: All students will use technology to enhance productivity.</p> <p>CRP12-Career Ready Practices: All students will work productively in teams while using global competence.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Unit 3 Project – “FIFA’s Social Responsibility” – Students will conduct online research about FIFA and the IOC’s commitment to social responsibility. Students will recommend ways that both organizations can support human rights and social issues while governing international sporting events through the creation of a brochure.
- Virtual Business Simulation – Students will use the “Picking and Promoting a Band” lesson to learn more about the economics of stadium shows.

KEY LEARNING EVENTS AND INSTRUCTION:

- Identify and assess current social and humanitarian issues facing FIFA and the IOC.
- Analyze the effect of politics on the sports and entertainment industry.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
Unit III: The Wide World of Sports and Entertainment

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Unit III: The Wide World of Sports and Entertainment</p> <ul style="list-style-type: none"> ○ Worldwide sports and entertainment events ○ Global sports and entertainment trends ○ Diversity in the sports and entertainment industry ○ Destinations: travel and tourism 	<p>South-Western Sports and Entertainment Marketing 4e PowerPoint: Chapter 4.1, 4.2, 4.3, 4.4</p> <p>Knowledge Matters: Virtual Business Sports and Entertainment</p> <p>“Extra Innings” Project – FIFA’s Social Responsibility</p> <p>Section 4.1, 4.2, 4.3, and 4.4 Review Questions</p> <p>Chapter 4 Assessment – Test & Quiz</p> <p>Internet research resources including ESPN.com, CSBSportsline.com, SI.com, Yahoo.com, Google.com and various other resources</p> <p>Class discussions and participation</p> <p>Case Study – “Saving the Manatees”</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
UNIT IV: Putting the Customer First

TRANSFER: Students will be able to independently develop, cultivate, and maintain business relationships in addition to understanding the importance of customer satisfaction.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 9.3.MK.1- Marketing: All students will implement market research to obtain and evaluate information for the creation of a marketing plan.</p>	<p>Satisfying customer needs is the main goal of the marketing concept – “The customer is always right.”</p>	<ul style="list-style-type: none"> • How does customer service impact business?
<p>Standard 9.3.MK.9- Marketing: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p>	<p>Collecting marketing information is vital for decision-making.</p>	<ul style="list-style-type: none"> • How does the collection of marketing information affect decision making in business?
<p>Standard 9.3.MK.10- Marketing: All students will apply marketing strategies and processes to determine and meet client needs and wants..</p>	<p>Market research is conducted to determine why consumers spend money on goods and services.</p>	<ul style="list-style-type: none"> • Why must sports and entertainment venues conduct research to keep repeat customers?
<p>Standard 9.3.MK-COM.1- Marketing Communications: All students will apply techniques and strategies to convey ideas and information through marketing communications.</p>		
<p>Standard 9.3.MK-COM.3- Marketing Communications: All students will access, evaluate and disseminate information to enhance marketing decision-making processes.</p>	KNOWLEDGE	SKILLS
<p>Standard 9.3.MK-COM.4- Marketing Communications: All students will obtain, develop, maintain and improve a marketing communication product or service mix to respond to market opportunities.</p> <p>Standard 9.3.MK-COM.5- Marketing Communications: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>Standard 9.3.MK-MGT.7- Marketing Management: All students will communicate</p>	<p>Students will know: How businesses use market segmentation. What it means to establish a service culture. The process of acquiring and evaluating data. How to use technology to process information. How to analyze information to make business decisions</p>	<p>Students will be able to: Analyze the central focus of the marketing concept. Explain the importance of understanding buyer behavior when making marketing decisions. Compare and contrast how businesses use market segmentation.</p>

<p>information about products, services, images and/or ideas.</p> <p>Standard 9.3.MK-RES.3- Marketing Research: All students will use information systems and tools to make marketing research decisions.</p> <p>Standard 9.3.MK-MER.6- Merchandising: All students will obtain, develop, maintain and improve a product or service mix to responds to market opportunities.</p> <p>Standard 9.3.MK-MER.7- Merchandising: All students will communicate information about retail products, services, images and/or ideas.</p> <p>Standard 9.3.HT-REC.1- Recreation, Amusements, & Attractions: Describe career opportunities in the Recreation, Amusements, and Amusements Career Pathway.</p> <p>Standard 9.3.HT-REC.3- Recreation, Amusements, & Attractions: Determine the maintenance and technology needs for various recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.4- Recreation, Amusements, & Attractions: Describe safety and security issues unique to the Recreation, Amusements, and Attractions Career Pathways.</p> <p>Standard 9.3.HT-REC.6- Recreation, Amusements, & Attractions: Identify safety and security issues for recreation, amusement, and attraction venues that might require customer education.</p> <p>Standard 9.3.HT-REC.7- Recreation, Amusements, & Attractions: Compare different ticket sales options to maximize revenue for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.9- Recreation, Amusements, & Attractions: Develop marketing strategies for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.10- Recreation, Amusements, & Attractions: Analyze the merchandising, program, and product potential for different recreation, amusement, and attraction venues.</p>	<p>based on target markets and market segmentations.</p> <p>KEY TERMS: Benefits derived, breakeven point, comparative advantage, customer service gap, economic market, emotional purchases, market segment, market share, marketing concept, mass marketing, opportunity cost, patronage purchases, productivity, rational purchases, target market, values-based culture.</p>	<p>Identify important information and data collected during market segmentation.</p> <p>Evaluate the importance of outstanding customer service.</p> <p>Demonstrate how conflict resolution is a key component of customer service.</p>
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Standard 9.3.HT-REC.11- Recreation, Amusements, & Attractions: Compare and contrast various types of recreation, amusement, and attraction venues.

CRP1-Career Ready Practices: All students will act as a responsible and contributing citizen and employee.

CRP2-Career Ready Practices: All students will apply appropriate academic and technology skills.

CRP4-Career Ready Practices: All students will communicate clearly and effectively and with reason.

CRP5-Career Ready Practices: All students will consider the environmental, social and economic impacts of decisions.

CRP6-Career Ready Practices: All students will demonstrate creativity and innovation.

CRP7-Career Ready Practices: All students will employ valid and reliable research strategies.

CRP8-Career Ready Practices: All students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Career Ready Practices:
All students will model integrity, ethical leadership and effective management.

CRP11-Career Ready Practices: All students will use technology to enhance productivity.

CRP12-Career Ready Practices: All students will work productively in teams while using global competence.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Unit 4 Project – “College Basketball Tickets” – Students will perform online research to create a family itinerary for attending a college basketball game. The itinerary will include: cost of hotels near the arena, cost of gasoline to get to and from the venue, ticket prices, parking fees, concession costs at the game and restaurant prices in the nearby area. Students will calculate costs on an Excel spreadsheet and create the itinerary on a word document.
- Virtual Business Simulation – Students will use the “Parking” lesson to understand why stadium parking is important to a positive fan experience.

KEY LEARNING EVENTS AND INSTRUCTION:

- Analyze and critique the effect of a positive service culture has on fans.
- Evaluate buyer behavior before making important marketing decisions.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
Unit IV: Putting the Customer First

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p>4 Weeks</p>	<p>Unit IV: Putting the Customer First</p> <ul style="list-style-type: none"> ○ The marketing concept ○ Discover what the people want ○ Target markets ○ Customer service 	<p>South-Western Sports and Entertainment Marketing 4e PowerPoint: Chapter 2.1, 2.2, 2.3, 2.4</p> <p>Knowledge Matters: Virtual Business Sports and Entertainment</p> <p>“Extra Innings” Project – College Basketball Tickets</p> <p>Section 2.1, 2.2, 2.3, and 2.4 Review Questions</p> <p>Chapter 2 Assessment – Test & Quiz</p> <p>Internet research resources including ESPN.com, CSBSportsline.com, SI.com, Yahoo.com, Google.com and various other resources</p> <p>Class discussions and participation</p> <p>Case Study – “Athlete-Owned Restaurants”</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
UNIT V: Sports and Entertainment Promotion

TRANSFER: Students will be able to identify the characteristics and purposes of Marketing-Information systems, the role of Ethics in Marketing Information Management, the steps and technology used in Market Research, and explain the concept of Data-driven decisions.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Standard 9.3.MK.1- Marketing: All students will implement market research to obtain and evaluate information for the creation of a marketing plan.</p> <p>Standard 9.3.MK.9- Marketing: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>Standard 9.3.MK.10- Marketing: All students will apply marketing strategies and processes to determine and meet client needs and wants..</p> <p>Standard 9.3.MK-COM.1- Marketing Communications: All students will apply techniques and strategies to convey ideas and information through marketing communications.</p>	<p>To identify how promotion increases sales.</p> <p>To explain the role of advertising, publicity, sales promotion and personal selling in promotion.</p> <p>To identify advertising’s role in the “Free-Enterprise system.”</p>	<ul style="list-style-type: none"> • How do consumer sales promotions influence consumers shopping habits? • What role does public relations play in creating the public image of an athlete or organization? • How are advertising and public relations considered promotion?
	KNOWLEDGE	SKILLS
<p>Standard 9.3.MK-COM.3- Marketing Communications: All students will access, evaluate and disseminate information to enhance marketing decision-making processes.</p> <p>Standard 9.3.MK-COM.4- Marketing Communications: All students will obtain, develop, maintain and improve a marketing communication product or service mix to respond to market opportunities.</p> <p>Standard 9.3.MK-COM.5- Marketing Communications: All students will communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>Standard 9.3.MK-MGT.7- Marketing Management: All students will communicate</p>	<p>Students will know:</p> <p>Various types of sales promotions.</p> <p>The goals of promotion.</p> <p>How to differentiate between publicity and other types of promotion.</p> <p>How to describe the various goals of product placement.</p> <p>KEY TERMS: Algorithm, analytics, big data, cart-reminder email, client-side researchers, cohort,</p>	<p>Students will be able to:</p> <p>Summarize the purposes of promotion and the significance of the four major elements of promotion.</p> <p>Construct a promotional vehicle that utilizes the four major elements of promotion.</p> <p>Discuss the components of effective advertising and the various types of sales promotions.</p>

<p>information about products, services, images and/or ideas.</p> <p>Standard 9.3.MK-RES.3- Marketing Research: All students will use information systems and tools to make marketing research decisions.</p> <p>Standard 9.3.MK-MER.6- Merchandising: All students will obtain, develop, maintain and improve a product or service mix to responds to market opportunities.</p> <p>Standard 9.3.MK-MER.7- Merchandising: All students will communicate information about retail products, services, images and/or ideas.</p> <p>Standard 9.3.HT-REC.1- Recreation, Amusements, & Attractions: Describe career opportunities in the Recreation, Amusements, and Amusements Career Pathway.</p> <p>Standard 9.3.HT-REC.3- Recreation, Amusements, & Attractions: Determine the maintenance and technology needs for various recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.4- Recreation, Amusements, & Attractions: Describe safety and security issues unique to the Recreation, Amusements, and Attractions Career Pathways.</p> <p>Standard 9.3.HT-REC.6- Recreation, Amusements, & Attractions: Identify safety and security issues for recreation, amusement, and attraction venues that might require customer education.</p> <p>Standard 9.3.HT-REC.7- Recreation, Amusements, & Attractions: Compare different ticket sales options to maximize revenue for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.9- Recreation, Amusements, & Attractions: Develop marketing strategies for recreation, amusement, and attraction venues.</p> <p>Standard 9.3.HT-REC.10- Recreation, Amusements, & Attractions: Analyze the merchandising, program, and product potential for different recreation, amusement, and attraction venues.</p>	<p>convergence analytics, customer’s lifetime Value, data interpretation, data mining, data-driven decisions, focus groups, frequency table, hard data, market Research, marketing research, market-information system, price points, sample, shopping cart abandoners, soft data, syndicated research.</p>	<p>Distinguish between publicity and other types of promotion.</p> <p>Demonstrate how to use personal selling in sports and entertainment.</p> <p>Explain how product placement can have unintended consequences regarding a brand’s intended goals.</p>
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Standard 9.3.HT-REC.11- Recreation, Amusements, & Attractions: Compare and contrast various types of recreation, amusement, and attraction venues.

CRP1-Career Ready Practices: All students will act as a responsible and contributing citizen and employee.

CRP2-Career Ready Practices: All students will apply appropriate academic and technology skills.

CRP4-Career Ready Practices: All students will communicate clearly and effectively and with reason.

CRP5-Career Ready Practices: All students will consider the environmental, social and economic impacts of decisions.

CRP6-Career Ready Practices: All students will demonstrate creativity and innovation.

CRP7-Career Ready Practices: All students will employ valid and reliable research strategies.

CRP8-Career Ready Practices: All students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Career Ready Practices:
All students will model integrity, ethical leadership and effective management.

CRP11-Career Ready Practices: All students will use technology to enhance productivity.

CRP12-Career Ready Practices: All students will work productively in teams while using global competence.

ASSESSMENT EVIDENCE: Students will show their learning by:

- Unit 5 Project – “T.J. Oshie Movie Promotion” – Students will conduct research about T.J. Oshie (an NHL player who is a member of the Ojibwe people). Students will use this information to create a promotional plan for a movie release about Oshie’s life. The movie will be released in 5 major cities and the promotional budget is \$500,000.
- Virtual Business Simulation – Students will use the “Promotion with Traditional Media” lesson to see how market research and different forms of traditional media work to promote events and increase attendance at a concert.

KEY LEARNING EVENTS AND INSTRUCTION:

- Illustrate the importance of proper promotional tactics.

- Evaluate successful and unsuccessful movie promotions for previously released biographical sports films.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Sports and Entertainment Management
Unit V: Sports and Entertainment Promotion

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Unit V: Sports and Entertainment Promotion</p> <ul style="list-style-type: none"> ○ Promoting sports and entertainment ○ Advertising sales and promotion ○ Publicity and personal selling 	<p>South-Western Sports and Entertainment Marketing 4e PowerPoint: Chapter 9.1, 9.2, 9.3</p> <p>Knowledge Matters: Virtual Business Sports and Entertainment</p> <p>“Extra Innings” Project – T.J. Oshie Movie Promotion</p> <p>Section 9.1, 9.2 and 9.3 Review Questions</p> <p>Chapter 9 Assessment – Test & Quiz</p> <p>Internet research resources including ESPN.com, CSBSportsline.com, SI.com, Yahoo.com, Google.com and various other resources</p> <p>Class discussions and participation</p> <p>Case Study – “Getting to Know All About You”, “Changing NASCAR’s Target Market”</p>

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Sports and Entertainment Management

APPENDIX A

Textbook

None due to the constantly changing environment of material

Technology:

- Facebook, Twitter, LinkedIn, Google+, YouTube, Foursquare, Tumblr, Instagram, Pinterest, Flickr, and Snapchat
- Microsoft Office Suite
- Presentation software such as PowerPoint, Google Slides and Prezi
- HoverCam
- Blackboard/Google Drive/One Drive
- Desktops, Laptops and Personal Tablet Devices

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APPENDIX B

ASSESSMENT:

- Quiz
- Test
- Quarterly Exams/Assessments
- Case Studies
- Individual Projects
- Group Projects
- Homework
- Online Resources
- Various Documentaries including but not limited to: ESPN 30 for 30 and SEC Stories

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Sports and Entertainment Management

APPENDIX C

Opportunities exist for interdisciplinary units.

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APPENDIX D

Prerequisites for this course are completion of either Introduction to Business or Marketing I.

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APPENDIX E

Lesson plans to follow as the curriculum is implemented.