

**Carlstadt-East Rutherford Regional School District**  
**Career and Technology Education Department**  
**Sports, Entertainment, and Fashion Marketing Curriculum**

**Course Description**

Sports, Entertainment, and Fashion Marketing is a half-year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Marketing is the process of promoting and selling products or services to an audience. Companies strive in their efforts to deliver value to customer segments every day. This Marketing course dives into the fields of Sports, Entertainment, and Fashion to get an understanding of how it is deployed in these sectors. The course is broken into 6 units covering; Sports Marketing Introduction, Sports Licensing, Entertainment Marketing, The World of Fashion & Fashion Products, Fashion Distribution, and Fashion Pricing and Promotion. Each unit was designed to give students an opportunity to see marketing in action in familiar industries.

**Course Overview and Pacing Guide**

Unit	Topic	Time Frame
1	Sports Marketing Introduction	3 Weeks
2	Sports Licensing	5 Weeks
3	Entertainment marketing	6 Weeks
4	The World of Fashion & Fashion Products	2 Weeks
5	Fashion Distribution	2 Weeks
6	Fashion Pricing and Promotion	2 Weeks

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<b>Personal Financial Literacy (Standard 9.1) See Individual Units</b>
<b>Career Readiness, Life Literacies, and Key Skills (Standard 9.2) See Individual Units</b>
<b>Computer Science (Standard 8.1) See Individual Units</b>
<b>Interdisciplinary Connections</b>
MA.K-12.1-8: Integrate mathematical skills to calculate financial and accounting problems and scenarios.
ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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<b>Modifications, Accommodations, and Differentiation</b>			
<b>English Language Learners</b>	<b>IEP / 504</b>	<b>At Risk Students</b>	<b>Gifted and Talented</b>
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling In-Class-Support Graphic Organizers Note-taking guides Clarify assignments, directions and instructions Extended time Collaboration between ESL and mainstream classroom teachers	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast In-Class-Support Provide Study Guides Establish Timelines Clarify Assignments, directions and instructions Parent/teacher communication Assist students with steps to complete assignments Provide student with clear expectations and grading criteria Establish procedures for accommodations /modifications for assessments	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling Verbal reminders Check student independent work Assist student with planning of assignments Provide student with clear expectations and grading criteria Restate and clarify directions and questions	Challenge assignments Enrichment activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities Open forums and debates in the classroom regarding controversial issues

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<b>Unit Name</b>	Unit 1 - Sports Marketing Introduction	Time Frame - 3 Weeks
<b>Instructional Materials and Resources</b>	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

**Disciplinary Concept: Sports Marketing Introduction**

This unit allows students to explore the components of sports marketing and how the marketing concept is applied to sports marketing.

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real-world phenomena, including climate change.
There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<b>Describe the sports consumer</b>	1-1 The Sports Market	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Identify types of sports products</b>	1-1 The Sports Market	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Distinguish between amateur, high school, college and professional sports including athlete requirements, sports products, and economic impact on community</b>	1-1 The Sports Market	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Understand the importance of the NCAA, conferences, and rankings</b>	1-2 Sports Products	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Recognize the wider world of sports including Olympics and extreme sports</b>	1-2 Sports Products	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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<b>Unit Name</b>	Unit 2 - Sports Licensing	Time Frame - 5 Weeks
<b>Instructional Materials and Resources</b>	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

<b>Disciplinary Concept: Sports Licensing</b>	
This unit allows students to analyze the role licensing plays in sports marketing and how sponsorships and endorsements impact sports consumers.	
<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Innovative ideas or innovation can lead to career opportunities	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<b>Understand licensing and the difference between a licensor and licensee</b>	2-1 Branding and Licensing	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Identify advantages and disadvantages of endorsements</b>	2-1 Branding and Licensing	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Describe the different types of sponsorships</b>	2-2 Sponsorships	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Describe athlete endorsers</b>	2-3 Endorsements	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Understand the rules of endorsement contracts</b>	2-3 Endorsements	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Relate marketing concepts to current sports news and events</b>	2-3 Endorsements	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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<b>Unit Name</b>	Unit 3 - Entertainment Marketing	Time Frame - 6 Weeks
<b>Instructional Materials and Resources</b>	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

**Disciplinary Concept: Entertainment Marketing**

In this unit students will review how the marketing concept is applied to the entertainment industry and how entertainment influences other industries.

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing, and building wealth over time.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
Cultivating online reputations for employers and academia requires separating private and professional digital identities.	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<b>Distinguish between TV, radio, music, movies, and theme parks</b>	3-1 The Entertainment Market	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Understand entertainment companies' holdings and organization</b>	3-1 The Entertainment Market	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Understand how each type of media generates revenue</b>	3-1 The Entertainment Market	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Understand the importance of ratings</b>	3-2 Entertainment Products and Marketing	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Explain how syndication, residuals, and royalties work</b>	3-2 Entertainment Products and Marketing	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Distinguish between the primary and secondary market in the movie industry</b>	3-2 Entertainment Products and Marketing	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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<b>Unit Name</b>	Unit 4 - The World of Fashion and Fashion Products	Time Frame - 2 Weeks
<b>Instructional Materials and Resources</b>	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

**Disciplinary Concept: The World of Fashion and Fashion Products**

This unit allows students to analyze how fashion products are selected and how to create a product mix.

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real-world phenomena, including climate change.
There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<b>Explain tasks involved in fashion product planning</b>	4-1 The Fashion Business	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Explain fashion merchandising</b>	4-1 The Fashion Business	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Describe the components of the marketing mix as it relates to fashion</b>	4-2 Fashion Products	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Identify the difference between trade and fashion publications</b>	4-2 Fashion Products	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Explain the relationship between supply and demand</b>	4-2 Fashion Products	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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<b>Unit Name</b>	Unit 5 - Fashion Distribution	Time Frame - 2 Weeks
<b>Instructional Materials and Resources</b>	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

**Disciplinary Concept: Fashion Distribution**

This unit allows students to analyze fashion distribution and why the buying process important.

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real-world phenomena, including climate change.
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<b>Identify tasks performed by fashion buyers</b>	5-1 Fashion Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Describe the three steps of the buying process</b>	5-1 Fashion Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Identify types of retailers that distribute fashion merchandise</b>	5-1 Fashion Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Identify types of consumer buying behavior</b>	5-1 Fashion Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Describe the seven steps of the personal-selling process</b>	5-1 Fashion Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project



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<b>Unit Name</b>	Unit 6 - Fashion Pricing and Promotion	Time Frame - 2 Weeks
<b>Instructional Materials and Resources</b>	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

**Disciplinary Concept: Fashion Pricing and Promotion**

This unit allows students to analyze how pricing and promotion play a major role in the fashion industry.

<b>Core Idea</b>	<b>Performance Expectation (Standard)</b>
Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real-world phenomena, including climate change.
There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

<b>Student Learning Objectives (Knowledge and Skills)</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessments)</b>
<b>Identify pricing factors</b>	6-1 Fashion Pricing	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Identify reasons why stores use visual merchandising</b>	6-1 Fashion Pricing	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Identify the four components of the fashion promotional mix</b>	6-2 Fashion Promotion	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
<b>Define a fashion promotion plan</b>	6-2 Fashion Promotion	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project