



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Sports & Entertainment Marketing
Grades 10-12

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved February 28, 2022



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Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Vice President Saha
Seconded By: Mrs. Gamarekian
Adopted: February 28, 2022

Revised Curriculum

At the recommendation of the Superintendent, to approve the following revised curriculum –

- Accounting I
- Business Law
- Business Management
- Entrepreneurship
- Personal Finance
- Sports & Entertainment Marketing
- American Regional Cuisine
- Bake Shop I & II
- Classic French & Italian
- Foundations of Restaurant Management and Culinary Arts I – IV
- International Cuisine

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on February 28, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 1st of March 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit 1 Overview Template

Content Area: Business **Grade Level:** 10-12 **Unit Title:** What is Sports & Entertainment Marketing

Unit Summary: Students will be able to identify the basic marketing concepts, and explore the value of entertainment and sports marketing; and explain the importance of excellent customer service.

Primary Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit will provide an understanding of the core standards of marketing and determination of target markets needs and distribution of goods and services.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training
 9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy
 9.3 Career and Technical Education
 12.3 Social and Emotional Standards
 LA Language Arts
 MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
 9.1.12.EG - There are different ways you can influence government policy to improve your financial situation.
 9.2.12.CAP - An individual's income and benefit needs and financial plan can change over time. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
 9.3.HT.REC – Career & Technical Education -- Hospitality & Tourism Career Cluster
 9.3.MK - Career & Technical Education – Marketing Career Cluster
 9.3.MK-MGT - Career & Technical Education – Marketing Management Career Cluster
 9.3.MK-RES - Career & Technical Education – Marketing Research Career Cluster
 9.4.12.CI - With a growth mindset, failure is an important part of success.
 9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and



protecting or infringing upon people’s rights. Cultivating online reputations for employers and academia requires separating private and professional digital identities.

9.4.12.IML - In order for members of our society to participate productively, information needs to be shared accurately and ethically.

SEL.PK.12.3 – Social Awareness

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23:	Identify different ways to obtain capital for starting a business.
9.3.HT-REC.9	Develop marketing strategies for recreation, amusement and attractions venues.
9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.6	Select, monitor and manage sales and distribution channels.
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.



9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-MGT.2	Plan, manage and monitor day-to-day marketing management operations.
9.3.MK-MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4	Access, evaluate and disseminate information to aid in making marketing management decisions.
9.3.MK-MGT.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MGT.6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.



LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What is sports and entertainment marketing?
- What are the basic concepts of marketing, and how do they apply to the sports and entertainment industries?
- How has marketing affected the consumer and the world around us?
- What are the skills needed to be successful in marketing?
- How can you relate business concepts to marketing sports and entertainment products and services?
- How do the marketing core functions apply to sports marketing and entertainment?
- How does sports and entertainment marketing provide benefits to consumers?
- How has the marketing of sports and entertainment evolved over the years?

Unit Enduring Understandings:

- Sports and Entertainment Marketing has a significant impact on our lives and our economy.
- To be a successful marketer, a need for understanding of marketing skills, marketing core functions, and basic concepts of marketing.
- Marketing supports competition and offers benefits to consumers.
- The marketing mix is a set of tools used to influence buying decisions.
- The history of sports and entertainment has an impact on today's markets.

Unit Learning Targets:

Students will....

- Describe the basic concepts of marketing.
- Explain the marketing mix.
- Define the six core standards of marketing and financing.
- Define sports marketing.
- Explain the value of sports marketing to the economy.
- Define entertainment.
- Describe the evolution of entertainment marketing.
- Explain the central focus of the marketing concept.
- Explain the reasons for increased sports and entertainment options.
- Explain the importance of understanding buyer behavior when making marketing decisions.
- List and describe means of collecting marketing information for use in decision making.
- Define target market and market segment.
- Describe how businesses use market segmentation.
- Explain the importance of outstanding customer service.
- Explain what it means to establish a service culture.



Evidence of Learning

Summative Assessment: 12 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 1 and 2
- Notes for Chapter 1 and 2
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities

Formative Assessments:

- Students will be assessed on classwork and project assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on chapter tests.



Unit 1 Lesson Plans

Lesson	Time Frame
Lesson 1 Marketing Basics	4 days
Lesson 2 The Marketing Concept	4 days
Lesson 3 Target Markets	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.ngl.cengage.com/sports4e

<https://smallbusiness.chron.com/effect-celebrities-advertisements-56821.html>

<https://insights.digitalmediasolutions.com/articles/history-celebrity-endorsements>

<https://www.forbes.com/sites/steveolenski/2016/07/20/how-brands-should-use-celebrities-for-endorsements/#5d7b38315593>

https://www.youtube.com/watch?v=Mco8vBAwOmA&list=PLQ9vJ4k4q1NV1IaHls3E_EyCEwjHKvv8

<https://www.nytimes.com/2020/02/11/sports/should-college-athletes-be-paid.html>

<https://www.cnbc.com/2019/09/11/student-athletes-should-get-paid-college-students-say.html>

<https://www.nascar.com/>

https://www.youtube.com/watch?v=vcTfme_BtRo

<https://zipsprout.com/top-60-corporate-sponsors-us/>

<https://www.youtube.com/watch?v=PSLpdM6EYTQ>

<https://www.youtube.com/watch?v=85qTZLEGp3M&list=PLSEiCyXZ68zJgUeZ11PirYkV-H-mqG6oK>

<https://www.shape.com/lifestyle/mind-and-body/celebrity-social-media-affects-mental-health-body-image>

<https://www.youtube.com/watch?v=Vov92-JfpW8>

<https://thebestschools.org/magazine/college-mascots/>

<https://www.collegexpress.com/articles-and-advice/athletics/blog/best-college-mascots-definitive-bracket/>

<https://www.youtube.com/watch?v=AOYZocsbcqs>



Unit 1 Lesson Plan 1 Template

Content Area: Business Lesson Title: Marketing Basics Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on the economic impact that the Super Bowl has on a hosting city, businesses that financially benefit from NASCAR, and a sport/entertainment product and apply to the core standards.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe basic marketing concepts, explain the marketing mix, and define the core standards of marketing and financing. - Define sports marketing and explain the value of sports marketing in the economy. - Define entertainment and describe the effects of advances in entertainment technology on entertainment marketing.	Lesson Sequence - Students will complete "Opening Act - Advertising Campaigns with Celebrities" as an introduction. - Class will discuss the definition of marketing. - Class will discuss the elements of the marketing mix. - Class will discuss the value of sports marketing. - Students will complete "Communication Connection -- NASCAR". - Class will discuss the evolution of entertainment and entertainment marketing. - Students will complete "Judgment Call - Ambush Marketing".	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students' performance on "Extra Innings Project -- NFL Campaign". - Students will be assessed based on students' performance on "Case Study -- Should College Athletes Be Paid?".



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 1
- Notes for Chapter 1
- Case Study
- Opening Act/Winning Strategies/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 1 Lesson Plan 2 Template

Content Area: Business Lesson Title: The Marketing Concept Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on how businesses can maintain positive relationships with consumers, the customer focus and productivity of championship game merchandise, and the recruitment process for corporate sponsors.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the marketing concept and the reasons for increased sports and entertainment options. - Explain the importance of understanding buyer behavior and describe strategies for collecting marketing information for use in decision making.	Lesson Sequence - Students will complete “Winning Strategies - The Muppets” as an introduction. - Class will discuss marketing concepts (<i>customer focus and opportunity costs</i>) - Students will complete “Opening Act -- Corporate Sponsorships”. - Class will discuss the buyers behaviors, consumer spending habits, and consumers needs and wants - Students will analyze Maslow's Hierarchy of Needs Pyramid.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Social Media Marketing -- Celebrity’s behavior”. - Students will be assessed based on students’ performance on “Judgment Call -- College Athletic Budgets”.

**Differentiation:**

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 2
- Notes for Chapter 2
- Case Study
- Winning Strategies/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 1 Lesson Plan 3 Template

Content Area: Business Lesson Title: Target Markets Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on promotions of their favorite team/sport, provide examples of products that use mass marketing, and how professional sports teams ensure a positive customer experience.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define target market and market segment and describe how businesses use market segmentation. - Explain the importance of outstanding customer service and what it means to establish a service culture.	Lesson Sequence - Students will complete "Opening Act -- College Mascot Popularity" as an introduction. - Teacher will introduce target markets and the focus of marketing efforts to meet the target needs and mass marketing. - Class will discuss market segmentation (<i>geographic, demographic, psychographic, and behavioral based</i>) - Students will complete "Communication Connection -- Performance Artist and Social Media". - Class will discuss customer service. - Students will analyze the different methods of demonstrating superior customer service.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students' performance on Extra Innings Project -- Create a budget for a family to attend a sporting event. - Students will be assessed based on students' performance on Case Study -- "Athlete-Owned Restaurants".



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 2
- Notes for Chapter 2
- Case Study
- Winning Strategies/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 1 Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Business	Grade Level: 10-12	Unit Title: What is Sports & Entertainment Marketing?
Created: Erica Moore	Board Approved on:	Type Here



Unit 2 Overview Template

Content Area:	Business	Grade Level:	10-12	Unit Title:	Sports & Entertainment Means Business
Unit Summary: Students will be able to define profit, explain profit motive and describe the types of economic utility; discuss the sources of funding, and revenue; describe the categories and classifications of risk and risk management; and discuss the impact of ethical and unethical behavior. Primary Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale: This unit introduces students to the business of sports and entertainment including the economics, financial analysis, risk, and business ethics.					
Career Readiness (Standard 9): 9.2 Career Awareness, Exploration, Preparation, and Training 9.4 Life Literacies and Key Skills					

Learning Targets

Standards: 9.1 Personal Financial Literacy 9.3 Career and Technical Education 12.3 Social and Emotional Standards LA Language Arts MA Mathematics
Content Statements: 9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. 9.1.12.EG - There are different ways you can influence government policy to improve your financial situation. 9.2.12.CAP - An individual's income and benefit needs and financial plan can change over time. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. 9.3.HT.REC – Career & Technical Education -- Hospitality & Tourism Career Cluster 9.3.MK - Career & Technical Education – Marketing Career Cluster 9.3.MK-MGT - Career & Technical Education – Marketing Management Career Cluster 9.3.MK-RES - Career & Technical Education – Marketing Research Career Cluster 9.4.12.CI - With a growth mindset, failure is an important part of success. 9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have



beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights. Cultivating online reputations for employers and academia requires separating private and professional digital identities.

9.4.12.IML - In order for members of our society to participate productively, information needs to be shared accurately and ethically.

SEL.PK.12.3 – Social Awareness

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

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9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.3.HT-REC.9	Develop marketing strategies for recreation, amusement and attractions venues.
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9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
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SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on



	one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- Why do investors chance losing money and what do they need to know to profit?
- Why does profit motive drive business?
- How does scarcity impact the economics of sports and entertainment?
- How do sports and entertainment businesses achieve profitability?
- What are the two sources of funding for businesses?
- What are the two major reasons that half of all new businesses fail?
- What are the sources and categories of business risk, and how are they managed?
- What are some ways employees pose financial and safety risks to a business?
- What are three ways to manage risk?
- What does ethics mean in sports and entertainment marketing, and what impact does unethical behavior have?
- Why is the behavior of athletes off the field important to a team?

Unit Enduring Understandings:

- Investors hope to make money, they need to know how to manage limited resources and how to improve economic utility.
- Businesses achieve profitability by managing their financial resources through record keeping and planning.
- Sources and categories of business risk are natural, human, economic, gain or loss, controllable, and insurable. They are managed through avoidance, transfer, and retention.
- Ethics in sports means choosing right over wrong. Unethical behavior can cause injury, negative images, and loss of money.

Unit Learning Targets:

Students will....

- Explain the importance of the profit motive in business.
- Summarize the impact of limited resources on businesses.
- Describe the types of economic utility.
- Recognize sources of funding and revenue for sports and entertainment businesses.
- Explain how to manage financial resources through record keeping.
- Categorize business risk.
- Explain methods a business uses to manage risk.
- Conduct risk assessment and develop a contingency plan for safety and security.
- Interpret the meaning of ethics in sports and entertainment marketing.
- Analyze the impact of ethical and unethical behavior.



Evidence of Learning

Summative Assessment: 12 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 3
- Notes for Chapter 3
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities

Formative Assessments:

- Students will be assessed on classwork and project assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Sports & Entertainment Economics	4 days
Lesson 2 Financial Analysis	4 days
Lesson 3 Business Ethics	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.ngl.cengage.com/sports4e

<https://www.forbes.com/sites/quora/2016/04/15/is-twitter-just-a-vehicle-for-celebrity-messages/#6c9357eab16a>

https://www.forbes.com/2009/03/03/twitter-celebrities-privacy-technology-internet_twitter.html#2433ae9f7446

<https://www.youtube.com/watch?v=R784OMXQLOE>

<https://www.nytimes.com/2018/01/29/sports/football/super-bowl-lli-minnesota.html>

<https://www.cnbc.com/2016/01/29/super-bowl-benefits-host-city-but-by-how-much.html>

<https://dwazoo.com/>

<https://www.cnbc.com/2017/08/31/heres-how-judge-judy-negotiated-her-47-million-salary.html>

<https://www.youtube.com/watch?v=voF1plqqZJA>

<https://businessjournalism.org/2017/09/8-ways-your-readers-may-be-paying-for-their-football-stadium/>

<https://bleacherreport.com/articles/1958933-how-much-does-character-factor-into-scouting-and-draft-day-decisions-in-the-nfl>

<https://profootballtalk.nbcsports.com/2020/04/15/report-nfls-contingency-plans-include-shortened-season-empty-stadiums/>

<https://operations.nfl.com/the-rules/2019-nfl-rulebook/>

https://www.youtube.com/watch?v=aaa9Ir_bkxs



Unit 2 Lesson Plan 1 Template

Content Area: Business	Lesson Title: Sports & Entertainment Economics	Time Frame: 4 days
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Lesson Components

21st Century Themes

- | | |
|--|--|
| ☒ Global Awareness | ☒ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|--|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☒ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☒ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on the profit as a motive for taking the risk needed to start and operate a business or make a movie, why NFL games are the most-watched television shows, consumer convenience, and how to improve the economic utility of a concert.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the importance of the profit motive in business. - Summarize the impact of limited resources on businesses. - Describe the types of economic utility.	Lesson Sequence - Students will complete "Opening Act -- Gross Income of Popular Movies" as an introduction. - Teacher will introduce profit makers in the sports and entertainment industry (profit, profit motive, revenue stream, scarcity, economic impact). - Class will discuss SuperBowl ticket prices based upon the host city. - Students will complete "Social Media Marketing -- Twitter benefits from Celebrities". - Class will discuss the types of utility (form, time, place, possession).	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students' performance on "Winning Strategies -- Dallas World Aquarium".



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 3
- Notes for Chapter 3
- Case Study
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 2 Lesson Plan 2 Template

Content Area: Business Lesson Title: Financial Analysis Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on start-up costs, ongoing expenses, the different types of financial documents for investors, the various sources of revenue for a television show, and sources of funding for sports and entertainment events.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize sources of funding and revenue for sports and entertainment businesses. - Explain how to manage financial resources through record keeping.	Lesson Sequence - Students will complete “Opening Act -- Crowdfunding” as an introduction. - Teacher will introduce funding and money sources for businesses. - Class will discuss the various sources of ad revenue for the Judge Judy show. - Teacher will introduce various financial statements.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Marketing Math --Phil Mickelson Endorsements”.

**Differentiation:**

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 3
- Notes for Chapter 3
- Case Study
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 2 Lesson Plan 3 Template

Content Area: Business Lesson Title: Business Ethics Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on the impact of not being able to pay insurance claims, examples of the three types of risk, the proper safety precautions in sports and entertainment businesses, safety and security at crowded events, and factors of a contingency plan.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Categorize business risks. • Explain methods a business uses to manage risk. • Conduct a risk assessment and develop a contingency plan for safety and security.	Lesson Sequence 1. Students will complete “Opening Act -- Mariano Rivera Admirale Reputation” as an introduction. 2. Teacher will introduce the meaning of ethics and specific ethical dilemmas. 3. Class will discuss why an NFL player’s character should matter. 4. Students will complete “Judgment Call -- NFL Intention Violence”. 5. Class will discuss what is meant by ethical behavior. 6. Students will analyze the different ethical situations that influence the behavior of athletes.	• Students will be assessed based on class participation. • Students will be assessed through teacher lead questioning. • Students will be assessed based on classwork assignments. • Students will be assessed based on students’ performance on “Extra Innings Project --Risk Assessment”. • Students will be assessed based on students’ performance on “Case Study -- Do the Right Thing”.

**Differentiation:**

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 3
- Notes for Chapter 3
- Case Study
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 2 Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Business	Grade Level: 10-12	Unit Title: Sports & Entertainment Means Business
Created: Erica Moore	Board Approved on:	Type Here



Unit 3 Overview Template

Content Area: Business	Grade Level: 10-12	Unit Title: The Wide World of Sports & Entertainment
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Unit Summary: This unit will focus on the impact of international events and politics, along with the global trends and communications that have affected the sports and entertainment industry. Students will explore how cultural and gender diversity has affected sports and entertainment. Students will be able to explain the role of travel and tourism in sports and entertainment, as well as the roles of resorts and theme parks.

Primary Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit explores the broad scope of sports and entertainment as a worldwide industry with many segments.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training
 9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy
 9.3 Career and Technical Education
 12.3 Social and Emotional Standards
 LA Language Arts
 MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.EG - There are different ways you can influence government policy to improve your financial situation.

9.2.12.CAP - An individual's income and benefit needs and financial plan can change over time. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

9.3.HT.REC – Career & Technical Education -- Hospitality & Tourism Career Cluster

9.3.MK - Career & Technical Education – Marketing Career Cluster

9.3.MK-MGT - Career & Technical Education – Marketing Management Career Cluster

9.3.MK-RES - Career & Technical Education – Marketing Research Career Cluster

9.4.12.CI - With a growth mindset, failure is an important part of success.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many



aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights. Cultivating online reputations for employers and academia requires separating private and professional digital identities.

9.4.12.IML - In order for members of our society to participate productively, information needs to be shared accurately and ethically.

SEL.PK.12.3 – Social Awareness

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.3.HT-REC.9	Develop marketing strategies for recreation, amusement and attractions venues.
9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.6	Select, monitor and manage sales and distribution channels.
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.



9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-MGT.2	Plan, manage and monitor day-to-day marketing management operations.
9.3.MK-MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4	Access, evaluate and disseminate information to aid in making marketing management decisions.
9.3.MK-MGT.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MGT.6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.



LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What impacts do major international events and politics have on sports and entertainment?
- How does being selected for Olympic competition benefit a sport?
- Who controls the content of films made or shown in China?
- How have global trends and global communications changed the sports and entertainment industries?
- What are some of the considerations and risks when doing business in a foreign country?
- What are the ways that the Internet has affected the sports and entertainment industry?
- How do cultural and gender diversity relate to the popularity of sports and entertainment?
- How has the growth of the Latino population in the United States influenced sports and entertainment?
- Why was Title IX an important piece of legislation for women's sports?
- What is the role of travel and tourism in sports and entertainment?
- Why is multi-generationalism a factor?
- Why should the travel industry be concerned about the local people who live near tourist sites?
- Why might a theme park add restaurants and lodging to its site?

Unit Enduring Understandings:

- Major international events bring interest to sports.
- Politics impact entertainment by influencing the content shown.
- Global trends and global communications have resulted in an expanded interest in sports and entertainment events.
- People generally support sports and entertainment ventures that are familiar to their culture.
- Participation by females in sports is growing.
- People travel for sports and entertainment events. Resorts and theme parks that cater to multiple generations attract more visitors.

Unit Learning Targets:

Students will....

- Discuss the effect of major international events on sports.
- Explain how politics affects sports and entertainment.
- Assess global trends and opportunities in sports and entertainment.
- Identify the effects of global communication on sports and entertainment.
- Explain the impact of multiculturalism and diversity on sports and entertainment.
- Summarize the impact of women in sports and entertainment.
- Explain the role of travel and tourism in sports and entertainment.
- Discuss the roles of resorts and theme parks.



Evidence of Learning

Summative Assessment: 12 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 4
- Notes for Chapter 4
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities

Formative Assessments:

- Students will be assessed on classwork and project assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Worldwide Sports & Entertainment Events	4 days
Lesson 2 Global Sports & Entertainment Trends	4 days
Lesson 3 Diversity in the Sports & Entertainment Industry	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.ngl.cengage.com/sports4e

<https://www.olympic.org/>

<https://www.youtube.com/watch?v=ExBSLqSc8-E>

<https://www.fifa.com/worldcup/>

https://www.espn.com/boxing/story/_/id/29349251/ringside-seat-moloney-twins-miguel-berchelt-raise-stakes

https://www.indiawest.com/news/business/efli-s-mumbai-gladiators-sold-to-nfl-linked-family/article_aad7d124-feb1-5630-96f4-048b77db8615.html

<https://www.formula1.com/>

<https://www.youtube.com/watch?v=9lSHMDQvNyk>

<https://www.ijert.org/research/the-promotion-of-american-culture-through-hollywood-movies-to-the-world-IJERTV1IS4194.pdf>

<http://psychology.iresearchnet.com/sports-psychology/multiculturalism-in-sport/>

https://www.youtube.com/watch?v=LCG7qET3_6s

<https://www.sportsbusinessdaily.com/Journal/Issues/2015/10/26/Opinion/From-the-Field-of-Cultural-Innovation.aspx>



Unit 3 Lesson Plan 1 Template

Content Area: Business Lesson Title: Worldwide Sports & Entertainment Events Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on the Olympic and Mediterranean Games, Olympic host cities, revenue options for sporting events, MLB players recruited from outside of the United States, the success of amateur sports, teams as good representation of their countries, and censorship effect on movies.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the effect of major international events on sports. - Explain how politics affects sports and entertainment.	Lesson Sequence - Students will complete “Winning Strategies -- World Champion Boxing” as an introduction. - Teacher will introduce the International Olympic Committee and host cities, broadcasting rights, Olympic sports and financial support. - Class will discuss the various impacts of being an Olympic host city. - Class will explore the recruitment process of international athletes. - Class will discuss the money and politics pertaining to The World Cup and the rivalries between neighboring countries.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Math in Marketing -- Jose Altuve”.



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 4
- Notes for Chapter 4
- Case Study
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 3 Lesson Plan 2 Template

Content Area: Business Lesson Title: Global Sports & Entertainment Trends Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on political situations influencing the film industry, international marketing, sports and entertainment trends in other countries, and how communication can positively affect people in remote areas of the world.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Assess global trends and opportunities in sports and entertainment. - Identify the effects of global communications on sports and entertainment.	Lesson Sequence - Students will complete “Opening Act -- Culture of the Film Industry” as an introduction. - Teacher will introduce international marketing, globalization. - Class will discuss various international events (baseball, soccer, Go Mumbai Gladiators, Chinese Power Swings, Formula One). - Class will discuss how communication can positively affect people in remote areas of the world. - Class will explore events that have taken place outside of the United States.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Social Media Marketing -- LINE instant messaging application”.



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 4
- Notes for Chapter 4
- Case Study
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 3 Lesson Plan 3 Template

Content Area:	Business	Lesson Title:	Diversity in the Sports & Entertainment Industry	Time Frame:	4 days
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Lesson Components

21st Century Themes

- | | |
|--|--|
| ☒ Global Awareness | ☒ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|--|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☒ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☒ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Career Education, Economics, English, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on the joint venture between Univision and Disney/ABC to create Fusion, how the Internet plays a role in the success of music, companies in the global marketplace, and the different sports offered to females under Title IX.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the impact of multiculturalism and diversity in sport and entertainment. - Summarize the impact of women in sports and entertainment.	Lesson Sequence - Students will complete “Opening Act -- Diversity Through Music” as an introduction. - Teacher will introduce multicultural markets, culture, and international rhythm. - Class will discuss the joint venture between Univision and Disney/ABC to create Fusion. - Class will discuss how so many different types of ethnic music is heard in the United States. - Class will recognize the changes and advancements that have been made in women’s	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Judgment Call -- International Olympic Committee”. - Students will be assessed based on students’ performance on “Extra Innings Project -- Federation Internationale de Football Association”.



participation in sports.

- Students will be assessed based on students' performance on "Case Study -- Saving the Manatees".

Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 4
- Notes for Chapter 4
- Case Study
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Business	Grade Level: 10-12	Unit Title: The Wide World of Sports & Entertainment
Created: Erica Moore	Board Approved on:	Type Here



Unit 4 Overview Template

Content Area: Business **Grade Level:** 10-12 **Unit Title:** Marketing Information Management

Unit Summary: Throughout this unit students will explain the purpose of marketing-information systems and describe ethics. Students will summarize the steps in the marketing research process and discuss the technology used to collect and manage data. Lastly, the importance of electronic data collection and the concept of data driven decisions.

Primary Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit introduces students to a more indepth look at marketing information systems.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training
 9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy
 9.3 Career and Technical Education
 12.3 Social and Emotional Standards
 LA Language Arts
 MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.EG - There are different ways you can influence government policy to improve your financial situation.

9.2.12.CAP - An individual's income and benefit needs and financial plan can change over time. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

9.3.HT.REC – Career & Technical Education -- Hospitality & Tourism Career Cluster

9.3.MK - Career & Technical Education – Marketing Career Cluster

9.3.MK-MGT - Career & Technical Education – Marketing Management Career Cluster

9.3.MK-RES - Career & Technical Education – Marketing Research Career Cluster

9.4.12.CI - With a growth mindset, failure is an important part of success.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have



beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights. Cultivating online reputations for employers and academia requires separating private and professional digital identities.

9.4.12.IML - In order for members of our society to participate productively, information needs to be shared accurately and ethically.

SEL.PK.12.3 – Social Awareness

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.3.HT-REC.9	Develop marketing strategies for recreation, amusement and attractions venues.
9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.6	Select, monitor and manage sales and distribution channels.
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.



9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-MGT.2	Plan, manage and monitor day-to-day marketing management operations.
9.3.MK-MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4	Access, evaluate and disseminate information to aid in making marketing management decisions.
9.3.MK-MGT.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MGT.6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on



	one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What are the characteristics and purposes of marketing-information systems?
- What role does ethics play?
- What is the role of a client-side researcher at a business?
- What are the characteristics and purposes of marketing research?
- What are the steps in marketing research?
- How is data collected and managed?
- Why are charts and graphs used to display data?
- Why are focus groups a good way to conduct market research?
- What factors should be considered when interpreting marketing information and making decisions based on data?
- How can data from many sources be simplified for use in decision making?
- How do marketers use data to make decisions?

Unit Enduring Understandings:

- Marketing-information systems are used to collect, analyze, distribute, and store information. The data collected must be trustworthy or it loses its value.
- Marketing research is a problem-solving tool that helps focus decision making.
- Data is collected through interviews or online and managed through analytics and algorithms.
- Factors to be taken into consideration when interpreting data include the need to see and understand patterns in data, to organize data, to correctly interpret data, and to balance it with common-sense and ethics.

Unit Learning Targets:

Students will....

- Explain the characteristics and purposes of marketing-information systems.
- Describe the role of ethics in marketing-information management.
- Summarize the steps in marketing research.
- Discuss technology used to collect and manage marketing-information data.
- Describe how to interpret marketing information.
- Discuss the concept of data-driven decisions.



Evidence of Learning

Summative Assessment: 12 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 5
- Notes for Chapter 5
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities

Formative Assessments:

- Students will be assessed on classwork and project assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 Marketing-Information Systems	4 days
Lesson 2 The Marketing Research Process	4 days
Lesson 3 Turning Information into Action	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.ngl.cengage.com/sports4e

<https://www.youtube.com/watch?v=THKKIC5PJYI>

<https://www.specialolympics.org/>

<https://www.youtube.com/watch?v=GoskVFvn5sk>

<https://www.youtube.com/watch?v=A51TUNxGugU>

<https://www.youtube.com/watch?v=9e3677HvX1w>

<https://www.greenbook.org/market-research-companies/new-jersey>

<https://www.youtube.com/watch?v=9Lew4yWlv5Q>

<https://www.nba.com/>

<https://www.ge.com/>

<https://www.wordstream.com/blog/ws/2016/03/17/shopping-cart-abandonment>

<https://www.nexttv.com/blog/the-convergence-tv-and-digital-video-buying-missing-a-piece>



Unit 4 Lesson Plan 1 Template

Content Area: Business Lesson Title: Marketing-Information Systems Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on marketing research associated with the anticipated customers' wants and needs, Netflix release viewership data, engaged employees, examples of ethical conflicts regarding market research, and marketing-information management in a business.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the characteristics and purpose of marketing-information systems. - Describe the role of ethics in marketing-information management.	Lesson Sequence - Students will complete "Winning Strategies -- The Nielsen Company" as an introduction. - Teacher will introduce marketing-information systems, marketing research, syndicated research, and client-side researchers. - Class will discuss the benefits and limitations of marketing research. - Teacher will introduce research ethics, and ethical conflicts. - Class will recognize ethical conflicts regarding market research.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students' performance on "Social Media Marketing -- Socialbots". - Students will be assessed based on students' performance on "Judgment Call -- The Special Olympics".



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 5
- Notes for Chapter 5
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 4 Lesson Plan 2 Template

Content Area: Business Lesson Title: The Marketing Research Process Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on the collection of data through social media, samples of group surveys, syndicated research, research report formats, and survey results in graphs and charts.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Summarize the steps in marketing research. - Discuss technology used to collect and manage marketing-information data.	Lesson Sequence - Students will complete “Opening Act -- Marketing Research Firms” as an introduction. - Teacher will introduce market research and the seven step problem solving tool. - Class will explore marketing research for a sporting goods store. - Teacher will introduce the process of collecting and managing data (analytics, algorithm, data interpretations, frequency table, and focus groups).	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Math in Marketing -- Movie Revenue”.
Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers		



Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 5
- Notes for Chapter 5
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 4 Lesson Plan 3 Template

Content Area: Business Lesson Title: Turning Information into Action Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on the need to see and understand patterns in data, employee/customer interactions, and patterns and repetition in data.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe how to interpret marketing information. - Discuss the concept of data-driven decisions.	Lesson Sequence - Students will complete “Opening Act -- General Electric (GE)” as an introduction. - Teacher will introduce data mining, big data, convergence analytics, customer’s lifetime value, data driven decisions, cohort, shopping cart abandoners, and cart reminder emails. - Class will analyze the consumers actions related to convergence analytic process for hit television shows. - Teacher will discuss the importance of information collected through research as just data until action is taken based on the data.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Extra Innings Project -- National Basketball Association (NBA)”. - Students will be assessed based on students’ performance on “Case Study -- Crunching the Numbers”.

**Differentiation:**

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 5
- Notes for Chapter 5
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Business	Grade Level: 10-12	Unit Title: Marketing-Information Management
Created: Erica Moore	Board Approved on:	Type Here



Unit 5 Overview Template

Content Area: Business **Grade Level:** 10-12 **Unit Title:** The Product is Sports & Entertainment

Unit Summary: Throughout this unit students will define the components of the product mix and describe product enhancements and extensions. With numerous discussions of the bottom line for sports and explaining the high cost of sports and entertainment events. Students will be about to describe the stages of the product life cycle and explain how products are positioned in the marketplace for the sports and entertainment industry.

Primary Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit focuses on sports and entertainment as a product.

Career Readiness (Standard 9):

9.2 Career Awareness, Exploration, Preparation, and Training
 9.4 Life Literacies and Key Skills

Learning Targets

Standards:

9.1 Personal Financial Literacy
 9.3 Career and Technical Education
 12.3 Social and Emotional Standards
 LA Language Arts
 MA Mathematics

Content Statements:

9.1.12.CFR - The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

9.1.12.EG - There are different ways you can influence government policy to improve your financial situation.

9.2.12.CAP - An individual's income and benefit needs and financial plan can change over time. There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

9.3.HT.REC – Career & Technical Education -- Hospitality & Tourism Career Cluster

9.3.MK - Career & Technical Education – Marketing Career Cluster

9.3.MK-MGT - Career & Technical Education – Marketing Management Career Cluster

9.3.MK-RES - Career & Technical Education – Marketing Research Career Cluster

9.4.12.CI - With a growth mindset, failure is an important part of success.

9.4.12.CT - 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.DC - Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have



beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights. Cultivating online reputations for employers and academia requires separating private and professional digital identities.

9.4.12.IML - In order for members of our society to participate productively, information needs to be shared accurately and ethically.

SEL.PK.12.3 – Social Awareness

LA.RL11-12. - Reading Literature

MA.A.CED - Creating Equations

CPI#:	Cumulative Progress Indicator (CPI):
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.3.HT-REC.9	Develop marketing strategies for recreation, amusement and attractions venues.
9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.3	Plan, monitor, manage and maintain the use of financial resources for marketing activities.
9.3.MK.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.6	Select, monitor and manage sales and distribution channels.
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.



9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-MGT.2	Plan, manage and monitor day-to-day marketing management operations.
9.3.MK-MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4	Access, evaluate and disseminate information to aid in making marketing management decisions.
9.3.MK-MGT.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MGT.6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.



LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Unit Essential Questions:

- What are the components of the product mix for a sports and entertainment event?
- How can a product for an event be enhanced?
- What is the bottom line for sporting events?
- Why are sporting event costs so high?
- Why don't college athletes get paid for playing sports?
- How does the cost of entertainers affect the bottom line for an event?
- Why are marketing strategies adjusted for different stages of the product life cycle?
- Why are discounts offered during the decline stage of a product's life cycle?
- Why would Facebook want to change the focus of its target market?
- How are products positioned in the marketplace?

Unit Enduring Understandings:

- Components of the product mix include all of the features of a product.
- More features that satisfy additional needs and wants are added as enhancements.
- Sporting events have become highly competitive; it takes money to produce events that attract consumers.
- The demand for products must be monitored to adjust marketing strategies accordingly; strategies will vary based on the product life cycle stage.

Unit Learning Targets:

Students will....

- Define product mix, product extension, and product enhancement.
- List and describe the components of the product mix.
- Define the bottom line for sports.
- Explain the high cost of sports and entertainment events.
- List and describe the stages of the product life cycle.
- Explain how products are positioned in the marketplace.



Evidence of Learning

Summative Assessment: 12 days

Equipment Needed: Teacher laptop, Student laptops, Projector, Internet Access

Teacher Resources:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 6
- Notes for Chapter 6
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities

Formative Assessments:

- Students will be assessed on classwork and project assignments.
- Students will be assessed on participation in groups.
- Students will be assessed on chapter tests.



Lesson Plans

Lesson	Time Frame
Lesson 1 The Product Mix	4 days
Lesson 2 People Are the Product	4 days
Lesson 3 Product Marketing Strategies	4 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.ngl.cengage.com/sports4e

<https://www.nytimes.com/2006/08/22/health/psychology/22fame.html>

https://www.researchgate.net/profile/Eddy_Ng/publication/280558639_College_recruiting_using_social_media_how_to_increase_applicant_reach_and_reduce_recruiting_costs/links/55b91d3b08aeco5f43c2d68.pdf

<https://builtin.com/recruiting/social-media-recruiting>

<https://www.alliedmarketresearch.com/sports-apparel-market>

<https://www.youtube.com/watch?v=tqNzEXkE4Mo>

<https://www.cnbc.com/2017/09/11/americans-spend-56-billion-on-sporting-events.html>

<http://www.ncaa.org/>

<https://sports.usatoday.com/ncaa/salaries/>

<https://www.youtube.com/watch?v=mRBbvSxXvmI>

<https://www.mlssoccer.com/>

<https://theconversation.com/the-economics-of-ticket-scalping-83434>

<https://www.ncsasports.org/recruiting/how-to-get-recruited/college-recruiting-process>

https://www.youtube.com/watch?v=Fij1aBcl_Ts

<https://www.insider.com/top-fitness-workout-trends-of-the-decade-2010s-2019-12>



Unit 5 Lesson Plan 1 Template

Content Area: Business Lesson Title: The Product Mix Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on athlete and celebrity endorsements, product enhancements, product packaging, and different forms of communication technology.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define product mix, product extension, and product enhancement. - List and describe the components of the product mix.	Lesson Sequence - Students will complete “Winning Strategies -- Fame and Fortune Used to Benefit Others” as an introduction. - Teacher will introduce product mix, product extension, basic product, product enhancements, product line, brand, trademark, and brand recognition. - Class will explore different examples of product extensions that draw in customers. - Class will analyze different product lines of soda, athletic apparel companies, and athletic equipment to compare products packaging. - Class will discuss whether they insist on one brand of toothpaste over another	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students’ performance on “Communication Connection -- Social Media Recruiting”.



and the importance of
brand loyalty.

Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 6
- Notes for Chapter 6
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 5 Lesson Plan 2 Template

Content Area: Business Lesson Title: People are the Product Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Economics, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on NCAA integrity and monitoring college sports, successful university football programs/coaches, and compare men and women's sporting events.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the bottom line for sports. - Explain the high costs of sports and entertainment events.	Lesson Sequence - Students will complete "Opening Act -- Sponsors" as an introduction. - Teacher will introduce blue-chip athletes, NCAA, and fringe benefits. - Class will explore the NCAA and its role in monitoring the integrity of college sports. - Class will analyze different university football programs based upon revenue and players. - Class will conduct research to determine the highest-paid college football and basketball coaches; and calculate their monthly net income.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students' performance on "Judgment Call -- NCAA Rules". - Students will be assessed based on students' performance on "Social Media Marketing -- Celebrity Self Promotion".



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 6
- Notes for Chapter 6
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgment Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Unit 5 Lesson Plan 3 Template

Content Area: Business Lesson Title: Product Marketing Strategies Time Frame: 4 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, English, Mathematics, and Technology

Integration of Technology: Students will use the Internet and their laptops to perform research on a specific product's life cycle, specific restaurants located in certain states, how certain companies position their products or services, and different hotels position of properties.

Equipment Needed: Laptops, Projector, Internet Access, Microsoft PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - List and describe the stages of the product life cycle. - Explain how products are positioned in the marketplace.	Lesson Sequence - Students will complete "Opening Act -- Major League Soccer" as an introduction. - Teacher will introduce the product life cycle, skimming price strategy, penetration price strategy, positioning. - Class will discuss why scalping is a popular way to buy and sell tickets. - Class will identify the important characteristics of the introduction and growth stages. - Class will explore different examples of technology that has declined in popularity, resulting in lower prices. - Class will describe a car commercial they have recently seen and compare the different competitors.	- Students will be assessed based on class participation. - Students will be assessed through teacher lead questioning. - Students will be assessed based on classwork assignments. - Students will be assessed based on students' performance on "Extra Innings Project -- College Recruiter". - Students will be assessed based on students' performance on "Case Study -- Crossfit - The Latest Trend".



Differentiation:

Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Work alone/together; Alternative assessments; Project based learning; Stations/Centers

Resources Provided:

- Textbook: Sports and Entertainment Marketing, Kaser and Oelkers, South-Western Cengage Learning
- Microsoft PowerPoint Chapter 6
- Notes for Chapter 6
- Case Study
- Advertising Materials
- Opening Act/Winning Strategies/Social Media Marketing/Math in Marketing/Communication Connection/Judgement Call
- Extra Innings Project
- Teacher created notes, handouts and activities



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Business	Grade Level: 10-12	Unit Title: The Product is Sports & Entertainment
Created: Erica Moore	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension