SPORTS & ENTERTAINMENT MARKETING	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Business	1 term
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	2023
PREREQUISITE(s) if applicable	**BOARD APPROVAL DATE**
None	9/10/24
PRIMARY RESOURCE if applicable	
NA	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

This hands on course allows students the opportunity to apply the principles of marketing through the Sports & Entertainment Industry. Students will create a marketing plan including ticket pricing & promotions, merchandising, product design, event marketing, corporate sponsorships, advertising, and more. Career opportunities as they relate to the Sports & Entertainment Industry will be discussed.

ENDURING UNDERSTANDINGS Students will understand that...	**ESSENTIAL QUESTIONS** Students will keep considering...
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?
	How do teams efficiently and effectively solve problems in an increasingly complex world?
	What strategies and processes can I use to become a more effective creator, thinker and problem solver?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?
	What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
	How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
	What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?

PRIORITY CAREER & TECHNICAL STANDARDS
Students will be skilled at...

Creativity, Critical Thinking, Communication and Collaboration
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.
a: I develop effective resolutions for a given problem, decision or opportunity using available information.
b: I develop and implement a resolution for a new situation using personal knowledge and experience.

Career Development
CD4: Students will identify and apply employability skills.
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
c: I identify and exhibit traits for retaining employment.
d: I develop positive relationships with others.

Information, Media, Technology **IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.** a: I choose appropriate sources of data and information for a given purpose. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.

PRIORITY CONTENT STANDARDS Students will know...	
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	
Potential INDUSTRY-RECOGNIZED CREDENTIALS (IRCs) Opportunties associated with the course	**Potential WORK BASED LEARNING (WBL) opportunities associated with the course**
Potential DUAL CREDIT Opportunties associated with the course	
NA	

Product		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		**STAGE 2: Assessment Evidence** By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		**Success Criteria with Standards** The criteria for evaluating performance on standards is constant.
Why is creativity and innovation important? How is creativity and innovation used in marketing?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback. Students will create and maintain a portfolio based on Marketing competencies.
"What strategies and processes can I use to become a more effective creator, thinker and problem solver? "		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration **4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**		Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design a product taking into consideration the branding and target market of the product.
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	
	C2.a.16.h: I can defend an action taken or a decision implemented.	
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	
Career Development **CD4: Students will identify and apply employability skills.**		
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design a product taking into consideration the branding and target market of the product.
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	
Information, Media, Technology **IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.**		
a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design a product taking into consideration the branding and target market of the product.
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.

Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	I can identify new products desired by consumers. I can identify brand names I can identify ways to improve existing products and services. I can describe the process for new product or service development (i.e., conception, development and test marketing). I can recognize the purpose of brands. I can identify qualities of an effective brand. I can classify products in consumer categories (i.e., convenience, shopping or specialty) or industrial categories I can identify the impact of the product life cycle on marketing decisions. I can explain and apply the concept of the product mix. I can describe factors used by business to position products/services. I can explain the nature of product/service branding and bundling. I can examine reasons for consumers to have brand loyalty. I can identify examples of product/service extensions (i.e., product warranty, technical support).	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design a product taking into consideration the branding and target market of the product.
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can identify new products desired by consumers. I can identify brand names I can identify ways to improve existing products and services. I can describe the process for new product or service development (i.e., conception, development and test marketing). I can recognize the purpose of brands. I can identify qualities of an effective brand. I can classify products in consumer categories (i.e., convenience, shopping or specialty) or industrial categories I can identify the impact of the product life cycle on marketing decisions. I can explain and apply the concept of the product mix. I can describe factors used by business to position products/services. I can explain the nature of product/service branding and bundling. I can examine reasons for consumers to have brand loyalty. I can identify examples of product/service extensions (i.e., product warranty, technical support).	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design a product taking into consideration the branding and target market of the product.
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can identify new products desired by consumers. I can identify brand names I can identify ways to improve existing products and services. I can describe the process for new product or service development (i.e., conception, development and test marketing). I can recognize the purpose of brands. I can identify qualities of an effective brand. I can classify products in consumer categories (i.e., convenience, shopping or specialty) or industrial categories I can identify the impact of the product life cycle on marketing decisions. I can explain and apply the concept of the product mix. I can describe factors used by business to position products/services. I can explain the nature of product/service branding and bundling. I can examine reasons for consumers to have brand loyalty. I can identify examples of product/service extensions (i.e., product warranty, technical support).	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design a product taking into consideration the branding and target market of the product.
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.

MK1.a.1.e: Identify new products desired by consumers. MK1.a.2.e: Identify brand names. MK1.a.3.e: Identify a global product and/or service. MK1.a.4.m: Identify ways to improve existing products and services. MK1.a.5.m: Describe the process for new product or service development (i.e., conception, development and test marketing). MK1.a.6.m: Recognize the purpose of brands. MK1.a.7.m: Identify qualities of an effective brand. MK1.a.8.m: Discuss methods of developing new products that will succeed across national boundaries. MK1.a.9.h: Classify products in consumer categories (i.e., convenience, shopping or specialty) or industrial categories (i.e., raw materials, component parts and installations). MK1.a.10.h: Identify methods/techniques to generate product or service ideas. MK1.a.11.h: Identify the impact of the product life cycle on marketing decisions. MK1.a.12.h: Explain and apply the concept of the product mix. MK1.a.13.h: Describe factors used by business to position products/services. MK1.a.14.h: Explain the nature of product/service branding and bundling. MK1.a.15.h: Examine reasons for consumers to have brand loyalty. MK1.a.16.h: Identify examples of product/service extensions (i.e., product warranty, technical support). MK1.a.17.h: Predict how products/services may need to be modified to meet the needs of international customers. MK1.e.1.e: Identify customer needs and reasons they buy goods and services. MK1.e.2.e: Identify customers and why they return to the same business. MK1.e.3.m: Describe consumer differences. MK1.e.4.m: Assess the factors that influence customer-business relationships. MK1.e.5.m: Explain ways companies show concern for customers. MK1.e.6.m: Illustrate how social, cultural, technological, geographic and political factors influence customer buying behavior in different countries. MK1.e.7.h: Identify ways business can positive customer relationships. MK1.e.8.h: Describe the impact of consumer differences (i.e., life stages and socioeconomic factors) on buying decisions. MK1.e.9.h: Differentiate between ultimate consumers and other types of consumers (i.e., governments, business, nonprofit). MK1.e.10.h: Differentiate between rational and emotional buying motives. MK1.e.11.h: Define market segmentation and describe how it is used. MK1.e.12.h: Identify tools of market segmentation and ways they can be used to identify target markets. MK1.e.13.h: Describe how consumer behavior and foreign markets can affect the elements of the marketing mix.	I can identify new products desired by consumers. I can identify brand names I can identify ways to improve existing products and services. I can describe the process for new product or service development (i.e., conception, development and test marketing). I can recognize the purpose of brands. I can identify qualities of an effective brand. I can classify products in consumer categories (i.e., convenience, shopping or specialty) or industrial categories I can identify the impact of the product life cycle on marketing decisions. I can explain and apply the concept of the product mix. I can describe factors used by business to position products/services. I can explain the nature of product/service branding and bundling. I can examine reasons for consumers to have brand loyalty. I can identify examples of product/service extensions (i.e., product warranty, technical support).	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design a product taking into consideration the branding and target market of the product.

Stage 3: Learning Activities

A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?

GUIDING UNIT QUESTIONS Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	STRATEGIES/ACTIVITIES What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	RESOURCES/MATERIALS This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.
How do companies determine a target market for a particular product/service?	Knowledge Matters and Product Projects	Knowledge Matters software and access to Product Project resources-supplemental resource
How can I determine the best way to get a product/service to a customer?		
How do I determine what product/service a customer will want to purchase?		

Price		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
ESSENTIAL QUESTION (s) *What thought-provoking questions will foster inquiry, understanding, and transfer of learning?*		**Success Criteria with Standards** *The criteria for evaluating performance on standards is constant.*
Why is creativity and innovation important? How is creativity and innovation used in marketing?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback. Students will create and maintain a portfolio based on Marketing competencies.
"What strategies and processes can I use to become a more effective creator, thinker and problem solver? "		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
Creativity, Critical Thinking, Communication and Collaboration **4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**		Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the pricing of a product taking into consideration the cost of living, competitors, and other pricing strategies.
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	
	C2.a.16.h: I can defend an action taken or a decision implemented.	
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	
Career Development **CD4: Students will identify and apply employability skills.**		
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the pricing of a product taking into consideration the cost of living, competitors, and other pricing strategies.
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	
Information, Media, Technology **IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.**		
a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the pricing of a product taking into consideration the cost of living, competitors, and other pricing strategies.
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*

Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	*I can explain how price determines what consumers purchase.* *I can identify the factors that influence a product's price.* *I can explain the relationship between price and perceived quality.* *I can identify pricing strategies (i.e., line, loss leader, psychological, penetration and skimming) and situations in which each is applicable.* *I can calculate a product's price using different pricing methods including the breakeven point.* *I can explain the impact of government regulations and laws affecting pricing practices.* *I can explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.*	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the pricing of a product taking into consideration the cost of living, competitors, and other pricing strategies.
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	*I can explain how price determines what consumers purchase.* *I can identify the factors that influence a product's price.* *I can explain the relationship between price and perceived quality.* *I can identify pricing strategies (i.e., line, loss leader, psychological, penetration and skimming) and situations in which each is applicable.* *I can calculate a product's price using different pricing methods including the breakeven point.* *I can explain the impact of government regulations and laws affecting pricing practices.* *I can explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.*	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the pricing of a product taking into consideration the cost of living, competitors, and other pricing strategies.
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SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
MK1.b.1.e: Explain how price determines what consumers purchase. *MK1.b.2.m: Identify the factors that influence a product's price.* *MK1.b.3.m: Explain the relationship between price and perceived quality.* *MK1.b.4.m: Explain how consumer practices (i.e., shoplifting, improper returns) affect prices.* *MK1.b.5.m: Predict pricing based on demand, cost, etc. in both domestic and international/global competition.* *MK1.b.6.h: Identify pricing strategies (i.e., line, loss leader, psychological, penetration and skimming) and situations in which each is applicable.* *MK1.b.7.h: Calculate a product's price using different pricing methods including the break-even point.* *MK1.b.8.h: Explain the impact of government regulations and laws affecting pricing practices.* *MK1.b.9.h: Explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.* *MK1.b.10.h: Design a pricing strategy for a product that would be sold in a global market.*	*I can explain how price determines what consumers purchase.* *I can identify the factors that influence a product's price.* *I can explain the relationship between price and perceived quality.* *I can identify pricing strategies (i.e., line, loss leader, psychological, penetration and skimming) and situations in which each is applicable.* *I can calculate a product's price using different pricing methods including the breakeven point.* *I can explain the impact of government regulations and laws affecting pricing practices.* *I can explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.*	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the pricing of a product taking into consideration the cost of living, competitors, and other pricing strategies.
Stage 3: Learning Activities *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
GUIDING UNIT QUESTIONS *Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning*	**STRATEGIES/ACTIVITIES** *What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.*	**RESOURCES/MATERIALS** *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*

How do I price a product/service to maximize sales?	Knowledge Matters and Pricing Projects	Knowledge Matters Software ad Pricing Project resources

Place		
STAGE 1: Desired Unit Results *What will students understand as a result of the unit?*		**STAGE 2: Assessment Evidence** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
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	C2.a.16.h: I can defend an action taken or a decision implemented.	
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	
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c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	
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	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
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PRIORITY CONTENT STANDARDS & Learning Targets		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*

Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	*I can describe how products and/or services get to the customer.* *I can identify where different products can be purchased.* *I can explain the difference between a buyer and a supplier/vendor.* *I can explain the role of the different levels of channel distribution (i.e., manufacturer, distributor, retailer).* *I can identify distribution options for international/global distribution.* *I can examine direct and indirect channels of distribution (i.e., wholesaler, agent and broker) and when each is most appropriate to use.* *I can describe evolving technologies (i.e., the Internet) as a channel of distribution.*	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the Placement of a product taking into competitors, target market and other variables.
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	*I can describe how products and/or services get to the customer.* *I can identify where different products can be purchased.* *I can explain the difference between a buyer and a supplier/vendor.* *I can explain the role of the different levels of channel distribution (i.e., manufacturer, distributor, retailer).* *I can identify distribution options for international/global distribution.* *I can examine direct and indirect channels of distribution (i.e., wholesaler, agent and broker) and when each is most appropriate to use.* *I can describe evolving technologies (i.e., the Internet) as a channel of distribution.*	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the Placement of a product taking into competitors, target market and other variables.
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	*I can describe how products and/or services get to the customer.* *I can identify where different products can be purchased.* *I can explain the difference between a buyer and a supplier/vendor.* *I can explain the role of the different levels of channel distribution (i.e., manufacturer, distributor, retailer).* *I can identify distribution options for international/global distribution.* *I can examine direct and indirect channels of distribution (i.e., wholesaler, agent and broker) and when each is most appropriate to use.* *I can describe evolving technologies (i.e., the Internet) as a channel of distribution.*	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the Placement of a product taking into competitors, target market and other variables.
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** *Students may be given options to show their learning in varied ways.*
MK1.c.1.e: Identify where different products can be purchased. *MK1.c.2.e: Describe how products and/or services get to the customer.* *MK1.c.3.m: Explain the difference between a buyer and a supplier/vendor.* *MK1.c.4.m: Explain the role of the different levels of channel distribution (i.e., manufacturer, distributor, retailer).* *MK1.c.5.m: Identify distribution options for international/global distribution.* *MK1.c.6.h: Examine direct and indirect channels of distribution (i.e., wholesaler, agent and broker) and when each is most appropriate to use.* *MK1.c.7.h: Describe evolving technologies (i.e., the Internet) as a channel of distribution.* *MK1.c.8.h: Develop a distribution plan that would benefit a business internationally.*	*I can describe how products and/or services get to the customer.* *I can identify where different products can be purchased.* *I can explain the difference between a buyer and a supplier/vendor.* *I can explain the role of the different levels of channel distribution (i.e., manufacturer, distributor, retailer).* *I can identify distribution options for international/global distribution.* *I can examine direct and indirect channels of distribution (i.e., wholesaler, agent and broker) and when each is most appropriate to use.* *I can describe evolving technologies (i.e., the Internet) as a channel of distribution.*	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to design the Placement of a product taking into competitors, target market and other variables.
Stage 3: Learning Activities *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?*		
GUIDING UNIT QUESTIONS *Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning*	**STRATEGIES/ACTIVITIES** *What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.*	**RESOURCES/MATERIALS** *This includes an applicable textbooks, software, industry recognized certification software/tools, subcriptions (such asPLTW), etc.*
How can I determine the best way to get a product/service to a customer?	Knowledge Matters and Place Projects	Knowledge Matters program and Place Project Resources
How do I determine what product/service a customer will want to purchase?		

<table>
<tr><th colspan="3">Promotion</th></tr>
<tr><td colspan="2">STAGE 1: Desired Unit Results
What will students understand as a result of the unit?</td><td>STAGE 2: Assessment Evidence
By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</td></tr>
<tr><td colspan="2">ESSENTIAL QUESTION (s)
What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</td><td>Success Criteria with Standards
The criteria for evaluating performance on standards is constant.</td></tr>
<tr><td colspan="2">Why is creativity and innovation important? How is creativity and innovation used in marketing?</td><td>CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.

Students will create and maintain a portfolio based on Marketing competencies.</td></tr>
<tr><td colspan="2">"What strategies and processes can I use to become a more effective creator, thinker and problem solver?
"</td><td></td></tr>
<tr><td colspan="2">PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets</td><td>Performance Tasks Options/ Assessment Strategies by Standard
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<tr><td colspan="2">Creativity, Critical Thinking, Communication and Collaboration
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</td><td rowspan="11">Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to promote a product taking into account social media, sponsors and other promotional strategies.</td></tr>
<tr><td rowspan="6">a: I develop effective resolutions for a given problem, decision or opportunity using available information.</td><td>4C2.a.11.h: I can determine the information needed to address an identified problem.</td></tr>
<tr><td>4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.</td></tr>
<tr><td>4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.</td></tr>
<tr><td>4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.</td></tr>
<tr><td>4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.</td></tr>
<tr><td>C2.a.16.h: I can defend an action taken or a decision implemented.</td></tr>
<tr><td rowspan="2">b: I develop and implement a resolution for a new situation using personal knowledge and experience.</td><td>4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.</td></tr>
<tr><td>4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.</td></tr>
<tr><td colspan="2">Career Development
CD4: Students will identify and apply employability skills.</td><td></td></tr>
<tr><td rowspan="3">c: I identify and exhibit traits for retaining employment.</td><td>CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.</td><td rowspan="3">Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to promote a product taking into account social media, sponsors and other promotional strategies.</td></tr>
<tr><td>CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.</td></tr>
<tr><td>CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.</td></tr>
<tr><td colspan="2">Information, Media, Technology
IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</td><td></td></tr>
<tr><td rowspan="3">a: I choose appropriate sources of data and information for a given purpose.</td><td>IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.</td><td rowspan="12">Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to promote a product taking into account social media, sponsors and other promotional strategies.</td></tr>
<tr><td>IMT1.a.7.h: I can explain the level of objectivity for a given source of information.</td></tr>
<tr><td>IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.</td></tr>
<tr><td rowspan="3">b: I determine the relevance, validity and timeliness of data and information.</td><td>IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.</td></tr>
<tr><td>IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.</td></tr>
<tr><td>IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.</td></tr>
<tr><td rowspan="2">c: I select relevant information necessary for making decisions and solving problems</td><td>IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.</td></tr>
<tr><td>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</td></tr>
<tr><td rowspan="3">d: I apply data and information to communicate ideas and create new opportunities.</td><td>IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.</td></tr>
<tr><td>IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.</td></tr>
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SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.
MK1.d.1.e: Explain the role of advertising. MK1.d.2.e: Explain how advertising affects consumer purchases. MK1.d.3.e: Give examples of personal selling. MK1.d.4.m: Explain types of promotion. MK1.d.5.m: Identify the various media available for advertising. MK1.d.6.m: Identify various forms of sales promotions (i.e., sweepstakes, coupons, etc.). MK1.d.7.m: Examine the role of personal selling in the promotion mix. MK1.d.8.h: Evaluate factors used to determine media selection. MK1.d.9.h: Identify methods for evaluating the effectiveness of various forms of advertising. MK1.d.10.h: Evaluate media pricing in relations to reach and frequency. MK1.d.11.h: Identify types of public relations activities. MK1.d.12.h: Develop a promotional plan for a product/service. MK1.d.13.h: Describe the purposes of various types of sales promotions (i.e., encouraging repeat purchases). MK1.d.14.h: Demonstrate the steps involved in the personal selling process.	I can identify customer needs and reasons they buy goods and services. I can identify customers and why they return to the same business. I can describe consumer differences. I can identify ways business can positive customer relationships. I can describe the impact of consumer differences (i.e., life stages and socioeconomic factors) on buying decisions. I can identify tools of market segmentation and ways they can be used to identify target markets. I can develop a comprehensive marketing plan for either a domestic or international product/service.	Given authentic sports and entertainment marketing scenarios/problems/case studies and relevant research, students will engage in various projects, quizzes and activities. The content will be to promote a product taking into account social media, sponsors and other promotional strategies.
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How do I best promote my product/service to my target market?	Knowledge Matters and Promotion Projects	Knowledge Matters program and Promotion Project resources