

Course: *Sports, Entertainment, and Hospitality Marketing*
Unit #3: Marketing Management

Year of Implementation: 2024-2025

Curriculum Team Members

Renee Collins, rcollins@lrhsd.org

Michael Nash, michaelnash@lrhsd.org

Shannon McKenna, smckenna@lrhsd.org

Michael Smith, msmith@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

● **Unit Standards:** *(keep each of the following headings in place)*

○ **Content Standards**

○ **[Content Standards-https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf](https://www.nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf)**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- 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.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
- **21st Century Life & Career Standards**
- <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
 - 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **English Companion Standards**
 - Grade 11-12 Companion Standards:
 - https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Companion11-12.pdf
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
 - RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Interdisciplinary Content Standards**
 - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to apply their knowledge of marketing, sponsorships, endorsements, and publicity to benefit consumer everyday purchasing decisions.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
2. apply information technology to achieve an organization's business goals
3. use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

Essential Questions

<p><i>EU 1</i></p> <ul style="list-style-type: none"> the influence of sponsorships and endorsements on consumer spending or buying habits is closely tied to the success of professional athletes or celebrities, which is contingent upon their behavior and their rapport with the public. <p><i>EU 2</i></p> <ul style="list-style-type: none"> promotion, encompassing impactful advertising and diverse sales promotion techniques, significantly contributes to the success of a product, service, or individual. <p><i>EU 3</i></p> <ul style="list-style-type: none"> market research is a problem solving tool with a step by step process to collect and manage data in order to attract the right target market. 	<ul style="list-style-type: none"> To what extent do sponsorships and endorsements, particularly those involving celebrities, influence consumer purchasing behavior and financial value for companies Among athletes and celebrities, what characteristics resonates the most with the general public and what are the reasons behind this connection? How can publicity impact the image and reputation of athletes, teams, or celebrities?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the definition of sponsorships and endorsements. (9.3.MK.9). costs and benefits of sponsorships/endorsements.(9.3 legal restrictions on endorsements. what a business seeks in an endorser. that positive or negative publicity will impact the athlete's or celebrity's image. define vocabulary related to public relations, and licensing/merchandising agreements. <p><i>EU 2</i></p> <ul style="list-style-type: none"> the purpose of promotion and the elements of the promotional mix. strategies on how to stay current with promotional trends. different advertising channels/venues. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> list at least 3 examples of sponsorships and 3 examples of endorsements. explain why a company would terminate a sponsorship or endorsement agreement. create a press release highlighting a community event that a team or athletes endorses and supports. <p><i>EU 2</i></p> <ul style="list-style-type: none"> list the elements of the Promotional Mix and the steps in developing a promotional plan. research and discuss an example of each type of promotion including personal selling, advertising, publicity and a sales promotion.

<p>EU 3</p> <ul style="list-style-type: none"> the steps to researching a market. ways to collect, manage and analyze data. 	<ul style="list-style-type: none"> create an effective advertising campaign for an existing product/service. <p>EU 3</p> <ul style="list-style-type: none"> Summarize the steps in the market research process Compare different technologies used to collect and manage marketing-information data.
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Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):
Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Create a poster/google presentation with examples of sponsorships verse endorsements (A, M, EU1)
- Discuss and debate why specific companies would sponsor athletes/celebs and/or events (A, M, T, EU1)
- Social Media Post (M, EU3)
- Graphic Organizer – Expectations felt by athletes (A, EU1)
- Shaquille O’neal Review – PR and Motivational Speaking (A, M, EU1)
- Celebrity Mug Shot Assignment (M, EU1)
- Analyze current events regarding positive/negative publicity about athletes/celebrities (A, EU1)
- Compete in PR Football (M, T, EU1)
- Social Media Scavenger Hunt (T, EU2)
- Action Plan Activity-rebranding an athlete (T, EU1, EU2)

- Analyze stats on Nielsen Ratings (A, M, EU3)
- Market Segmentation Advertisement Activity (A, M, EU2)
- GPS Tracker Activity for Market Research (A, M, T, EU3)
- Create an advertising campaign for an existing product/service (M, T, EU2)
- Press Release Assignment (M, T, EU1, EU2)
- Guest Speakers – Professional Athlete, Sports Agent, Marketing Firm Representative (A, M, EU1, EU2, EU3)
- Field Trip to a professional game, tour or signing (A, M, EU1, EU2, EU3)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Basics of Marketing	34
2	Sports and Entertainment Marketing	34
3	Marketing Management	34
4	Hospitality	33

Instructional Materials

- Sports Career Consulting
- Advertising Age
- Knowledge Matters–Sports and Entertainment Simulation
- Youtube
- Streaming services
- Sports and Entertainment Textbook
- Hospitality Textbook
- ESPN 30 for 30

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.