

Course: *Sports, Entertainment, and Hospitality Marketing*
Unit #2: Sports/Entertainment Marketing

Year of Implementation: 2024-2025

Curriculum Team Members

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Stage One - Desired Results

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

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

<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-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)**
 - 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
 - 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
 - 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
 - **[21st Century Life & Career Standards https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf](https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf)**
 - 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
 - 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.
 - 9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.

- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- **English Companion Standards**
- https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
 - Grade 11-12 Companion Standards:
 - 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**
 - 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
 - 1.2.12.prof.Cr1b: Organize and design artistic ideas for media arts productions.
- **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 gain a further understanding of how teams operate and the financial and marketing decisions that they face and help them make buying decisions as an informed sports and entertainment consumer.

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. . .

EU 1

sports and entertainment marketing is both marketing a product that is inherently sports or entertainment related and using sports or entertainment to market non-sports or entertainment related products.

EU 2

professional sports are unique businesses that require specialized marketing techniques.

Essential Questions

- What makes sports and entertainment such effective industries for selling products and services?
- Why do sports and entertainment industries utilize different marketing techniques than more traditional products and services?

Knowledge:

Students will know . . .

Skills:

Students will be able to . . .

EU 1

- the definition of sports marketing. (9.3.MK.8)
- the popularity of sports in the United States. (9.3.MK.8)
- that people have emotional ties with sports teams on which marketers try to capitalize. (9.3.MK.8, 9.3.MK.2, 9.3.MK-RES.2)
- the strategies used by sports marketers. (9.3.MK.8, 9.3.MK.2)
- the definition of entertainment marketing. (9.3.MK.8)
- which industries are considered entertainment.(9.3.MK.8)

EU2

- the definition of monopoly and cartel. (9.3.MK.8, 9.3.12.BM.2)
- how sports leagues are organized. (9.3.MK.8)
- why leagues/teams expand or relocate. (9.3.MK.8,9.3.MK.2)

EU 1

- identify instances of sports and entertainment marketing. (9.3.MK.8)
- discuss why companies spend millions of dollars a year to be associated with sports and entertainment. (9.3.MK.8,9.3.MK.2)

EU2

- discuss why the government exempts professional sports leagues from antitrust laws. (9.3.MK.8, 9.3.12.BM.2)
- identify the advantages the leagues gain from the exemption. (9.3.MK.8, 9.3.12.BM.2)
- determine the factors that leagues consider when determining team distribution. (9.3.MK.8, 9.3.MK.2)

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 logo for a sporting goods store. **(M, EU2)**
- **Create a new or improved product and use sports or entertainment to market it. (M, EU1, EU2)**
- Analyze NCAA rules and procedures and discuss how athletes can maintain their amateur status. **(M, EU2)**
- Analyze conference realignment in college sports and discuss the reasons it occurs and the impact these changes can have. **(M, EU2)**
- **Working in pairs, discuss how entertainment marketing changed after television became popular. Make a list of at least 5 changes since 1945. (M, EU1)**
- Internet research of movies that have been banned in other countries. **(A, M, EU2)**
- **Poster showing the history, pop culture, economy and technological advancements of a specified decade. (M, EU2)**
- Internet research of product tie-ins for movies. **(M, EU1, EU2)**
- Analyze, compare and contrast movie trailers. **(M, T, EU1)**
- Article review about music piracy. **(A, M, EU1)**
- **Use Virtual Business Simulation at www.knowledgematters.com to reinforce classroom instruction. (M, EU1, EU2)**
- Create and market a new sport. **(T, EU1, EU2)**

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
- Google Suite
- 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.