

Course: Sports, Entertainment, and Hospitality Marketing
Unit #1: 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://nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

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

- **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.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-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
 - 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
 - 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.
 - **21st Century Life & Career Standards**
 - <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
 - 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - 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.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.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.DC.2: Compare and contrast international differences in copyright laws and ethics.
 - 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**
 - 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
- **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

(NJSL) 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 strategically apply the foundations of basic marketing principles both professionally and as consumers of products/services.

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

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions
3. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career

Enduring Understandings

Students will understand that . . .

EU 1

marketing principles lay the foundation for a successful marketing campaign.

EU 2

Essential Questions

What role does the economy play in marketing?

<p>the ability to recognize marketing principles being applied in marketing campaigns is an essential characteristic of an educated and informed consumer.</p> <p><i>EU3</i> the implementation of marketing functions is both effective and imperative to reach the desired market segmentation.</p>	<p>How do individual experiences and characteristics affect buying habits?</p>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● definition of the 4 P's.(9.3.MK.8) ● techniques on implementing the marketing strategies of price, product, promotion and place of distribution. (9.3.MK.8) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● terms such as target market, market segmentation and business trends. (9.3.MK.8) ● the main types of market segmentation. (9.3.MK.8) ● techniques to research demographic information. (9.3.MK.8, 9.3.MK-COM.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● the seven (7) marketing function terms and definitions. (9.3.MK.8) ● techniques on implementing the marketing functions. (9.3.MK.8, 9.3.MK.9) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● complete a market segmentation and/or positioning project. (9.3.MK.8) ● differentiate between the pricing strategies and determine which strategy(ies) to use for products. (9.3.MK.8, 9.3.MK.9, 9.3.MK-RES.2) <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● determine a customer profile for specific products and/or businesses. (9.3.MK.8, 9.3.MK.9, 9.3.MK-RES.3) ● segment a market down to create a target market. (9.3.MK.8) ● develop a SWOT analysis. (9.3.MK.8, 9.3.MK-COM.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● evaluate a product and apply the seven (7) marketing functions. (9.3.MK.8, 9.3.MK.9)

Stage Two - Assessment

-

-

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**

- Teacher led discussion introducing vocabulary regarding industries. **(A, EU1, EU2)**
- Teacher led discussion and notes explaining target markets. **(A, EU1, EU3)**
- **Group Activity - Students will analyze different promotional techniques and determine the specific target markets for each. (M, EU3)**
- Teacher led discussion explaining how target markets play a role in the success of an industry. **(A, EU3)**
- **Students will create a customer profile. (A, M, T, EU1, EU2, EU3)**
- **Students will create a SWOT analysis for an emerging sports, entertainment or hospitality product. (M, T, EU1, EU2)**
- Students will create a new product and explain the marketing functions, 4 P's and target market as they apply. **(M, T, EU1, EU2)**
- **Students will design a store layout in relation to the 4 P's. (A, M, T, EU1, EU2)**
- **Group Activity-Students will perform market research about the class or student body. (M, EU1, EU3)**
- Group Activity- Students will perform a "brainstorm carousel" applying the seven functions to sport teams/hospitality.groups. **(M, EU1, EU2)**
- **Graphic organizer detailing the seven marketing functions including examples. (M, EU1, EU2)**
- Visual display of the marketing functions using technology. **(M, T, EU1, EU2)**
- **Real world experience—field trips. (A, M, T, 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
- 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.