

SPORTS AND ENTERTAINMENT MARKETING
GRADES 10-12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: August 29, 2016
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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PREFACE

This course will help students develop a thorough understanding of the marketing concepts and theories that apply to the study of sports, entertainment and marketing. The areas this course will cover include Sports and Entertainment Marketing overview, College and Amateur Sports, and The Entertainment Industry and Professional Sports.

Overall, knowing a little bit about marketing can benefit everyone to market their skills more efficiently. Or it could be used to learn about the risks and benefits of business. And most of all it helps identify why people buy certain items.

UNIT 1: SPORTS & ENTERTAINMENT MARKETING OVERVIEW

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 4 weeks

Why Is This Unit Important? (Big Idea)

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Basic marketing fundamentals
- What is sports marketing
- What is entertainment marketing

Enduring Understandings:

1. Students will be able to describe the basic concepts of marketing.
2. Students will be able to define the seven key marketing functions.
3. Students will be able to define sports marketing, and understand the importance of target markets.
4. Students will be able to identify sports marketing strategies.
5. Students will be able to explain why marketing must relate to the specific audience.
6. Students will be able to analyze advances in entertainment technology to changes in distribution.
7. Students will be able to describe the relationship between the power of television and the Internet as marketing tools.
8. Students will be able to explain the importance of customer feedback in marketing.

Essential Questions:

1. What is a marketing concept?
2. What are the seven key marketing functions?
3. What is sports marketing?
4. What are marketing strategies used by sports planners?
5. What is entertainment marketing?
6. How has the evolution of technology changed the marketing of both the sports and entertainment businesses?

Acquired Knowledge:

1. Marketing basics and its key functions.
2. Sports Marketing basics – the strategies used for revenue and profit.
3. Entertainment Marketing basics

Acquired Skills:

1. Identifying the four advertising strategies for product sales.
2. Identifying the four elements of the marketing mix.
3. Distinguish between a gross impression and an advertising campaign.
4. Illustrate the importance of marketing on outdoor advertising.
5. Recognize the cost of marketing for an average American family.
6. Explain the importance of trademarks and logos.
7. Identify marketing strategies used in commercials.
8. Explain the advances in technology through marketing.
9. Identify target markets and advertising endorsing.
10. Explain how royalties are calculated on logos carrying the logo of a team or the likeness of an athlete.

Benchmark or Major Assessments:

1. Basic Marketing Functions Quiz
2. Sports Marketing Quiz
3. Entertainment Marketing Quiz
4. Classwork (discussions, explore issues, make connections, think visually/critically).
5. Homework
6. Unit test – Marketing (functions, strategies-basics)

Instructional Materials (Texts, Supplementary Materials/Projects):

Text: Sports and Entertainment Marketing (South-Western Publishing)

Supplemental: Marketing Articles, Online resources (see sites listed below)

Instructional Strategies:

1. Discuss television commercial strategies. Are any famous celebrities in those commercials? Why do companies spend large sums of money to have famous people endorse their products?
2. Explain how royalties are calculated on items carrying the logo of a team or the likeness of an athlete.
3. Discuss how advertising might have changed with the invention of television.
4. Discuss the current phenomenon that has changed entertainment and promotion i.e. cell phone technology, video games, internet, etc.

5. Additional writing activities* are listed in the *Cross Content Writing Activities* section below.
6. Brainstorm different ideas with the class on how Ewing Township can benefit from the sports teams at The College of New Jersey
7. Discuss how rules administered by a principal and teachers helps a school run smoothly. Then discuss how collegiate athletics depend on the NCAA to ensure that rules are followed and financial benefits are gained.
8. Give students a handout entitled *NCAA*. Discuss the purpose of the NCAA.
9. Draw a “pizza pie” on the board to illustrate how markets are segmented (i.e. the beverage market can be broken down by fruit drinks, sport/energy drinks, soft drinks, diet drinks etc.
10. Show various magazine ads (ideally from *Sports Illustrated* or *ESPN Magazine*), to illustrate market segmentation (who are the advertisers trying to attract?).
11. Discuss some strategies universities use to promote a positive public image and explain why it is the positive public image that makes collegiate sports so appealing to sponsors.
12. Explain how some college logos are more popular than others. Show photocopied examples of some major college and university logos, and point out to students that different colors can increase sales (i.e. black is a particularly popular color for logos and sells well).
13. Utilize a chart to discuss how women’s sports has influenced product marketing (various advertisements – both print and commercials) can be added to the chart. Also mention the impact of some of the pioneers in women’s sports (Michelle Kwan, Mary Lou Retton, etc.
14. Additional writing activities* are listed in the *Cross Content Writing Activities* section below.

Accommodations or Modifications (Special Ed., ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

9.2.12.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz or “do now” activity on the previous day’s lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily cyber marketing (internet) scenario – Daily marketing myth activity; create Jeopardy! or Pictionary game using the key words from this unit to use as a review before a quiz/test; research

and then create a handout outlining the different college football bowls (Cotton, Sugar, Rose, BCS and Fiesta) and have students complete the information on each of the bowls; i.e., location, prize for winning, history of the bowl etc.; research three college athletic departments on the internet and describe how each department uses the internet to market their athletic programs; use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various marketing topics

- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, Self-Esteem, Decision Making, Self-Management, Problem Solving, Integrity
- **Cross Content Writing Activities:** Writing worksheet responses, writing marketing scenarios, in addition to the writing activities* listed below:
 - Write five interview questions you would ask a collegiate athlete who is considering whether or not to move on to the world of professional sports.
 - Write a one-page paper outlining the purpose of the NCAA and why a number one ranking is lucrative.
 - Explain in at least three paragraphs the difference between the Ewing High's female and male sports teams in terms of game attendance, funding and what ideas you would have to market a female Ewing High sporting event.
- **Home-Link Activities:** www.sports.swlearning.com, www.sportsandentertainmentmarketing.com, www.glencoe.com/sec/marketingeducation, www.nba.com, www.nfl.com, www.mlb.com, www.espn.com, www.sportsmarketing20.com

UNIT 2: COLLEGE AND AMATEUR SPORTS

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 5 weeks

Why Is This Unit Important? (Big Idea)

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Marketing college athletics
- Economic impact of college athletics, and
- Amateur sports.

Enduring Understandings:

1. Students will be able to explain the importance of the NCAA and team rankings to college sports.
2. Students will be able to define market segmentation.
3. Students will be able to explain the growing market surrounding women's college athletics.
4. Students will be able to explain the benefits of college sports to the home community.
5. Students will be able to identify benefits of sponsorship and licensing to a team.
6. Students will be able to explain the reasons for realignment of college conferences.
7. Students will be able to describe the marketing styles used for the sponsoring of amateur sports.
8. Students will be able to explain the economic benefits of amateur sports.

Essential Questions:

1. What are the effects of collegiate sports?
2. What is the NCAA and what is their purpose?
3. What are the five elements of market segmentation?
4. What are the marketing opportunities available now in women's sports?
5. What is the economic impact of college sports to the community?
6. How can sponsorship and licensing benefit both the college and the community?
7. Why are traditional athletic conferences breaking up and forming new alliances?
8. What is the popularity and economic benefits of amateur sports?

Acquired Knowledge:

1. Collegiate sports rules and rankings
2. Market segmentation
3. Women's collegiate sports
4. Benefits of collegiate sports to the community
5. The popularity and revenue potential of amateur sports

Acquired Skills:

1. Discuss the importance of women coaches in the university setting.
2. Explain the importance for the NCAA.
3. Explain market segmentation through illustrations.
4. Understand and identify NCAA sanctions.
5. Identify elements necessary to sponsor a celebrity charitable event.
6. Divide market segments into specific sports categories.
7. Internet research on the stadium or arena capacity profit potential.
8. Identify market demographics for amateur sports.
9. Identify the five elements of market segmentation through sports examples.
10. Explain advantages and disadvantages of sports audience sizes.

Benchmark or Major Assessments:

1. Marketing College Athletics Quiz
2. Economic Impact of Collegiate Sports Quiz
3. Amateur Sports Quiz
4. Classwork (discussions, explore issues, make connections, think visually/critically).
5. Homework
6. Unit test

Instructional Materials (Texts, Supplementary Materials/Projects):

Text: Sports and Entertainment Marketing (South-Western Publishing)

Supplemental: Marketing Articles, Online resources (see sites listed below)

Instructional Strategies:

1. Being a college town (TCNJ), brainstorm different ideas with the class on how Ewing Township can benefit from the sports teams at the college.
2. Technology – have students find three college athletic departments on the internet, and have the students describe how those schools use the internet to market their athletic programs.
3. Research, then create a handout outlining the different college football bowls (Cotton, Sugar, Rose, BCS, Fiesta), and have students complete the information on each of those bowls (location, prize for winning, history of the bowl, etc.).

4. Lead a discussion by first giving students examples of how a school functions smoothly with rules administered by principals and teachers. Then discuss how collegiate athletics depend on the NCAA to ensure that rules are followed and financial benefits are gained.
5. Give students a handout entitled *NCAA* with the list of numbers from one to five. Discuss the purpose of the NCAA as those purposes on the board as the students transfer the same information to their worksheets (which will later be used for a class activity)**.
6. Draw a “pizza pie” on the board to illustrate how markets are segmented (i.e. the beverage market can be broken down by fruit drinks, sport/energy drinks, soft drinks, diet drinks, etc.)
7. Show various magazine ads (ideally from *Sports Illustrated* or *ESPN Magazine*), to illustrate market segmentation (who are the advertisers trying to attract?).
8. Controversies make universities understand the importance of a good public image. Share some strategies universities use to promote a positive public image and explain why it is the positive public image that makes collegiate sports so appealing to sponsors.
9. Explain how some college logos are more popular than others. Show photocopied examples of some major college and university logos, and point out to students that different colors can increase sales (i.e. black is a particularly popular color for logos and sells well).
10. Lead a discussion, as a chart is put on the board, of how women’s sports has influenced product marketing (various advertisements – both print and commercials) can be added to the chart. Also mention the impact of some of the pioneers in women’s sports (Michelle Kwan, Mary Lou Retton, etc.).
11. Create a *Jeopardy!* or *Pictionary* style game using the key words from this unit to play with the class as a review before a quiz or test.
12. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various marketing topics.
13. Additional writing activities* are listed in the *Cross Content Writing Activities* section below.

Accommodations or Modifications (Special Ed., ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

9.2.12.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz or “do now” activity on the previous day’s lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily cyber marketing (internet) scenario – Daily marketing myth activity
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, Self-Esteem, Decision Making, Self-Management, Problem Solving, Integrity
- **Cross Content Writing Activities:** Writing worksheet responses, writing marketing scenarios, in addition to the writing activities* listed below:
 - Write five interview questions you would ask a collegiate athlete who is considering whether or not to move on to the world of professional sports.
 - Write a one-page paper outlining the purpose of the NCAA and why a number one ranking is lucrative.
 - Explain in at least three paragraphs the difference between the Ewing High’s female and male sports teams in terms of game attendance, funding, and what ideas you would have to market a female Ewing High sporting event.
- **Home-Link Activities:** www.sports.swlearning.com, www.sportsandentertainmentmarketing.com, www.glencoe.com/sec/marketingeducation, www.nba.com, www.nfl.com, www.mlb.com, www.espn.com, www.sportsmarketing20.com

UNIT 3: PROFESSIONAL SPORTS

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 5 weeks

Why Is This Unit Important? (Big Idea)

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Big League Sports
- Attracting a professional team, and
- Agents, managers and ethics.

Enduring Understandings:

1. Students will be able to explain the financial impact of professional sports.
2. Students will be able to identify the perks associated with big league sports.
3. Students will be able to describe the distribution process for a professional sports team.
4. Students will be able to explain the process for financing a professional sports team.
5. Students will be able to describe the role of agents in marketing.
6. Students will be able to compare and contrast the ways in which professional sports organizations and their sponsors develop an athlete's character.
7. Students will be able to assess the impact of ethical behavior on an athlete's promotional value.

Essential Questions:

1. What is the "big" in big league sports?
2. How is financing obtained for a professional sports team?
3. What is the difference between a perk and a payoff?
4. What does a professional team bring to a city?
5. How is a professional game distributed?
6. How does a community attract a professional sports team?
7. What is an agent, handler and adviser, and why are they so important to the success of a professional athlete?
8. Do ethics count in professional sports?

Acquired Knowledge:

1. The financial impact of professional sports
2. Prestige, power, and profitability to the professional sports city
3. What is necessary to attract a professional team
4. The necessity (and differences) of agents, handlers, and advisers
5. The importance of ethics in professional sports

Acquired Skills:

1. Explain the values of a culture as reflected in the products and services they demands.
2. Explain professional sports owners' stake in profits.
3. Identify stadium sellout profits and losses.
4. Explain the benefits that might come to a community acquiring a professional sports team.
5. Describe the two ways professional teams finance facilities.
6. Discuss how one of the area's athletic teams affects the local budget and employment.
7. Identify and explain ethics in sports and entertainment marketing.
8. Identify results of celebrities not acting appropriately through ethics.
9. Distinguish between the roles of handler, agent, and advisor for a professional athlete.
10. Discuss how unethical behavior by sports stars affects the sport.
11. Identify how a major city can attract a professional sports team.
12. Design a spreadsheet consisting of professional sports data.
13. Identify the costs involved in attending a professional sporting event.
14. Discuss the importance of comparisons of sports cities versus non-sports cities.
15. Identify the possible financial impact of the instant replay.
16. Discuss the demographics that could lead to placing a new stadium or arena in Ewing Township.

Benchmark or Major Assessments:

1. Big League Sports Quiz
2. Attracting a Professional Team Quiz
3. Agents, Managers and Ethics Quiz
4. Classwork (discussions, explore issues, make connections, think visually/critically).
5. Homework
6. Unit test

Instructional Materials (Texts, Supplementary Materials/Projects):

Text: Sports and Entertainment Marketing (South-Western Publishing)

Supplemental: Marketing Articles, Online resources (see sites listed below)

Instructional Strategies:

1. Discuss on possible reasons why a city and sports fans are willing to spend large sums of money on professional teams. Ask students to give examples of financial benefits for a community that hosts a professional team. Write the list on the board.
2. Discuss the impact of Sports and Entertainment Marketing on the economy: Many people living in poverty today, is it right for professional athletes to earn so much money or for sports fans to pay so much for a few hours of pleasure? What does this imply about the value system in the United States? (A chart of prices the highest paid athletes make can be shared with the class.) Note: see the website reference below. ***
3. Create a chart on the board after asking students to give examples of what a professional team brings to the community. Emphasize the new jobs created by bringing a professional team to a city, and have students brainstorm all the different potential employment opportunities that can arise.
4. Show a sample of a city's tax figures. Discuss how taxes are used to attract a team to a city by subsidizing the costs of the team for the owners. Also discuss who pays when taxes are used to finance the stadium.
5. Demonstrate how to web an idea. On the board, draw a circle and write "professional team" in the center. Draw lines radiating out from the circle. Ask students to name the major groups of people who must come together to acquire a professional team. Write those groups on the lines, forming the web. They then can copy the web into their notebooks.
6. Discuss the financial interest the agent has in the behavior of an athlete off the playing field. Ask: Why would players need someone to represent them? Why don't they talk with management directly? Discuss ethical responsibility in the Sports and Marketing industry. Have students share personal experiences on the topic of ethics.
7. Discuss with students all types of workers at a major sporting event, and list these on the board. This list should include vendors, ticket sellers, gate attendants, coaches, layers, parking lot attendants, and so forth. Relate this information to the economic importance of a professional team. Ask students to close their eyes and imagine something that they would really like to have. How much are they willing to spend? Why? What will they have to do without? This process must also be used by cities to determine how much they are willing to spend for a professional team and if there are financial benefits.
8. Discuss NBA players skipping college and being recruited right out of high school (ala LeBron James). Discuss what maturity levels are necessary for professional sports, and prompt students to discuss advantages and disadvantages of the high school to professional team track.
9. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various marketing topics.
10. Additional writing activities* are listed in the *Cross Content Writing Activities* section below.

Accommodations or Modifications (Special Ed., ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

9.2.12.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz or “do now” activity on the previous day’s lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily cyber marketing (internet) scenario – Daily marketing myth activity; create a questionnaire to determine which professional sports are the most popular with students and compare the survey results, display them and infuse those teams into teaching examples and activities; create a chart on the board after asking students to give examples of what a professional team brings to the community and emphasize the new jobs created by bringing a professional team to the city, special charities performed by the team, and the financial impact of the team, then give each student a handout with these categories and have them fill in the missing information as it is written on the board or overhead; assign each student a partner for an activity in which students will draw a major city without a professional team from a hat, then each pair must research the city and list reasons why it would be a good location for a professional team; divide the class in half with one side of the class debating the pros of ticket brokerage firms while the other side debating the cons; utilizing the board, ask students to list all types of workers at a major sporting event such as vendors, ticket sellers, gate attendants, coaches, layers, parking lot attendants, etc.; create Jeopardy! or Pictionary style game using the key words from this unit to play with the class as a review before a quiz or test.
- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, Self-Esteem, Decision Making, Self-Management, Problem Solving, Integrity
- **Cross Content Writing Activities:** Writing worksheet responses, writing marketing scenarios, in addition to the writing activities* listed below:
 - Write a paper describing your favorite sports movie, and why you chose that particular film.
 - Explain three perks for a franchise owner, and then describe three benefits a profession team brings to a community.
 - Write an opinion paper answering: Does the reputation of professional players affect the number of fans a sport attracts? Why or why not?

- Written opinion questions: How are a person's ethics developed? How can unethical behavior impact the promotion of a product?
- Are you a fan of professional sports or not a fan at all? Write a one-page paper explaining your position and why the other point of view is a good one.
- **Home-Link Activities:** www.si.com always has the "Fortunate 500" list of the year's top paid athletes, www.sports.swlearning.com, www.sportsandentertainmentmarketing.com, www.glencoe.com/sec/marketingeducation, www.nba.com, www.nfl.com, www.mlb.com, www.espn.com, www.sportsmarketing20.com

UNIT 4: THE ENTERTAINMENT INDUSTRY

Class Instructional Time: Block scheduling (83 min)-5 days a week

Duration: 5 weeks

Why Is This Unit Important? (Big Idea)

This introductory unit will serve as an overview on the major themes and topics of study that will examine the upcoming units of study in this course. The big ideas embedded through this unit are:

- Entertainment Profits
- Distribution of Entertainment
- Marketing Music and Theater
- Awards and Annual Events
- Entertainment Marketing Careers

Enduring Understandings:

1. Students will be able to explain financial strategies in the motion picture industry.
2. Students will be able to calculate film revenue, and discuss the importance of foreign markets for movies.
3. Students will be able to describe various entertainment distribution vehicles.
4. Students will be able to explain the promotional strategies for motion pictures.
5. Students will be able to describe the distribution of music.
6. Students will be able to explain the legalities of music distribution.
7. Students will be able to compare and contrast the two types of theater promotion.
8. Students will be able to explain both the promotional and financial value of the entertainment awards.
9. Students will be able to identify the ways in which entertainment is distributed.
10. Students will be able to describe the preparation necessary for a career in the entertainment marketing field.
11. Students will be able to describe the skills needed for specific jobs in entertainment marketing.

Essential Questions:

1. How can film studios generate profit in the United States?
2. What cultural opportunities are there for film companies globally?
3. How has cable influenced distribution of home entertainment?
4. How can the merger of media giants affect entertainment distribution?
5. What are the ways movies are marketed worldwide?
6. What are some ways to distribute music?
7. What is the most effective way to promote fine arts?

8. How do entertainment awards influence sales?
9. What skills are necessary for an entertainment marketing job?

Acquired Knowledge:

1. The financial impact of the entertainment industry
2. Distribution of entertainment
3. Marketing music and theater
4. Entertainment awards and events
5. Landing a career in the entertainment marketing field

Acquired Skills:

1. Discuss the benefits derived from exposure to other countries' cultures through film.
2. Identify the three ways in which movie studios can generate money.
3. Discuss what makes certain films more profitable.
4. Explain the success of the top grossing films from last year.
5. Identify at least six items that are either sources of revenue or costs for movies.
6. Compare watching a video over the Internet and watching it on television.
7. Identify the various entertainment venues that are regulated by the Federal Communications Commission (FCC).
8. Identify the many merchandising products that evolve from a motion picture (i.e. dolls, lunchboxes, t-shirts, etc.).
9. Explain the three sources of home entertainment distribution.
10. Illustrating the marketing technique of using a preview to create demand.
11. Illustrate several ways that movies are marketed.
12. Discuss ways that the music industry can continue to profit and grow while stopping piracy, all without alienating customers.
13. Illustrating the changes that have occurred in music marketing over the past five years.
14. Identify the New York City theatre district (Broadway between 42nd Street and 59th Street) on a New York City map.
15. Identify the different ways that fine arts are promoted.
16. Explain how an artist's music and appearances are distributed.
17. Discuss why the number of award ceremonies in the performing arts continues to increase.
18. Discuss how the four major entertainment awards that influence sales (Oscars, Tonys, Grammys, and Emmys).
19. Identify the similarities and differences between a trade show and a seasonal event.
20. Compare entertainment marketing job announcements on the Internet or in print media.
21. Identify different ways in which entertainment can be marketed in the United States.

22. Describe the education or post-secondary training needed to secure an entry-level position in entertainment marketing.
23. Utilize a power point presentation to describe a routine workday for a position in the entertainment marketing field.

Benchmark or Major Assessments:

1. Entertainment Profits Quiz
2. Distribution of Entertainment Quiz
3. Marketing Music and Theater Quiz
4. Awards and Annual Events Quiz
5. Entertainment Marketing Careers
6. Classwork (discussions, explore issues, make connections, think visually/critically).
7. Homework
8. Unit test

Instructional Materials (Texts, Supplementary Materials/Projects):

Text: Sports and Entertainment Marketing (South-Western Publishing)

Supplemental: Marketing Articles, Online resources (see sites listed below)

Instructional Strategies:

1. Introduce the unit by leading a discussion on the history of the movie industry, the growth of the large studios, and their control of the industry. Back up the introduction with photos, handouts, or transparencies of that era.
2. Discuss other countries' control of movie content (for example, China), and the results in those countries when there is a lack of financing and support because of diverse cultural beliefs (share examples from the internet).
3. Utilize the board or a graphic organizer overhead: List the advantages and disadvantages of releasing a movie in wide, exclusive, or preview distribution.
4. Provide the class with a copy (or copies) of a movie industry trade magazine such as *Variety*, and summarize various articles within that issue.
5. Brainstorm ways that movie studios can generate revenues and cut costs.
6. Discuss the disadvantages of having hundreds of television stations from which to choose. Have the students name some channels as you write them on the board. Discuss if this is cost efficient. Is there a maximum number of channels for viewers beyond which money is being wasted?
7. Show the class a print advertisement for a concert or a play, then show the class an ad from the internet for the same concert or play. Discuss the differences and similarities between the two advertisements.
8. Obtain copies of the *Occupational Outlook Handbook* or more current printed information from web sites. Discuss where entertainment marketers' jobs will be located geographically. Allow students to browse through the *Handbook* and printed material. Discuss the three skills most desired of young employees:

- math, communications, and interpersonal skills. Distribute handouts of scenarios incorporating these three skills, and review the worksheet together.
9. Provide a list of entertainment businesses. Have students describe marketing-related jobs that might be available in each type of business. Discuss the preparation needed for each career.
 10. Use whiteboard, overheads, projection systems and guest speakers to solidify lessons on various marketing topics.
 11. Additional writing activities* are listed in the *Cross Content Writing Activities* section below.

Accommodations or Modifications (Special Ed., ESL/ELL, Gifted Learners):

- Repetition
- Study/test guide
- Restate directions
- Visual prompts
- Extended time (homework/tests)

List of Applicable NJCCS and Standards/CPIs Uncovered in This Unit:

9.2.12.A.1-5, 9-12

Suggested Learning Experiences and Instructional Activities:

- **Anticipatory Sets:** Daily quiz or “do now” activity on the previous day’s lesson, review of homework, question and answer session
- **In-Class Activities:** Key Terms Review – Daily cyber marketing (internet) scenario – daily marketing myth activity; students will play a Jeopardy or Pictionary style game using the key words from this unit to review for a quiz or test; assemble students for a panel discussion on the following: If Grammy nominations are made by a committee rather than a vote on the membership like the Oscars, can pressure on the committee influence what music is nominated?; poll the class to see who has recently attended a concert and engage students in a discussion about how the concert business has been consolidated and how e-commerce has impacted the attendance at live performances as well as at movies; do students use the internet to purchase tickets? How do they find out when and where their favorite artists will perform?; have students recall as many movie sequels as possible (i.e., Rocky, Rocky II, Rocky III, Shrek 1, 2, 3, etc.) and write their responses on the board, then discuss how the promotion and distribution of a sequel impacts ticket sales and merchandising spinoffs; place a time line on the board and utilize the movie Titanic to visually illustrate the sequence of distribution channels (first-run movie theaters, second-run theaters, video sales and rentals, and pay per view) that a film can travel if it is financially successful.

- **Possible Dilemmas (Moral/Spiritual/Ethical, etc.):** Choice between alternatives, Self-Esteem, Decision Making, Self-Management, Problem Solving, Integrity
- **Cross Content Writing Activities:** Writing worksheet responses, writing marketing scenarios, in addition to the writing activities* listed below:
 - Write a paper describing how a movie's budget impacts distribution and promotion.
 - In your opinion, what do you prefer and why: satellite or cable television?
 - Each student writes a multi-paragraph forecast of what entertainment distribution will be like in 20 years.
 - How can musicians make money if their music is free on the Internet? Explain your ideas in a paragraph.
 - Find a job posting online. Then prepare an electronic resume and present it to the class. Write a paragraph explaining how applying for a job over the Internet might be different than applying through traditional routes.
 - Some movie theaters now run ads for local businesses before a movie starts.
 - Write a script for a local business that would run as a trailer.
- **Home-Link Activities:** www.si.com always has the "Fortunate 500" list of the year's top paid athletes, www.sports.swlearning.com, www.sportsandentertainmentmarketing.com, www.glencoe.com/sec/marketingeducation, www.nba.com, www.nfl.com, www.mlb.com, www.espn.com, www.sportsmarketing20.com