COLTON REDLANDS YUCAIPA
REGIONAL OCCUPATIONAL PROGRAM

2026-2027

Sports and Entertainment Marketing

COURSE OUTLINE – UC

DESCRIPTION:

This course provides students with competencies necessary for entry-level employment and career opportunities within the sports and/or entertainment marketing industries. Students will learn the fundamental concepts of marketing and business principles in the scope of amateur, college, and professional sports. Students will also use the basic principles of marketing to learn the profit motives of financing entertainment projects, the different kinds of entertainment distribution, and promotional advertising and public relations strategies within the entertainment industry, as well as licensing entertainment merchandise and copyright laws. The class is devoted to learning the various functions and foundations of marketing and to set the stage for further study of marketing in higher education. Students will define marketing, explain the marketing concept, explain market research, and make marketing connections that will allow them to understand the economic impact of sports and entertainment. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	None
LENGTH:	One Year
SECTOR:	Marketing, Sales, and Service
PATHWAY:	Marketing
ARTICULATED:	No
UC A-G APPROVAL:	Yes: College-Preparatory Elective (G) – History / Social Science Requirement

O*NET SOC CODES:

11-2011.00	Advertising and Promotions Manager
27-3031.00	Public Relations Specialist
39-3091.00	Amusement and Recreation Attendants
41-2011.00	Cashiers
41-2031.00	Retail Sales Person

Orientation

A. Introduce the course and facilities.
B. Discuss the syllabus and major objectives.
C. Explain applicable classroom management procedures, and any operational guidelines.
D. Review instructor/student expectations.
E. Explain attendance requirements and procedures.
F. Review grading and student evaluation procedures.
G. Discuss the work-based learning aspect of the program, if applicable.
H. Discuss the “next steps” related to additional education, training, and employment.
I. Review classroom safety, emergency and disaster procedures.

1. Communication Skills

A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.
B. Read and interpret written information and directions.
C. Practice various forms of written communication appropriate to the occupation.
D. Practice positive body language skills.
E. Practice professional verbal skills for resolving a conflict.
F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.

2. Interpersonal Skills

A. Demonstrate positive teamwork skills by contributing to a group effort.
B. Practice the importance of diversity awareness and sensitivity in the workplace.
C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.
D. Practice participation skills.
E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals.
F. Practice business and social etiquette skills appropriate to the occupation.
G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios.
H. Demonstrate the use of time management skills.

3. Employability Skills

A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable).
B. Prepare a resume, cover letter, and job application.
C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and grooming standards.
D. Identify strategies for employment retention.
E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
F. Identify the need for continuing education, professional development, and professional growth in chosen field.
G. Identify appropriate procedures for leaving a job.
H. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
B. Work with peers to promote divergent and creative perspectives.
C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
E. Employ ethical behaviors and actions that positively influence others.
F. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

A. Demonstrate procedures to be followed in case of emergencies.
B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor.
C. Identify and discuss cyber ethics, cyber safety, and cyber security.
D. Apply personal safety practices to and from the job.
E. Recognize the effects of substance abuse in the workplace.
F. Explain the importance of CAL-OSHA in the industry.

6. The World of Marketing

A. Explain the marketing concept.
B. Define demographics.
C. Identify intellectual property rights.
D. Analyze global and local economic impact of marketing sports and entertainment.

E. Define marketing and event marketing.
F. Explain the marketing mix.
G. Describe marketing for the travel and tourism consumer.
H. Explain economics and free enterprise.
I. Explain the different types of business ownership in the sports and entertainment industries including profit and nonprofit organizations.
J. Identify each element found in a marketing plan.
K. Explain the purpose and function of a marketing plan.

7. Sports and Entertainment: Connections and Contrasts

A. Assess the current impact of sports and entertainment on today's markets.
B. Identify differences between marketing sports and entertainment products.
C. Explain the differences between sports marketing plans and entertainment marketing plans.
D. Explain how sports and entertainment marketers use promotional techniques to sell their products.
E. Explain risks and risk management of sports and entertainment events.
F. Summarize the history of the sports and entertainment industries and their impact on the economy.

8. The Sports Market

A. Define sports marketing.
B. Differentiate between amateur and professional sports and identify appropriate strategies to market to each fan base.
C. Identify the different categories of sports.
D. Explain the impact of Title IX on amateur women’s sports.
E. Discuss the significance of international sports.
F. Explain the significance of women's sports.

9. The Entertainment Market

A. Define entertainment marketing.
B. Explain the economics of entertainment marketing.
C. Identify different types of entertainment media.
D. Identify forms of entertainment marketed to consumers.
E. Explain the importance of programming and scheduling.
F. Discuss the global impact of entertainment marketing.

10. Sports and Entertainment Products

A. Explain the differences between goods and services.
B. Differentiate between the product line and product mix.
C. Explain the role marketing plays in product development.
D. Summarize the difference between primary and secondary markets.
E. Identify criteria for selecting outlets and venues.
F. Define the sports consumer.
G. Explain market segmentation.
H. Identify types of entertainment products.

11. Product and Price Decisions

A. Define price and the role it plays in determining profit.
B. Describe the factors that affect pricing decisions.
C. Identify criteria and statistics used to determine the appropriate pricing strategies for products and services in a specific venue.
D. Identify and discuss the impact of ticket, concession, retail, and parking sales on a venue's profits.
E. Differentiate between a product item and product line.
F. Classify products as consumer goods or business goods.
G. Identify the stages in a product's life cycle.
H. Define gross profit and net profit.
I. Identify different pricing goals.

12. Market Research

A. Define market research.
B. Explain how businesses use market research to make decisions.
C. Identify the steps used in the market research process.
D. Explain how technology has changed marketing and customers' buying decisions.
E. Explain how demographics are used to identify a target market.
F. Explain how businesses make decisions as part of the marketing mix.
G. Discuss direct and indirect channels of distribution.
H. Explain the difference between qualitative and quantitative research.
I. Explain the use of primary and secondary data.

13. Branding and Licensing

A. Explain the concept of branding and brand equity.
B. Discuss the importance of product licensing and how licensed goods are merchandised.
C. Explain the importance of sponsorships and endorsements.
D. Discuss how companies choose sports endorsers for their products.
E. Identify strategies used to protect branding and licensing agreements.
F. Explain brand identity, brand marks, and trademarks.
G. Identify brand strategies used by entertainment companies.
H. Explain aspects of royalties, royalty associations and the penalties for violations (e.g., ASCAP, BMI, SESAC, etc.).
I. Discuss the types of brands.
J. Describe how to develop an effective brand name.
K. Explain how celebrities are brands.
L. Define personal brand.

14. Promotion

A. Explain promotion and the promotional mix in sports and entertainment marketing.
B. Identify the roles of advertising and sales promotion in sports and entertainment marketing.
C. Discuss the importance of public relations and personal selling, including use of social media.
D. Describe the use of technology, including software, websites, and apps in promotion.
E. Compare media and non-media advertisements.
F. Describe how other promotional methods are used in sports and entertainment marketing.
G. Explain the importance of reaching diverse markets.
H. Explain the significance of impulse spending.

15. Industry Regulations

A. Explain the role of various federal, state, and local agencies in sports and entertainment marketing.
B. Define the terms copyright, trademark, and patent.
C. Explain the need for contracts.
D. Explain the role of labor unions in the sports and entertainment industries.
E. Identify the different categories of trademarks.
F. Identify the roles of agents, managers, promoters, and legal representation in the sports and entertainment industries.

16. Ethics in Marketing
A. Define ethics and analyze the impact of ethical vs. unethical behavior in sports and entertainment marketing. B. Discuss current ethical issues associated with social media and the use of technology in sports and entertainment marketing. C. Identify ethical issues in marketing to vulnerable groups (i.e., youth, elderly). D. Identify how diversity affects sports and entertainment markets. E. Explain the impact of sports/entertainment figures behavior on and off the playing field/screen.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A-D, E 2D, E-H 3A-D, E, F, H 4A, D	1 2 3 4 5 7 10 11 12	2 3 4 5 7 10		LS 11-12.6 SLS 11-12.2
2. Students will create a graphic organizer, comparing and contrasting the differences between marketing sports and marketing entertainment, including the differences between consumer loyalty, product, and revenue stream.*	1A-C 2D, H 6A, E 7B-D 10A-C, H 11A-D, H, I	1 2 4 5 9 10 11	2 3 4 5 7 10	A4.0 A7.0	LS 11-12.1 LS 11-12.2 SLS 11-12.1 SLS 11-12.1d WS 11-12.4 WS 11-12.6 WS 11-12.7 WS 11-12.9
3. In an electronic presentation, students will compare and evaluate international marketing strategies for sports products with similar campaigns in the US.*	1A-D 2D, H 6D 7A, C 8E 12B, C 14G	1 2 4 5 7 8 9 10 11 12	2 4 5 6 7 8 9 10	A4.0 A7.0	LS 11-12.1 LS 11-12.2 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WHSST 11-12.6 WS 11-12.4 WS 11-12.6 WS 11-12.7 WS 11-12.9

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
4. Students will evaluate the different marketing efforts and strategies used for male and female sporting events and create a marketing campaign for a specific demographic.*	1A-C 2D, H 4C 6B 8D, F 16D	1 2 4 5 6 7 8 9 10 11 12	2 4 5 6 7 8 9 10	A4.0 A7.0	LS 11-12.1 LS 11-12.2 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.4 WS 11-12.6 WS 11-12.7 WS 11-12.9
5. Students will analyze companies/products advertised on multiple networks, comparing and contrasting the audiences being targeted during specific times, and speculate on the companies' objectives. Students will present their findings.*	1A-D, F 2D, H 6F 12A, E 13C 14B, C, E	1 2 4 5 7 8 9 10 11 12	2 4 5 6 7 8 9 10	A4.0 A7.0	LS 11-12.1 LS 11-12.2 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.4 WS 11-12.6 WS 11-12.7 WS 11-12.9
6. Students will conduct market research on a product and present a proposal that includes research recommendations.*	1A-D, F 2D, H 6F 10C 11C 12A-I 13G, H	1 2 4 5 11	2 4 5 10	A4.0	WHSST 11-12.6 WS 11-12.4 WS 11-12.6 WS 11-12.7 WS 11-12.9

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
7. Students will research a product or service that will be endorsed by a celebrity or sports figure and create a marketing plan and campaign.	1A-C 2D, H 6J, K 11A, B 13C-L 14A-F	1 2 4 5 9 10 11	2 4 5 8 10	A4.0 A7.0	LS 11-12.6 WHSST 11-12.6 WS 11-12.4 WS 11-12.6 WS 11-12.7
8. In groups, students will research, develop, and implement a marketing campaign for one of their high school sports teams or productions, tracking the impact on revenues and spectator attendance. Students will present to site administration or group advisers their recommendations to address weaknesses and improve the campaign for the next season.*	1A-D, F 2A, D, H 4B-F 6K 7D 12B, F	1 3 2 4 5 7 8 9 10 12	2 3 4 5 9 10	A4.0 A7.0	SLS 11-12.1 SLS 11-12.4 WS 11-12.7 WS 11-12.9
9. In teams, students will develop a marketing strategy and presentation for an existing amusement park chain (Disney, Sea World, etc.) that will be opening a new location in another country.*	1A-D 2D, H 6D 9F 10D, E 12B, C 14D, G	1 2 3 4 5 7 9 10	2 4 5 7 9	A4.0 A7.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.2 WHSST 11-12.6 WS 11-12.7
10. Students will read about one of the following events: NASCAR, the Tour de France, or the Olympics. As a group, they will present to the class their findings on the following:	1A-C 2D, H 7F	1 2 4	2 4 5	A4.0 A7.0	LS 11-12.6 SLS 11-12.2

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
• The event's product licensing and how goods are merchandised. • The importance of sponsorships and endorsements to the event. • How the organizers choose endorsers for their products.*	13B-E 15A-C	5 7 8 10 11	8		WHSST 11-12.6 WS 11-12.7 WS 11-12.9
11. Write a two-page paper on the topic: “Advertisers know that children can influence how the family will spend money. Ads for toys, games, and breakfast cereals target children, but now car commercials and vacation packages have also been geared towards children with expectations that they will influence their parents. Does this form of advertising go overboard? Should there be different standards set for marketing to children vs. adults?”*	1A-C 2D, G, H 4B, C 6B 16A-C	1 2 5 6 7 8 12	2 4 5 6 7 8	A4.0 A7.0	LS 11-12.1 LS 11-12.2 WHSST 11-12.6 WS 11-12.4 WS 11-12.6 WS 11-12.9

** = UC a-g required assignment*

Standards Assessed in this Program

Career Ready Practices

1. **Apply appropriate technical skills and academic knowledge.**
2. **Communicate clearly, effectively, and with reason.**
3. **Develop an education and career plan aligned to personal goals.**
4. **Apply technology to enhance productivity.**
5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
6. **Practice personal health and understand financial well-being.**
7. **Act as a responsible citizen in the workplace and the community.**
8. **Model integrity, ethical leadership, and effective management.**
9. **Work productively in teams while integrating cultural/global competence.**
10. **Demonstrate creativity and innovation.**
11. **Employ valid and reliable research strategies.**
12. **Understand the environmental, social, and economic impacts of decisions.**

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Marketing, Sales, and Service - Marketing Pathway

A4.0 Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business marketing decisions.

A7.0 Demonstrate an understanding of product and institutional promotion through advertising, publicity/public relations, promotional sales, and e-commerce, using product, services, images, and ideas to achieve a desired outcome.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LS 11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing

feedback, including new arguments or information.

Writing Standards

WS11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.
WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WS11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

A-G Approved Key Assignments

1. Analyze the advantages and disadvantages for a city hosting the Olympic Games. Write conclusions in a 2-3 page essay.
2. Case Study - Analyze the historical case of Seabiscuit, identifying the groundbreaking marketing tactics first used to promote the sport. Identify the marketing concepts from that case that have been used since in other sports.
3. Analyze the use of sports/entertainment figures in promoting companies/products to target markets. Write a 2-3 page paper identifying the benefits of that promotion to the sports figure, the company, and the sport itself.
4. Identify real-world cases of companies utilizing cross promotional entertainment/sporting events to market their products. Identify the risks of running such events, and how risk management plays a role in ensuring positive promotion.
5. In groups, students will identify a professional sport within their geographic region. Research and identify the various teams of all ages, and evaluate the impact sports marketing has on the pipeline of athletes at all ages.
6. Select one women's sport and create a graphic to show the economic impact of that sport since Title IX was implemented.
7. Students will review and identify a range of reasons for firms introducing new products. In groups, they will introduce a new product for a well-known firm and justify their reasoning for its creation.
8. Students will identify the primary and secondary markets of a film or television show, discuss the role of studios/stations in bringing the entertainment to its target audience, explain gross revenue, and identify the marketing campaign used for their selected film/show.
9. Scenario - Students will assume the role of director for an amateur sports tournament or music concert. Because of the event's size, two different venues along with several hotels within the same proposed town must be used. The mayor (judge) is unsure about presenting this project to the town council. Students will make a convincing argument supporting the proposal with the following information: economic impact of event on a community/area, factor that influence the demand for services, explain the concept of competition, and describe the trends in sports/entertainment marketing.

10. Internet assignment- Students will find and briefly describe two examples of “positive” publicity for celebrities (actor, musician, etc.) or professional athletes/teams. What positive images does the article create? Students will also find and briefly describe two examples of “negative” publicity for celebrities (actor, musician, etc.) or professional athletes/teams. What negative images does the article create?

11. Branding Project - Create a new brand name for a product of the student's choice. This product must be sports related. Explain the three steps involved in developing brand equity and how to apply these steps to the new product. Explain in detail how costs will be divided up. Make a visual representation of the decision making process. Create a logo for the brand and explain it. Present findings to the class.

12. Role Play: Students will assume the role of Assistant Marketing Director for a beverage company. The company has created a beverage targeted to young athletes- a non-carbonated fruit sports drink that is vitamin and calcium fortified. The company wants to use sporting events for promoting opportunities for the new product.

13. Write a two page position paper on the following topic: Digital manipulation has become commonplace. The public expects touch-up photos of Hollywood stars, but even popular sports magazines have admitted to enhancing sports photographs, Editors defend the practice, pointing out that appealing magazine covers are a marketing tool. Should there be separate ethical standards regarding the altering of photographs in the entertainment vs. sports marketing fields? Support your position with examples and cite sources.

14. Write a two page paper on the topic: “Mascot images become part of a team's branding and identity. Some institutions have been working to banish what they consider racist images.”

15. Research an instance where a celebrity/sports figure has experienced a "fall from grace.” How did their behavior affect their endorsements? What was the fallout to the sponsoring company? What steps were taken to repair the damaging effects of the scandal and were they successful? Was there any lasting impact because of this event?