Park Hill School District

Building Successful Futures • Each Student • Every Day

# High School Sports and Entertainment Marketing Curriculum

**Course Description:** Sports and Entertainment Marketing focuses on marketing and management functions/tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. The co-curricular organization DECA is an opportunity for students interested in challenging their newly acquired business skills. This organization offers many benefits and exciting activities for marketing students, including competitions, awards, scholarships, job opportunities, and travel. *Participation in DECA is available and encouraged.

**Scope and Sequence:**

| Timeframe | Unit | Instructional Topics |
|---|---|---|
| 3 weeks | Marketing Strategies | Topic 1: Sports and Entertainment Marketing |
| 3 weeks | Economics | Topic 1: Economic Systems<br>Topic 2: Supply and Demand<br>Topic 3: Government's Role and Trade Pacts |
| 3 weeks | Research | Topic 1: Marketing Information Systems<br>Topic 2: Types of Research<br>Topic 3: Marketing Research Process |
| 3 weeks | Sales | Topic 1: Steps of a Sale<br>Topic 2: Sales Techniques<br>Topic 3: Sales Presentation |
| 2 weeks | Career and Professional Development | Topic 1: Internship Inventory<br>Topic 2: Career Report<br>Topic 3: Technology and Training |
| 4 weeks | Entrepreneurship | Topic 1: Types of Businesses<br>Topic 2: Self-Assessment<br>Topic 3: Business Plan |

# Curriculum Revision Tracking

**Spring, 2024**

Unit 1:

- Added client connected project to engaging scenario.

Unit 4:

- Added client connected project to topic 1, engaging experience 1.

# Unit 1: Marketing Strategies

**Subject**: Sports and Entertainment Marketing
**Grade**: 10-12
**Name of Unit**: Marketing Strategies
**Length of Unit**: 4 weeks
**Overview of Unit**: This unit is an introduction to the foundational knowledge of marketing concepts. In the unit, students will learn foundational concepts and terminology. Students will identify a target market, analyze a business situation and create a marketing plan to satisfy consumers' needs and wants while making a profit.

**Priority Standards for unit:**

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

**Supporting Standards for unit:**

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- DESE Marketing B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions. | Understand | Understand | 2 |

**Essential Questions:**

1. How would a real business develop a marketing plan?
2. How does research and analysis for a marketing plan help business by successful.
3. How will 21st century skills help me be successful in the business world?

**Enduring Understanding/Big Ideas:**

1. The students will understand and be able to explain the seven steps to a marketing plan.
2. The students will be able to use internal and external research to develop a marketing plan.
3. The students will develop 21st century skills be successful in a business environment.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| ● Distribution<br>● Economic<br>● Marketing Mix<br>● Marketing Plan<br>● Selling<br>● SWOT<br>● Target Market<br>● Utilities | ● Channel Management<br>● Form<br>● Information<br>● Information Management<br>● Marketing Concept<br>● Place<br>● Possession<br>● Price<br>● Product<br>● Promotion<br>● Time |

**Resources for Vocabulary Development:** Quality Tools

# Topic 1: History of Marketing

**Engaging Experience 1**

**Title:** History of Sports & Entertainment Promotions

**Suggested Length of Time:** 2 days

**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.
    - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Review historical figures and events related to sports and entertainment marketing. For example, Ringling Brothers, Bill Veeck, Blair Witch Project, etc.

1. Start by watching videos of successful and unsuccessful marketing promotion.
    a. Disco Demolition Night: https://www.youtube.com/watch?v=I1CP1751wJA.
    b. Bill Veeck: https://www.youtube.com/watch?v=kQQv4j2fgao
    c. Blair Witch project: https://www.youtube.com/watch?v=wWaMaO8Dgo0

    Include other video sources of crazy and/or successful promotion.
2. Students will complete the "Bad Ballpark Promotions" article review.
3. Have students research their own historical sports & entertainment promotions. Discuss

with students the traditional methods and media used to promote events and/or products. Break the class into groups. One group will research the best and historical examples of sports promotions. A second group will research the best and historical examples of entertainment promotions. A third group will research historical sports and entertainment promotional failures. It will be much like the videos shown to introduce the activity. Each student will report what they found and teach the class about the examples they found.

**Blooms Level:** Understand
**Webb's DOK:** 2

# Topic 2: Scope of Marketing

**Engaging Experience 1**

**Title:** Marketing Concept

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

**Detailed Description/Instructions:** This activity will begin with lecture and discussion of the concepts below. To facilitate understanding students will need to pick a product and demonstrate how the growth and development of that product is addressed in each of the three points highlighted below.

1. The Marketing Concept
2. Benefits of Marketing (1. New & Improved Products, 2. Lower Prices, 3. Economic Utility).
3. Economic Utilities (Form, Time, Place, Possession & Information)

**Bloom's Levels:** Understand

**Webb's DOK:** 2

# Topic 3: 4 Ps of Marketing

**Engaging Experience 1**

**Title:** 4 Ps

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

**Detailed Description/Instructions:**

***Restaurant Theme Project***

Students have been learning that entertainment sells more than just the entertainment. Products relating to sports, movies and TV personalities are big time sellers. Theme restaurants have become very popular because people like to be entertained while they eat. For example:

Medieval Times

- ESPN
- Hard Rock Café
- Planet Hollywood
- Murder Mystery Restaurants

Your group is to create a new "theme" restaurant that caters to the target market of your choice. You need to make Marketing Mix (4 P's) decisions and follow the outline:

*Each section is worth 15 Points*

*Little/No Value (0-5 pts.)*

*Below Expectations (6-9 pts.)*

*Meets Expectations (10-13 pts.)*

*Exceeds Expectations (14-15 pts.)*

A. Name
    a. Target Market
    b. Slogan / Logo / Theme
    c. Entertainment – One-month schedule of entertainment

B. Menu (use www.canva.com)
    a. Type of Food
    b. Ancillary products
    c. Prices

C. Grand Opening Promotion
    a. Big Event & Promotions
    b. Flyer

D. Promotional Items - (use www.canva.com)
    a. Print Ad
    b. Brochure
    c. Social Media

E. Economic Impact on community
    a. How will your business impact and improve the community? Be specific!

**Bloom's Levels:** Apply

**Webb's DOK:** 2

**<u>Engaging Experience 2</u>**

**Title:** 7 Functions

**Suggested Length of Time:** 1 days

**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.

    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

**Detailed Description/Instructions:** Students will pick their favorite professional sports franchise to analyze. They will need to study and determine how that franchise uses each of the 7 Functions of Marketing. Each student will report their findings to the class. Teacher will review to ensure all students understand what is involved in each of the 7 functions and be able to differentiate between each function.
**Bloom's Levels:** Understand
**Webb's DOK:** 2

**<u>Engaging Experience 3</u>**
**Title:** Channel Management
**Suggested Length of Time:** 1 day
**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

**Detailed Description/Instructions:** Students will put into one of four groups. 1.) Sports Distribution. 2.) Television Show Distribution. 3.) Movie Distribution. 4.) Radio Programing Distribution. Each group will research how distribution of these products have changed over the last 50 years as technology develops and new media emerges. Each group will present their findings to class and create a discussion on the topic.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

# Topic 4: Branding and Licensing

**Engaging Experience 1**

**Title:** Branding & Licensing

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

**Detailed Description/Instructions:**

1. Students will start by participating in a Kahoot quiz in which they need identify sports team logos. As a second part of the introduction, students will complete the team nickname quiz. These activities will help the students see the impact of branding on the consumer.
2. NBA in Kansas City activity. Students will be given the task to create a new brand for a local NBA team as if the city has been granted a new franchise. Their job will be to create a new name, logo, mascot, color scheme, team slogan and uniforms. In addition to creating a brand, students will need to develop traditional ways to license their logo for other products as well as a unique product for licensing.

**Bloom's Levels:** Create

**Webb's DOK:** 4

**Engaging Experience 2**

**Title:** Intellectual Property

**Suggested Length of Time:** 2 days

**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

**Detailed Description/Instructions:**

1. This experience will start with definition and discussion on the following terms: Copyright, Patents & Trademarks. Examples of each of these will follow than may include Napster, Happy Birthday, Three-Peat and Pepsi/Obama logo infringement case.
2. Socratic Seminar based on defining a law that define the legality of downloading music and/or movies for personal use. Students will need to write and discuss the law that protects the artist/owner of the work and the consumer.

**Bloom's Levels:** Create

**Webb's DOK:** 4

# Topic 5: SWOT Analysis

**Engaging Experience 1**

**Title:** SWOT Analysis

**Suggested Length of Time:** 1 week

**Standards Addressed**

*Priority:*

- DESE Marketing: A Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - A.1: Competency: Assess marketing information needs to develop a marketing-information management system.
    - A.2: Competency: Analyze marketing information to make informed marketing decisions.
    - A.3: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: B Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - B.1: Competency: Employ marketing-information to develop a marketing plan.
- DESE Marketing: C Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.

**Detailed Description/Instructions:** In this activity students will begin their final project. The instructor will teach about the SWOT Analysis. Each student will complete a practice SWOT while learning how to analyze a company. Students will then complete an actual SWOT Analysis. In this step students will pick the company/organization they will be working with on their final project and complete the SWOT Analysis for that company. This SWOT Analysis they complete will be used in the Unit 1 Engaging Scenario. Students will also use this activity and the Unit 1 Engaging Scenario when developing their final project.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

# Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

This will be an ongoing project throughout the entire semester. The client for the semester will be the Activities Director for the high school. Possibly the coaches and/or activity sponsors would be clients as well. Students will be broken into groups and given a team, organization or activity to have as a client in order to create and execute a marketing plan. The goal is to work with the AD to determine needs of the athletic and activities department and create a plan to accomplish the marketing goals of the department and the teams/organizations within the school.

CAREER READY
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**Suggested Client-Connected Project Opportunity**

| | |
|---|---|
| **Curriculum Alignment** | *District curriculum connection &/or Missouri Learning Standard(s):*<br>• DESE Marketing: B) Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.<br>B.1: Competency: Employ marketing-information to develop a marketing plan.<br>• DESE Marketing: C) Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.<br>C.1: Competency: Understand the use of promotional components used to communicate with targeted audiences.<br>• DESE Marketing: K) Understands the techniques and strategies used to foster positive, ongoing relationships with customers.<br>K.1: Competency: Foster positive relationships with customers to enhance company image.<br>K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company |
| **Client Engagement** | *How this project is client-created, -initiated, or -approved:*<br>The Activities Director (AD) will meet with the class to explain the needs of the department and the teams/organizations within the department. |

| | |
|---|---|
| **Industry Expert Involvement** | *Clients from which students will receive feedback:*<br>• Activities Director<br>• Coaches and/or sponsors of client organization<br>*Industry expert from which students will receive feedback:*<br>• Industry expert in field of sports marketing<br>Suggested industry experts include: marketing at KC Current, Royals, Chiefs, Monarchs, Sporting, Blades, etc.<br><br>*How/when feedback will be solicited throughout the project:*<br>Students will meet with the client at the beginning of the semester to determine needs and goals of the department. As marketing plans are created students will meet with clients for feedback and approval. At the end of the semester, students will present marketing plans, execution of plans, results and future improvements for their clients.<br><br>Throughout the semester, students will have the opportunity to meet with industry experts to help create and execute plans. Students will also have the opportunity to meet with AD and coaches to ensure plans are approved and moving as expected. |
| **Product or Deliverable** | *Product/deliverable that will result from this project:*<br>At the end of the semester, students will have a completed marketing plan, results from the marketing plan and improvements for next time. This will be presented in a paper and presentation.<br><br>*How this result is authentic to the industry in terms of process or product:*<br>Students will have the opportunity to hear the needs of the department, set objectives, create marketing activities, execute plans, calculate results and receive feedback on the plan. They will receive real time feedback, just as if they were working for the activities department. |
| **Joint Evaluation** | *Evaluation tool(s):*<br>The students will have a project and rubric to work from. The project will run throughout the semester and culminate in a presentation to the client and industry expert.<br><br>*Evaluation plan (incl. involvement of teacher, client, &/or industry expert):*<br>Students will have a rubric and receive feedback from the client and the industry expert. The teacher will provide a final grade. |

**Rubric for Engaging Scenario:** See below

- *I.* Executive Summary _____/5
- *II.* Situation Analysis _____/25
    - *a.* SWOT Analysis
    - *b.* Environmental Scan
- *III.* Objectives _____/15
    - *a.* Company's Mission
    - *b.* Marketing Objectives
    - *c.* Financial Objectives
- *IV.* Marketing Strategies _____/25
    - *a.* Position and Point of Difference
    - *b.* Marketing Mix (4 P's)
        - *i.* Product
        - *ii.* Price
        - *iii.* Place
        - *iv.* Promotion
- *V.* Implementation _____/15
    - *a.* Organization
    - *b.* Activities and Responsibilities
    - *c.* Timetables
- *VI.* Evaluation and Control _____/10
    - *a.* Performance Standards and Measurements
        - *i.* Marketing Objectives
        - *ii.* Financial Objectives
        - *iii.* Marketing Mix Strategies
    - *b.* Corrective Action
- *VII.* Appendix/Bibliography _____/5

TOTAL POINTS_____/100

# Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---|---|---|---|
| History of Marketing | History of Sports & Entertainment Promotions | Review historical figures and events related to sports and entertainment marketing. For example, Ringling Brothers, Bill Veeck, Blair Witch Project, etc.<br>Start by watching videos of successful and unsuccessful marketing promotion.<br>Disco Demolition Night: https://www.youtube.com/watch?v=I1CP1751wJA.<br>Bill Veeck: https://www.youtube.com/watch?v=kQQv4j2fgao<br>Blair Witch project: https://www.youtube.com/watch?v=wWaMaO8Dgo0<br>Include other video sources of crazy and/or successful promotion.<br>Students will complete the "Bad Ballpark Promotions" article review.<br>Have students research their own historical sports & entertainment promotions. Discuss with students the traditional methods and media used to promote events and/or products. Break the class into groups. One group will research the best and historical examples of sports promotions. A second group will research the best and historical examples of entertainment promotions. A third group will research historical sports and entertainment promotional failures. It will be much like the videos shown to introduce the activity. Each student will report what they found and teach the class about the examples they found. | 2 days |

| | | | |
|---|---|---|---|
| Scope of Marketing | Marketing Concept | This activity will begin with lecture and discussion of the concepts below. To facilitate understanding students will need to pick a product and demonstrate how the growth and development of that product is addressed in each of the three points highlighted below.<br>● The Marketing Concept<br>● Benefits of Marketing (1. New & Improved Products, 2. Lower Prices, 3. Economic Utility).<br>● Economic Utilities (Form, Time, Place, Possession & Information) | 3 days |
| 4 Ps of Marketing | 4 Ps | **Restaurant Theme Project**<br>Students have been learning that entertainment sells more than just the entertainment. Products relating to sports, movies and TV personalities are big time sellers. Theme restaurants have become very popular because people like to be entertained while they eat. For example:<br>● Medieval Times<br>● ESPN<br>● Hard Rock Café<br>● Planet Hollywood<br>● Murder Mystery Restaurants<br>Your group is to create a new "theme" restaurant that caters to the target market of your choice. You need to make Marketing Mix (4 P's) decisions and follow the outline | 3 days |
| 4 Ps of Marketing | 7 Functions | Students will pick their favorite professional sports franchise to analyze. They will need to study and determine how that franchise uses each of the 7 Functions of Marketing. Each student will report their findings to the class. Teacher will review to ensure all students understand what is involved in each of the 7 functions and be able to differentiate between each function. | 1 day |

| | | | |
|---|---|---|---|
| 4 Ps of Marketing | Channel Management | Students will put into one of four groups. 1.) Sports Distribution. 2.) Television Show Distribution. 3.) Movie Distribution. 4.) Radio Programing Distribution. Each group will research how distribution of these products have changed over the last 50 years as technology develops and new media emerges. Each group will present their findings to class and create a discussion on the topic. | 1 day |
| Branding and Licensing | Branding and Licensing | Students will start by participating in a Kahoot quiz in which they need identify sports team logos. As a second part of the introduction, students will complete the team nickname quiz. These activities will help the students see the impact of branding on the consumer.<br>NBA in Kansas City activity. Students will be given the task to create a new brand for a local NBA team as if the city has been granted a new franchise. Their job will be to create a new name, logo, mascot, color scheme, team slogan and uniforms. In addition to creating a brand, students will need to develop traditional ways to license their logo for other products as well as a unique product for licensing. | 3 days |
| Branding and Licensing | Intellectual Property | This experience will start with definition and discussion on the following terms: Copyright, Patents & Trademarks. Examples of each of these will follow than may include Napster, Happy Birthday, Three-Peat and Pepsi/Obama logo infringement case.<br>Socratic Seminar based on defining a law that define the legality of downloading music and/or movies for personal use. Students will need to write and discuss the law that protects the artist/owner of the work and the consumer. | 2 days |

| | | | |
|---|---|---|---|
| SWOT Analysis | SWOT Analysis | In this activity students will begin their final project. The instructor will teach about the SWOT Analysis. Each student will complete a practice SWOT while learning how to analyze a company. Students will then complete an actual SWOT Analysis. In this step students will pick the company/organization they will be working with on their final project and complete the SWOT Analysis for that company. This SWOT Analysis they complete will be used in the Unit 1 Engaging Scenario. Students will also use this activity and the Unit 1 Engaging Scenario when developing their final project. | 1 week |

# Unit 2: Economics

**Subject**: Sports and Entertainment Marketing
**Grade**: 10-12
**Name of Unit**: Economics
**Length of Unit**: 2 weeks
**Overview of Unit**: This unit is an introduction to different types of economies and political philosophies. Students will learn how economies are measured and taught about opportunities and risks in the Free Enterprise System.

**Priority Standards for unit**:

- DESE Marketing: H Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
    - H.1: Competency: Understand fundamental economic concepts to obtain a foundation for employment in business.
    - H.2: Competency: Understand the nature of business to show its contributions to society.
    - H.3: Competency: Understand economic systems to be able to recognize the environments in which businesses function.
    - H.4: Competency: Understand economic indicators to recognize economic trends and conditions.

**Supporting Standards for unit:**

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- DESE Marketing: E Understands the economic principles and concepts fundamental to business operations.
    - E.1: Competency: Determine global trade's impact on business decision making.
- DESE Marketing: M Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.
    - M.1: Competency: Acquire a foundational knowledge of selling to understand its nature and scope.
    - M.5: Competency: Understand sales activities to show command of their nature and scope in the professional sales environment.
    - M.11: Competency: Plan sales activities to increase sales efficiency and effectiveness.
    - M.12: Competency: Control sales activities to meet sales goals/objectives.

- DESE Marketing: N Understands the economic principles and concepts fundamental to business operations.
    - N.1: Competency: Understand economic indicators to recognize economic trends and conditions.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| the economic principles and concepts fundamental to business operations. | Understands | Understand | 3 |

**Essential Questions:**

1. How does the United States answer the economic questions of society?
2. How do supply and demand forces affect a market?
3. How do companies use economic indicators to make business decisions?

**Enduring Understanding/Big Ideas:**

1. The students will understand that the US answers the economic questions of who, what and how by a free enterprise system.
2. The students will understand the effects of economic competition on buyers and sellers, and how these market forces affect prices and quantity of a market.
3. The student will be able to analysis current economic indicators to gage the economic health of the nation.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| ● Business Cycle<br>● Product Cycle<br>● Capitalism<br>● Command Economy<br>● Communism<br>● Free Enterprise<br>● Market Economy<br>● Socialism<br>● Traditional Economy | ● Consumer Price Index<br>● Depression<br>● Economies of Scale<br>● Expansion<br>● Globalization<br>● GPD<br>● Inflation<br>● Productivity<br>● Recession<br>● Recovery<br>● Scarcity<br>● Supply and Demand |

**Resources for Vocabulary Development:** Quality Tool

# Topic 1: Economic Factors

**Engaging Experience 1**

**Title:** Economic Factors

**Suggested Length of Time:** 1 week

**Standards Addressed**

*Priority:*

- DESE Marketing: H Understands the economic principles and concepts fundamental to business operations.
    - H.1: Competency: Understand fundamental economic concepts to obtain a foundation for employment in business.
    - H.2: Competency: Understand the nature of business to show its contributions to society.
    - H.3: Competency: Understand economic systems to be able to recognize the environments in which businesses function.
    - H.4: Competency: Understand economic indicators to recognize economic trends and conditions.

*Supporting:*

- DESE Marketing: E Understands the economic principles and concepts fundamental to business operations.
    - E.1: Competency: Determine global trade's impact on business decision making.
- DESE Marketing: N Understands the economic principles and concepts fundamental to business operations.
    - N.1: Competency: Understand economic indicators to recognize economic trends and conditions.

**Detailed Description/Instructions:** Compare and Contrast Two Global Economies: The students will select a foreign country to compare and contrast its economic and political system with that of the United States. The students will use the Internet to research all economic and political aspects of this country and that of the United States.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

# Topic 2: Supply and Demand

**Engaging Experience 1**

**Title:** Increases and Decreases in S&D

**Suggested Length of Time:** 2 days

**Standards Addressed**

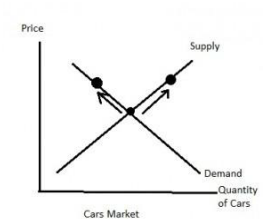
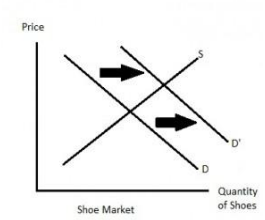
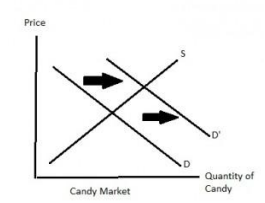
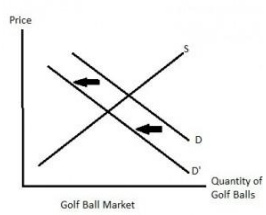
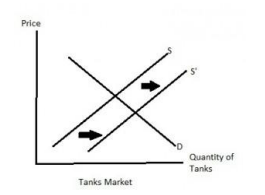
*Priority:*

- DESE Marketing: H Understands the economic principles and concepts fundamental to business operations.
    - H.1: Competency: Understand fundamental economic concepts to obtain a foundation for employment in business.
    - H.2: Competency: Understand the nature of business to show its contributions to society.
    - H.4: Competency: Understand economic indicators to recognize economic trends and conditions.

*Supporting:*

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- DESE Marketing: E Understands the economic principles and concepts fundamental to business operations.
    - E.1: Competency: Determine global trade's impact on business decision making.
- DESE Marketing: N Understands the economic principles and concepts fundamental to business operations.
    - N.1: Competency: Understand economic indicators to recognize economic trends and conditions.

**Detailed Description/Instructions:** After a class discussion about how to graph the different economic events, the instructor can call individual students to the board and announce a market and an event. The students need to draw the current equilibrium price and quantity, and then show the effects of the event. The instructor gives participation points on the first day with a follow quiz the next day. S&D - Graphing Real World Events

| | |
|---|---|
|  | *Example 1:* In the market for cars, suppose the current price of a car is the equilibrium price of the market. What will happen to the supply and demand curves if the price of a car increases?<br>As seen in the graph above, the increase in price leads to a decrease in the quantity demanded and an increase in the quantity supplied. Recall that when prices increase, people buy fewer amounts of that good and suppliers produce more of that good. |
|  | *Example 2:* Suppose the market for shoes is currently in equilibrium. If the price of sandals increases, what happens to the market for shoes? When the price of sandals increases, more people will substitute shoes due to their relatively cheaper price. Thus, the demand for shoes will increase, shifting the demand curve to the right. |
|  | *Example 3:* The market for a type of candy is currently in equilibrium. If new studies show the candy helps prevent several types of cancer, what will happen to the market for this candy? Because the candy provides health benefits, more people will eat more of the candy. This example falls under the "taste" determinant of demand. The more favorable "taste" of this candy causes demand to increase and the curve to shift right. |
|  | *Example 4:* Suppose the market for golf balls is currently in equilibrium. If the price of a golf club increases, what will happen to the price of a golf ball? With an increase in golf clubs, golfing becomes a more expensive sport. This example fits under the "price of complements" determinant of demand. With higher golf club prices, people will buy fewer golf balls. This will lead to a decrease in the demand for golf balls, shifting the curve to the left. Because of the new demand curve, a new equilibrium point will be established at a lower price. Thus, the price of a golf ball will decrease. |
|  | *Example 5:* Suppose the market for tanks is currently in equilibrium. If the price of metal used in making the tanks decreases, what happens to the market for tanks? With cheaper metal for production, the cost of producing a tank decreases. With lower costs, supply will increase in order to maximize profit. Thus, the supply curve will shift to the right. |

**Bloom's Levels:** Understand
**Webb's DOK:** 3

# Topic 3: Economic Impact

**Engaging Experience 1**

**Title:** Economic Impact of a Sports/Entertainment Event

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- DESE Marketing: H Understands the economic principles and concepts fundamental to business operations.
    - H.1: Competency: Understand fundamental economic concepts to obtain a foundation for employment in business.
    - H.2: Competency: Understand the nature of business to show its contributions to society.
    - H.3: Competency: Understand economic systems to be able to recognize the environments in which businesses function.
    - H.4: Competency: Understand economic indicators to recognize economic trends and conditions.

*Supporting:*

- DESE Marketing: E Understands the economic principles and concepts fundamental to business operations.
    - E.1: Competency: Determine global trade's impact on business decision making.
- DESE Marketing: N Understands the economic principles and concepts fundamental to business operations.
    - N.1: Competency: Understand economic indicators to recognize economic trends and conditions.

**Detailed Description/Instructions:** Super Bowl Road Trip: The students will partner up to research and plan a trip to a National Sporting or Entertainment event i.e. booking a trip to the Super Bowl. This will include their itinerary and expense sheet for the trip, detailing the trip agenda and cost analysis. After estimating their personal economic expenditures for the trip, they will investigate the economic effects of the event on the community.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

# Engaging Scenario

*Event Planning Sales Pitch*

You are to assume the role of a Marketing Consultant. Kansas City has approached you to develop and coordinate a national sporting or entertainment event that the city could host. You are hoping to convince venture capitalist and the city to invest their money into your event campaign (much like *Shark Tank)*. You will need to put together a multimedia presentation to sell you event idea. You will meet with the investors and city officials, where they will expect you to discuss and justify your business proposal.

The teacher can set up a business panel to judge student presentations and invite an authentic audience to act as the investors. This activity can be set up as a fun competition where the top businesses are rewarded with bonus points (Or whatever is appropriate for the class setting).

# Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---|---|---|---|
| Economic Factors | Economic Factors | Compare and Contrast Two Global Economies: The student will select a foreign country to compare and contrast its economic and political system with that of the United States. The students will use the Internet to research all economic and political aspects of this country and that of the United States. | 1 week |
| Supply and Demand | Increases and Decreases in S&D | After a class discussion about how to graph the different economic events, the instructor can call individual students to the board and announce a market and an event. The students need to draw the current equilibrium price and quantity, and then show the effects of the event. The instructor gives participation points on the first day with a follow quiz the next day. S&D - Graphing Real World Events | 2 days |
| Economic Impact | Economic Impact of a Sports/ Entertainment Event | Super Bowl Road Trip: The students will partner up to research and plan a trip to a National Sporting or Entertainment event i.e. booking a trip to the Super Bowl. This will include their itinerary and expense sheet for the trip, detailing the trip agenda and cost analysis. After estimating their personal economic expenditures for the trip, they will investigate the economic effects of the event on the community. | 3 days |

# Unit 3: Marketing Information Management

**Subject**: Sports and Entertainment Marketing
**Grade**: 10-12
**Name of Unit**: Marketing Information Management
**Length of Unit**: 2 weeks
**Overview of Unit**: The students will learn the importance of collecting and organizing market data to drive marketing decisions. By the end of the unit, students will know and use the marketing process (Problem definition, develop research design, data collection, data analysis, and report presentation) to make a marketing decision. Students will research a current economically sensitive event, create a survey and use the collected data to make a real marketing decision. They will then justify their marketing decision to the class with a PowerPoint presentation.

**Priority Standards for unit**:

- DESE Marketing: J Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - J.1: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.
    - J.2: Competency: Understand marketing-research activities to show command of their nature and scope.
    - J.3: Competency: Evaluate marketing research procedures and findings to assess their credibility.
    - J.4: Competency: Design qualitative marketing-research study to ensure appropriateness of data-collection efforts.
    - J.5: Competency: Process marketing information to test hypotheses and/or to resolve issues.

**Supporting Standards for unit**:

- DESE Marketing: D Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.
    - D.1: Competency: Acquire a foundational knowledge of Integrated Marketing Communications.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources

using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions | Understand | Understand | 4 |

**Essential Questions**:

1. Why do companies use marketing research?
2. How does research relate to marketing?
3. How do marketers determine what products and/or services will be successful in the marketplace?

**Enduring Understanding/Big Ideas**:

1. Students will determine that market research is used to gather information, analyze it and report findings to guide decision making on current or new product offerings.
2. Students will learn that marketing information management (market research) is one of the marketing functions and be able to explain the importance of it to success of a company.
3. Students will learn all the techniques marketers use to determine market demand for products and services.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| ● Database<br>● Market Research<br>● Survey | ● Market Intelligence<br>● Media Research<br>● Primary and Secondary Data |

| | |
|---|---|
| | ● Product Research<br>● Quantitative and Qualitative Research<br>● Sales Forecasting<br>● Validity |

**Resources for Vocabulary Development:** Quality Tools

# Topic 1: Collecting Data

**Engaging Experience 1**

**Title:** Constructing a Questionnaire

**Suggested Length of Time:** 1 week

**Standards Addressed**

*Priority:*

- DESE Marketing: J Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - J.1: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: D Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.
    - D.1: Competency: Acquire a foundational knowledge of Integrated Marketing Communications.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

**Detailed Description/Instructions:** Students will work in groups of 2-3 and construct a survey. The survey can be on the topic of their choosing. All surveys will need to be created on Google Forms. Students will need to create the survey by having at least 2 questions on each type of question. When completed students need to share their survey with classmates and everyone will complete each other's surveys. Students will then get a chance to see and analyze the results of the surveys.

**Bloom's Levels:** Understand

**Webb's DOK:** 4

**Rubric:** Students will receive 10 points for each type of question they asked. Points will be based on use of questioning method and does the question gather the information needed.

- Forced-choice question (10 points)
- Open-ended question (10 points)
- Yes-No questions (10 points)
- Multiple-choice questions (10 points)
- Rating-scale questions (10 points)
- Rating-scale statements (10 points)
- Recommendations based on survey results (15 points)

# Topic 1: Marketing Research Process

**Engaging Experience 2**

**Title:** The Marketing Research Process

**Suggested Length of Time:** 1 week

**Standards Addressed**

*Priority:*

- DESE Marketing: J Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
    - J.1: Competency: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

*Supporting:*

- DESE Marketing: D Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.
    - D.1: Competency: Acquire a foundational knowledge of Integrated Marketing Communications.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

**Detailed Description/Instructions:** Marketing Research Project: Your group has been asked to complete a market research project for the company (of your choice). You will go through the steps of the marketing research process and complete a project. Your will present your results, findings and recommendations to the class in a presentation. Your presentation will be in a PowerPoint format.

**Bloom's Levels:** Understand

**Webb's DOK:** 4

**Rubric:** Students will receive 10 points for each type of question they asked. Points will be based on use of questioning method and does the question gather the information needed.

- Forced-choice question (10 points)
- Open-ended question (10 points)
- Yes-No questions (10 points)
- Multiple-choice questions (10 points)
- Rating-scale questions (10 points)
- Rating-scale statements (10 points)
- Recommendations based on survey results (15 points)

# Engaging Scenario

Market Research Project

Your group has been asked to complete a market research project for the company (of your choice). You will go through the steps of the marketing research process and complete a project. Your will present your results, findings and recommendations to the class in a presentation. Your presentation will be in a PowerPoint format and needs to follow the guideline below.

- Step 1: Define Problem – 15 points - *Identify the issue and set goals to solve the problem. What is the objective of the research study?
    - Problem:
    - Objective:
- Step 2: Obtain Data – 30 points
    - Primary Data – Need to use two methods to obtain data. Show us your materials you used to gather the data. Detail the method you used and explain the rationale for what questions you asked.
    - Secondary Data – Where did you obtain data from? You need to have two sources.
- Step 3: Analyzing Data – 15 points - *Show the results of your research. What conclusions have you come to because of this research?
- Step 4: Recommend Solutions – 15 points - *You need to have a recommendation to your company based upon the results of your market research.
- Step 5: Applying the Results – 15 points - *How can your company apply the results of the research and how will they measure and monitor their changes?

# Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---|---|---|---|
| Collecting Data | Constructing a Questionnaire | Students will work in groups of 2-3 and construct a survey. The survey can be on the topic of their choosing. All surveys will need to be created on Google Forms. Students will need to create the survey by having at least 2 questions on each type of question. When completed students need to share their survey with classmates and everyone will complete each other's surveys. Students will then get a chance to see and analyze the results of the surveys. | 1 week |
| Marketing Research Process | The Marketing Research Process | Marketing Research Project: Your group has been asked to complete a market research project for the company (of your choice). You will go through the steps of the marketing research process and complete a project. Your will present your results, findings and recommendations to the class in a presentation. Your presentation will be in a PowerPoint format. | 1 week |

# Unit 4: Sales and Promotion

**Subject**: Sports and Entertainment Marketing
**Grade**: 10-12
**Name of Unit**: Sales and Promotion
**Length of Unit**: 4 weeks
**Overview of Unit**: The student will investigate all the different factors that affect product sales at the individual level. By the end of the unit, the student will be able to assess the sales factors to change their selling technique to successfully close a sale.

**Priority Standards for unit**:

- DESE Marketing: K Understands the techniques and strategies used to foster positive, ongoing relationships with customers.
    - K.1: Competency: Foster positive relationships with customers to enhance company image.
    - K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

**Supporting Standards for unit:**

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- DESE Marketing: R Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.
    - R.1: Competency: Understand Company's unique competitive advantage to recognize what sets the company apart from its competitors.
- DESE Marketing: J Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
    - J.1: Competency: Use communication skills to influence others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| the techniques and strategies used to foster positive, ongoing relationships with customers. | Understand | Understand | 3 |

**Essential Questions:**

1. How does the purpose and goals of selling help to create a satisfied customer?

2. How do sales techniques add to completion of a successful sale and customer experience?
3. Why is product research and knowledge of the product essential to success as a salesperson?

**Enduring Understanding/Big Ideas:**

1. Students will understand that the purpose and goal of selling is to help customers make a satisfying buying decision and create an ongoing, profitable relationship with customers. In addition, students will explore techniques to achieve these goals.
2. Students will understand the different types of sales techniques and practice them throughout the unit. These techniques give salespeople the tools needed to communicate with customers and assist them in buying decisions.
3. Students will practice and understand how to research products. They will understand that knowledge of the product a salesperson is selling is essential because they are the one explaining the features and benefits of the product being sold.

**Unit Vocabulary:**

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| ● Personal Selling<br>● Promotion<br>● Sponsorship<br>● Endorsement<br>● Advertising<br>● Social Media<br>● Public Relations | ● Promotional Mix<br>● Feature/Benefit Selling<br>● Motive<br>● Suggestion Selling<br>● Search Engine Optimization<br>● Sales Promotions<br>● Direct Marketing |

**Resources for Vocabulary Development:** Quality Tools

# Topic 1: Promotional Mix

**Engaging Experience 1**

**Title:** Promotional Mix

**Suggested Length of Time:** 1 week

**Standards Addressed**

*Priority:*

- DESE Marketing: K Understands the techniques and strategies used to foster positive, ongoing relationships with customers.
    - K.1: Competency: Foster positive relationships with customers to enhance company image.
    - K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

*Supporting:*

- DESE Marketing: R Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.
    - R.1: Competency: Understand Company's unique competitive advantage to recognize what sets the company apart from its competitors.

**Detailed Description/Instructions:** Students will work with the AD or another school administrator (client) to promote a school event. Students will take the information they learned from the client to create a promotional campaign to help improve attendance at school-related events. Near the end of the project, students will meet with the client/industry professional to pitch their idea for the event promotion. Students will get the feedback needed to help improve their final product. Once the project is implemented, the students will receive data on their effectiveness on the promotion.

CAREER READY
PARK HILL

**Suggested Client-Connected Project Opportunity**

| | |
|---|---|
| **Curriculum Alignment** | *District curriculum connection &/or Missouri Learning Standard(s):*<br><br>Client-Connected Project addresses the Unit 4, Topic 1 standards listed above. |

| | |
|---|---|
| **Client Engagement** | *How this project is client-created, -initiated, or -approved:*<br>We will work with Activities Directors (ADs) at our school, or another facilitator, to create a promotion to increase attendance at a specific school related event. |
| **Industry Expert Involvement** | *Clients from which students will receive feedback:*<br>• Activities Director<br>• Coaches and/or sponsors of client organization<br>*Industry expert from which students will receive feedback:*<br>• Industry expert in field of sports marketing<br>Suggested industry experts include: marketing at KC Current, Royals, Chiefs, Monarchs, Sporting, Blades, etc.<br><br>*How/when feedback will be solicited throughout the project:*<br>Students will meet with the client at the beginning of the semester to determine needs and goals of the department. As marketing plans are created students will meet with clients for feedback and approval. At the end of the semester, students will present marketing plans, execution of plans, results and future improvements for their clients. Once they meet with the client, they will take their feedback and make improvements to their project.<br><br>Throughout the semester, students will have the opportunity to meet with industry experts to help create and execute plans. Students will also have the opportunity to meet with AD and coaches to ensure plans are approved and moving as expected. |
| **Product or Deliverable** | *Product/deliverable that will result from this project:*<br>Promotional materials for the event to increase attendance at specified event.<br><br>*How this result is authentic to the industry in terms of process or product:*<br>There is currently low attendance at specific events within the district. This project will allow students to work with the experts to learn about their attendance issues. The students will create authentic materials and have measurable results by the numbers in attendance to said events. |
| **Joint Evaluation** | *Evaluation tool(s):*<br>The students will have a project and rubric to work from. The project will run throughout the semester and culminate in a presentation to the client and industry expert.<br><br>Rubric evaluating the following items:<br>1. Use of all parts of the promotional mix<br>2. Marketability |

| | |
|---|---|
| | 3. Creativity<br>4. Event Description<br>5. Sales Promotions<br>6. Advertising<br>7. Publicity / Public Relations 8. Direct Marketing / Social Media<br>9. Personal Selling<br>10. Overall Promotional Plan<br><br>*Evaluation plan (incl. involvement of teacher, client, &/or industry expert):* When viewing student presentations, client, teacher, and industry expert will use the same rubric for consistent feedback. Attendance data will also be used to evaluate effectiveness of the student project. |

**Bloom's Levels:** Apply
**Webb's DOK:** 2
**Rubric:** Students will be graded on the following items:

1. Use of all part of the promotional mix
2. Marketability
3. Creativity
4. Event Description
5. Sales Promotions
6. Advertising
7. Publicity / Public Relations
8. Direct Marketing / Social Media
9. Personal Selling
10. Overall Promotional Plan

**Engaging Experience 2**
**Title:** Product Placement
**Suggested Length of Time:** 2 days
**Standards Addressed**

*Priority:*

- DESE Marketing: K Understands the techniques and strategies used to foster positive, ongoing relationships with customers.
    - K.1: Competency: Foster positive relationships with customers to enhance company image.
    - K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

*Supporting:*

- DESE Marketing: R Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to

manage customer relationships in ways that benefit the organization and its stakeholders.

- R.1: Competency: Understand Company's unique competitive advantage to recognize what sets the company apart from its competitors.

**Detailed Description/Instructions:** Fairy Tale Activity
After lecture, discussion and student research about product placement, students will work in small groups and rewrite a famous fairy tale. This time when rewriting the fairy tale students will need to insert product placements into their stories. This activity will be a fun simulation of how scripts are sometimes written to include product placement for additional revenue to the television and movie studios.
**Bloom's Levels:** Apply
**Webb's DOK:** 2

# Topic 2: Sponsorships and Endorsements

**Engaging Experience 1**

**Title:** Sponsorships

**Suggested Length of Time:** 2 days

**Standards Addressed**

*Priority:*

- DESE Marketing: K Understands the techniques and strategies used to foster positive, ongoing relationships with customers.
    - K.1: Competency: Foster positive relationships with customers to enhance company image.

*Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- DESE Marketing: J Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
    - J.1: Competency: Use communication skills to influence others.

**Detailed Description/Instructions:** This experience will begin with definition and examples of sponsorships used in the sports and entertainment industries. For the experience students will need to choose a sports organization (i.e. - KC Chiefs, Mizzou Tigers, etc.) or entertainment event (i.e. - concert, Broadway show) and list the top 10 sponsorships they have.

For each of the 10 sponsorships students will need to describe the following:

- Sponsorship Deal (length of time and dollar amount, if info is available)
- Describe what is included in the sponsorship deal.
- How does the sponsorship ultimately tie back to sales?
- In your opinion, is the sponsorship beneficial to both parties? Why or why not?

**Bloom's Levels:** Understand

**Webb's DOK:** 2

**Engaging Experience 2**

**Title:** Endorsements

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- DESE Marketing: K Understands the techniques and strategies used to foster positive, ongoing relationships with customers.
    - K.1: Competency: Foster positive relationships with customers to enhance company image.

        - K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

*Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- DESE Marketing: J Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
    - J.1: Competency: Use communication skills to influence others.

**Detailed Description/Instructions:** Celebrity Endorsement Project. Students will have the opportunity to match a celebrity with a brand they could endorse. The students will need to research and analyze the celebrity's impact, reliability and impact on the intended target audience.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

# Topic 3: Media Management

**Engaging Experience 1**

**Title:** Media Management

**Suggested Length of Time:** 1 week

**Standards Addressed**

*Priority:*

- DESE Marketing: K Understands the techniques and strategies used to foster positive, ongoing relationships with customers.
    - K.1: Competency: Foster positive relationships with customers to enhance company image.
    - K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

*Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- DESE Marketing: R Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.
    - R.1: Competency: Understand Company's unique competitive advantage to recognize what sets the company apart from its competitors

**Detailed Description/Instructions:** The students will track the multi-level media tractions of different marketing personalities (one team, one business, one entertainer, one sports figure, and one politician). After researching the timing, events and different media outlets, the student will analyze the advantages and disadvantages of the different marketing strategies for different target markets.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

# Engaging Scenario

Promotional Mix

Students will create the basic promotional mix consisting of **advertising, sales promotion**, **public relations/PR, direct marketing and personal selling**.

In this Engaging Scenario students will continue their work with the business they've been working with this semester. Each group will need to complete a comprehensive promotion mix for their business. They will need to continue with their campaign theme with the original objectives in mind. Groups will need to address how they will use each of the following parts of the promotional mix:

1. Advertising
2. Sales Promotion
3. Public Relations/Publicity
4. Direct Marketing/Social Media
5. Personal Selling

# Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---|---|---|---|
| Promotional Mix | Promoting an Event | Students will work with the AD or another school administrator (client) to promote a school event. Students will take the information they learned from the client to create a promotional campaign to help improve attendance at school-related events. Near the end of the project, students will meet with the client/industry professional to pitch their idea for the event promotion. Students will get the feedback needed to help improve their final product. Once the project is implemented, the students will receive data on their effectiveness on the promotion. | 1 week |
| Promotional Mix | Product Placement | Fairy Tale Activity<br>After lecture, discussion and student research about product placement, students will work in small groups and rewrite a famous fairy tale. This time when rewriting the fairy tale students will need to insert product placements into their stories. This activity will be a fun simulation of how scripts are sometimes written to include product placement for additional revenue to the television and movie studios. | 2 days |
| Sponsorships and Endorsements | Sponsorships | This experience will begin with definition and examples of sponsorships used in the sports and entertainment industries. For the experience students will need to choose a sports organization (i.e. - KC Chiefs, Mizzou Tigers, etc.) or entertainment event (i.e. - | 2 days |

| | | | |
|---|---|---|---|
| | | concert, Broadway show) and list the top 10 sponsorships they have.<br>For each of the 10 sponsorships students will need to describe the following:<br>● Sponsorship Deal (length of time and dollar amount, if info is available)<br>● Describe what is included in the sponsorship deal.<br>● How does the sponsorship ultimately tie back to sales?<br>● In your opinion, is the sponsorship beneficial to both parties? Why or why not? | |
| Sponsorships and Endorsements | Endorsements | Celebrity Endorsement Project. Students will have the opportunity to match a celebrity with a brand they could endorse. The students will need to research and analyze the celebrity's impact, reliability and impact on the intended target audience. | 3 days |
| Media Management | Media Management | The students will track the multi-level media tractions of different marketing personalities (one team, one business, one entertainer, one sports figure, and one politician). After researching the timing, events and different media outlets, the student will analyze the advantages and disadvantages of the different marketing strategies for different target markets. | 1 week |

# Unit 5: Careers

**Subject**: Sports and Entertainment Marketing
**Grade**: 10-12
**Name of Unit**: Careers
**Length of Unit**: 2 weeks
**Overview of Unit**: This unit is designed to give students an opportunity to research potential careers in marketing. Students will learn about themselves and their areas of career strength. In addition, students will speak to adults in their potential career fields and network with individuals for future contacts.

**Priority Standards for unit**:

- DESE Marketing: S Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - S.1: Competency: Acquire information about the marketing communications industry to aid in making career choices.
    - S.2: Competency: Understand career opportunities in retailing to make career decisions.
    - S.3: Competency: Acquire information about the sales industry to aid in making career choices.
- DESE Marketing: L Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - L.1: Competency: Acquire knowledge of the impact of entrepreneurship to make informed economic decisions.
- DESE Marketing: O Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - O.1: Competency: Implement job-seeking skills to obtain employment.
    - O.2: Competency: Utilize career-advancement activities to enhance professional development.

**Supporting Standards for unit:**

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom's Taxonomy Levels | Webb's DOK |
|---|---|---|---|
| concepts, tools, and strategies | Understands | Understand | 3 |

| | | | |
|---|---|---|---|
| used to explore, obtain, and develop in a business career | | | |

**Essential Questions:**

1. How do you prepare for a career in marketing?
2. How do you investigate the different career paths in marketing?
3. How do you build a strong networking system to be successful in business?

**Enduring Understanding/Big Ideas:**

1. Students will be able to research technology, skills and training required for various jobs and develop a pathway to entering a career within marketing. They will also explore the marketing strand and other options after Advanced Marketing.
2. Students will be able to use various research tools and resources to investigate different careers. They will explore and interact with professionals in the field.
3. Students will be able to use various skills and technologies to start a networking system. They will develop a network of at least two marketing professions.

| Academic Cross-Curricular Words | Content/Domain Specific |
|---|---|
| ● Education Levels<br>● Interest Inventory<br>● Internship<br>● Skills Inventory | ● Cover Letter<br>● Industry Growth<br>● Job Outlook<br>● Networking<br>● Resume<br>● Salary<br>● Trends |

**Resources for Vocabulary Development:** Quality Tools

# Topic 1: Career Report

**Engaging Experience 1**

**Title:** Create & Interview a Person in Job Interest

**Suggested Length of Time:** Ongoing

**Standards Addressed**

*Priority:*

- DESE Marketing: S Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - S.1: Competency: Acquire information about the marketing communications industry to aid in making career choices.
    - S.2: Competency: Understand career opportunities in retailing to make career decisions.
    - S.3: Competency: Acquire information about the sales industry to aid in making career choices.
- DESE Marketing: O Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - O.1: Competency: Implement job-seeking skills to obtain employment.
    - O.2: Competency: Utilize career-advancement activities to enhance professional development.
- DESE Marketing: L Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - L.1: Competency: Acquire knowledge of the impact of entrepreneurship to make informed economic decisions.

**Detailed Description/Instructions:** Every Friday, assign a couple students to present their findings after interviewing a successful business person in their field of interest. This will also help inform the other students of their career choices.

For Example: Interview your Future. Researchers have identified several characteristics of successful entrepreneurs: independent, self-confident, possess determination and perseverance, goal-oriented, need to achieve and set high standards, creative and act quickly. See how many of these characteristics you see in the person you interview.

Include the following information in your summary paper: Name of person, type of business, how long in business, size of business, sole proprietor, partnership or corporation? Why did they go into this business? How did they get the idea for the business? Is the business a family business, franchise or independent business? What characteristics does the entrepreneur think it takes to be a successful entrepreneur? What is the best part about owning your own business? What is the hardest part about owning your own business? What advice would you give to someone going into business for him or herself? Be creative and add a few questions of your own!

**Bloom's Levels:** Understanding
**Webb's DOK:** 3
**Rubric:** 2 points for each question answered, 10 points for the presentation.

# Topic 2: Legal and Ethical Issues

**Engaging Experience 1**

**Title:** Research Legal & Ethical Issues of Different Jobs

**Suggested Length of Time:** 3 days

**Standards Addressed**

*Priority:*

- DESE Marketing: S Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - S.1: Competency: Acquire information about the marketing communications industry to aid in making career choices.
    - S.2: Competency: Understand career opportunities in retailing to make career decisions.
    - S.3: Competency: Acquire information about the sales industry to aid in making career choices.
- DESE Marketing: O Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - O.1: Competency: Implement job-seeking skills to obtain employment.
    - O.2: Competency: Utilize career-advancement activities to enhance professional development.
- DESE Marketing: L Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.
    - L.1: Competency: Acquire knowledge of the impact of entrepreneurship to make informed economic decisions.

*Supporting:*

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** After picking two Sports and Entertainment corporations, the students will research the different legal and ethical considerations of running the businesses. Using their research, they will develop a graphic organizer comparing and contrasting the different considerations. They will present their findings to the class.

**Bloom's Levels:** 2 Understanding

**Webb's DOK:** 2 Skills and Concepts

# Engaging Scenario

The student will pick one of the careers that they have been introduced to in this unit. They will present their findings to the class in a presentation of their choosing. You can present the following to students:

You will be researching a career in the field of marketing that you may be interested in pursuing. This presentation project will allow you to find out more about this career field and ways to make a career out of something you would enjoy. Please research carefully because this project could influence the path you choose to take. The Department of Labor can help you find the information you will need for this project. Start with the following website, www.bls.gov. However, you will need at least two other resources. Be prepared to present and answer questions about the career field. Have fun!

**Rubric for Engaging Scenario:**

- Job Title: _____/10
- Examples of Careers: _____/10
- Nature of Work: _____/10
- Employment Opportunities: _____/10
- Job Outlook and Projections: _____/10
- Education and Training Needed: _____/10
- Earning and Wages: _____/10
- Related Occupations: _____/10
- Your Opinion: _____/10
- Presentation: _____/10
- TOTAL POINTS: _____/100

# Summary of Engaging Learning Experiences for Topics

| Topic | Engaging Experience Title | Description | Suggested Length of Time |
|---|---|---|---|
| Career Report | Create & Interview a Person in Job Interest | Every Friday assign a couple students to present their findings after interviewing a successful businessperson in their field of interest. This will also help inform the other students of their career choices. For Example: Interview your Future. Researchers have identified several characteristics of successful entrepreneurs: independent, self-confident, possess determination and perseverance, goal-oriented, need to achieve and set high standards, creative and act quickly. See how many of these characteristics you see in the person you interview. Include the following information in your summary paper: Name of person, type of business, how long in business, size of business, sole proprietor, partnership or corporation? Why did they go into this business? How did they get the idea for the business? Is the business a family business, franchise or independent business? What characteristics does the entrepreneur think it takes to be a successful entrepreneur? What is the best part about owning your own business? What is the hardest part about owning your own business? What advice would you give to someone going into business for him or herself? Be creative and add a few questions of your own! | Ongoing |
| Legal and Ethical Issues | Research Legal & Ethical Issues of Different Jobs | After picking two Sports and Entertainment corporations, the students will research the different legal and ethical considerations of running the businesses. Using their research, they will develop a graphic organizer comparing and contrasting the different considerations. They will present their findings to the class. | 3 days |

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.