

PROGRAM CONCENTRATION: Marketing, Sales & Service
CAREER PATHWAY: Sports and Entertainment Marketing
COURSE TITLE: Advanced Sports & Entertainment Marketing

COURSE DESCRIPTION: This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing-Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning. Project-based instruction, together with a variety of work-based learning activities, should be incorporated in this course to provide real-world application.

Competitive event standards for the co-curricular student organization (DECA, An Association of Marketing Education Students) are integral components of the curriculum's core employability and technical skills' standards. Therefore, DECA competitive events should be incorporated with other instructional strategies developed for the course.

SPORTS AND ENTERTAINMENT INDUSTRY

Students will assess the components of the sports and entertainment industry.

MKT-ASEM-1. Students will evaluate the significance and components of sports and entertainment marketing as a viable industry.

- a. Evaluate the sports and entertainment industry as a viable segment of the economy.
- b. Analyze the components of the marketing mix as they relate to the sports and entertainment industry.
- c. Evaluate the importance of marketing to the sports and entertainment industry.
- d. Analyze growth and trends of sports and entertainment as an industry in local, state, national, and international areas.
- e. Research the career opportunities available in the sports and entertainment industry.

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11W3 The student uses research and technology to support writing.

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MM3P1 Students will solve problems (using appropriate technology).

MM3P2 Students will reason and evaluate mathematical arguments.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.

SPORTS AND ENTERTAINMENT MANAGEMENT

Students will analyze the management functions, strategies, operations, and decision making processes of the sports and entertainment marketing industry.

MKT-ASEM-2. Students will analyze the importance of planning, organizing, implementing, and controlling sports and entertainment events.

- a. Determine the four functions of management.
- b. Differentiate between the six principles of management.
- c. Recognize various organizational structures and management styles utilized in the sports and entertainment industry.

Academic Standards:

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12W3 The student uses research and technology to support writing.

MM3P4 Students will make connections among mathematical ideas and to other disciplines.

MKT-ASEM-3. Students will construct a strategic management plan.

- a. Describe the three levels of strategy (i.e. corporate strategies, business strategies, and functional strategies).
- b. Examine the advantages and risks involved during the strategic management process.
- c. Explain the development phase of the strategic management process to include policies, procedures, rules, and environmental analysis.
- d. Develop a strategic plan utilizing the following tools: environmental scanning, SWOT analysis, benchmarking, scenario building, and strategic fits.

Academic Standards:

ELA11W2. The student demonstrates competence in a variety of genres.

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA11W3 The student uses research and technology to support writing. The student

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

MM3D3 Students will understand the differences between experimental and observational studies by posing questions and collecting, analyzing, and interpreting data.

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

MKT-ASEM-4. Students will examine operations management and control as they apply to sports and entertainment marketing.

- a. Select an idea and conduct a feasibility study.
- b. Develop a budget and a logistics/operations plan.
- c. Develop a site and a security plan.
- d. Implement a plan which meets the Americans with Disabilities Act requirements.

Academic Standards:

ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.

SSEMI1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.

MM3P4 Students will make connections among mathematical ideas and to other disciplines.

MM3P5 Students will represent mathematics in multiple ways.

MKT-ASEM-5. Students will describe the importance of organizing and staffing for sports and entertainment events.

- a. Develop teamwork and collaboration skills needed to reach a common goal.
- b. Develop and implement timelines to have successful and profitable sports and entertainment events.
- c. Develop internal and external communication systems (i.e. memo, team meetings, e-mail/web communication, etc.)

Academic Standards:

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

MM4P4 Students will make connections among mathematical ideas and to other disciplines.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

MKT-ASEM-6. Students will dissect the decision making process and analyze several forms of decision making.

- a. Compare and contrast the types of decisions.
- b. Differentiate between the various decision making styles.
- c. Evaluate the various techniques used in group decision making (i.e. brainstorming, the Delphi technique, etc.)

Academic Standards:

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

SPORTS AND ENTERTAINMENT LAW

Students will investigate legal and ethical behaviors associated with the sports and entertainment marketing field.

MKT-ASEM-7. Students will interpret the legal and ethical behaviors as they relate to the sports and entertainment marketing field.

- a. Analyze the impact of labor unions on the sports and entertainment industry.
- b. Explain licensing, leasing, and royalty agreements.
- c. Explain issues of contract law in sports and entertainment marketing.
- d. Discuss the significance of Title IX.
- e. Discuss the federal laws that have an impact on the sports and entertainment industry.

Academic Standards:

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

MM4P5 Students will represent mathematics in multiple ways.

SSEF5 The student will describe the roles of government in a market economy.

COLLEGE SPORTS, AMATEUR SPORTS, AND PROFESSIONAL SPORTS

Students will explore the significance of management functions in college, amateur, and professional sports.

MKT-ASEM-8. Students will evaluate the management functions necessary for college, amateur, and professional sports.

- a. Explain management functions for college, amateur, and professional sports and their economic impact.
- b. Explain the personal financial impact of participating in college and amateur sports.
- c. Discuss the role of the National Collegiate Athletic Association (NCAA) relative to the sports industry.
- d. Explain the importance of management for professional sports.
- e. Identify the characteristics and roles of sports agents, team owners, and general managers.
- f. Determine the economic impact of a major sporting event.
- g. Evaluate the management functions necessary for other categories of sports (i.e. Olympics, Paralympics, international sporting events, extreme sports, etc.)

Academic Standards:

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ELA12W3 The student uses research and technology to support writing.

MM4P3 Students will communicate mathematically.

SSEMI1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

SSEPF2 The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors.

SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.

PROMOTIONS, ADVERTISING, PUBLIC RELATIONS, AND PUBLICITY

Students will examine the roles of sales promotion, advertising, public relations, and publicity as tools in the sports and entertainment marketing industry.

MKT-ASEM-9. Students will examine the role of sales promotion and advertising as promotional tools in sports and entertainment marketing.

- a. Investigate the use of product placement.
- b. Discuss the relevance of the elements of promotion in the sports and entertainment industry.
- c. Develop a promotional plan for sports and entertainment events.
- d. Develop a direct mail offer for sports and entertainment products and events.
- e. Explain the benefits of sponsorship to the sponsor and discuss endorsements and their restrictions.
- f. Choose appropriate media vehicles for a sport/event (i.e. specific print advertising, radio station, TV, etc.)
- g. Identify "out-of-the-box" sales promotion ideas for sports and entertainment events.
- h. Create and issue a script for game day promotions.
- i. Describe the use of venue signage and select appropriate signage for a sports and entertainment event.
- j. Design sport/event logo, program, and tickets.

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA11W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

MM4D3 Students will use confidence intervals and margins of error to make inferences from data about a population. Technology is used to evaluate confidence intervals, but students will be aware of the ideas involved.

SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.

MKT-ASEM-10. Students will examine the role of public relations and publicity as a promotional tool in sports and entertainment marketing.

- a. Write a press release for a sports or entertainment marketing event.
- b. Develop and generate a sport/event newsletter.
- c. Discuss the importance of media relations.
- d. Plan a media day for a sport or event.
- e. Compare and contrast the advertising media used in sports and entertainment marketing events.

Academic Standards:

ELA11W3 The student uses research and technology to support writing.

ELA11W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

MARKET RESEARCH

Students will develop, implement, and present a marketing research project.

MKT-ASEM-11. Students will implement strategies needed to collect, organize, process, transmit and communicate research information.

- a. Explain the purpose of sports and entertainment marketing research.

- b. Explain the steps in the marketing research process as it applies to the sports and entertainment industry.
- c. Summarize and analyze marketing research data.
- d. Evaluate the impact of target marketing in the sports and entertainment field.
- e. Develop a sports or entertainment marketing research project.

Academic Standards:

ELA11W2 The student demonstrates competence in a variety of genres.

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA12W The student uses research and technology to support writing.

MM4D3 Students will use confidence intervals and margins of error to make inferences from data about a population. Technology is used to evaluate confidence intervals, but students will be aware of the ideas involved.

MM4P2 Students will reason and evaluate mathematical arguments.

MM4P3 Students will communicate mathematically.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

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Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:

Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit in order to be to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards

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were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

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**Marketing, Sales, and Service
National Cluster Knowledge and Skill Standards
Advanced Sports and Entertainment Marketing**

National Standard (National Business Education Curriculum Standards/NBEA)	Sports and Entertainment Marketing
<p>Marketing Management Pathway</p> <p>Performance Element: Acquire information about marketing management to aid in making career choices.</p> <p>Business Administration Core</p> <p>Performance Element: Understand economic indicators to recognize economic trends and conditions.</p>	<p>MKT-ASEM-1 Evaluate the significance and components of sports and entertainment as a viable industry.</p>
<p>Marketing Information Management Pathway</p> <p>Performance Element: Assess marketing-information needs to develop a marketing information management system.</p> <p>Marketing Management Pathway</p> <p>Performance Element: Manage marketing finances to monitor and measure return on marketing investment (ROMI).</p> <p>Performance Element: Manage staff growth and development to increase productivity and employee satisfaction.</p>	<p>MKT-ASEM-2 Analyze the importance of planning, organizing, implementing, and controlling and entertainment events.</p>

<p>Marketing Management Pathway</p> <p>Performance Element: Utilize planning tools to guide organization's/ department's activities.</p> <p>Performance Element: Control an organization's/department's activities to encourage growth and development.</p>	<p>MKT-ASEM-3 Construct a strategic management plan.</p>
<p>Marketing Management</p> <p>Performance Element: Analyze security issues to protect the company.</p> <p>Performance Element: Utilize information-technology tools to manage and perform work responsibilities.</p>	<p>MKT-ASEM-4 Examine operations management and control as they apply to sports and entertainment marketing.</p>
<p>Marketing Management Pathway</p> <p>Performance Element: Manage staff growth and development to increase productivity and employee satisfaction.</p> <p>Performance Element: Implement organizational skills to improve efficiency and work flow.</p> <p>Performance Element: Utilize techniques to staff an organization or a department within an organization.</p>	<p>MKT-ASEM-5 Describe the importance of organizing and staffing for sports and entertainment events.</p>
<p>Marketing Management Pathway</p> <p>Performance Element: Utilize information-technology tools to manage and perform work responsibilities.</p>	<p>MKT-ASEM-6 Dissect the decision making process and analyze several forms of decision making.</p>
<p>Business Administration Core</p> <p>Performance Element: Acquire foundational knowledge of business laws and regulations to understand their nature and scope.</p>	<p>MKT-ASEM-7 Interpret the legal and ethical behaviors as it relates to the sports and entertainment marketing field.</p>

<p>Professional Selling Pathway</p> <p>Performance Element: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</p> <p>Merchandising Pathway</p> <p>Performance Element: Utilize assortment-mix strategies to create maximum mix of products at minimum cost.</p>	<p>MKT–ASEM-8 Evaluate the management functions necessary for college, amateur, and professional sports.</p>
<p>Marketing Communications Pathway</p> <p>Performance Element: Employ sales-promotion activities to inform or remind customers of business/product.</p> <p>Merchandising Pathway</p> <p>Performance Element: Employ visual merchandising techniques to increase interest in product offerings.</p> <p>Performance Element: Implement display techniques to attract customers and increase sales potential.</p> <p>Performance Element: Manage promotional activities to maximize return on promotional efforts.</p>	<p>MKT-ASEM-9 Examine the role of sales promotion and advertising as promotional tools in sports and entertainment marketing.</p>
<p>Marketing Communications Pathway</p> <p>Performance Element: Utilize publicity to inform stakeholders of business activities.</p> <p>Performance Element: Utilize publicity/public-relations activities to create goodwill with stakeholders.</p>	<p>MKT-ASEM-10 Examine the role of public relations and publicity as a promotional tool in sports and entertainment marketing.</p>

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<p>Marketing Research Pathway</p> <p>Performance Element: Implement organizational skills to improve efficiency and work flow.</p> <p>Performance Element: Implement security precautions to protect marketing research.</p>	<p>MKT-ASEM-11 Implement strategies needed to collect, organize, process, transmit and communicate research information.</p>
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