

NEW Unit 1: Marketing Essentials Review

Content Area: **Applied Tech**
Course(s): **Sports/Ent Mgmt I**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Standards

Business Standards

12.9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
12.9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
12.9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
12.9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
12.9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
12.9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
12.9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
12.9.3.MK-COM.3	Access, evaluate and disseminate information to enhance marketing decision-making processes.
12.9.3.MK-COM.4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
12.9.3.MK-COM.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
12.9.3.MK-RES.2	Design and conduct research activities to facilitate marketing business decisions.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to understand that marketing techniques surround us in our lives and play an important economic role in our society.

Concepts

Essential Questions

How do sports and entertainment marketers use marketing strategies to entice consumer purchases?

What are some common careers available in the sports and entertainment marketing fields?

What are the necessary steps in planning a new product for the sports & entertainment industry?

What importance do sports and entertainment have economically in our society?

What is Marketing?

Why are communication and collaboration critical to the success of a business?

Understandings

Students will be able to display the knowledge and skills learned in SEM 1 including: marketing functions, the 4 P's of Marketing, target market and careers in the Sports and Entertainment industries.

Students will understand why collaboration and communication is critical to the success of a business.

Critical Knowledge and Skills

Knowledge

Students will know:

The 4P's of Marketing

Target Market and Common Examples

Initiative and Self-direction

Information Literacy

Demographics

Critical Thinking and Problem Solving

Skills

Students will be able to:

Identify and apply the 4 P's of the marketing mix within the industry

Develop a target market for the sports and entertainment industry

Define marketing and explain the impact which marketing and more specifically, sports marketing, has on our society and its consumers

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Guided Notes

Classwork Activities

Professionalism

Team/Individual Projects

Fantasy Football Updates/Spreadsheets

Article Analysis/ Knowledge at Wharton High School & Current events

Kahoot Reviews

School Summative Assessment Plan

Chapter Test (Multiple Choice, T/F, Short Answer, Open Ended)

Primary Resources

Glencoe Marketing Series- Sports & Entertainment Marketing Text, CD

<https://kwhs.wharton.upenn.edu/>

Video links (30:30 ESPN, Prime Video, Netflix)

Supplementary Resources

Virtual Business Online Sports Simulation

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned from the Pearson enVisions 2.0 online textbook from the teachers' login.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so

modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH – Students will apply algebra and statistical concepts learned in math courses to their projects.

SCIENCE – Students use scientific information and processes as appropriate to complete the projects.

SOCIAL STUDIES – Students will apply social skills learned through psychology when interacting in group projects.

LANGUAGE ARTS – Students will use appropriate writing skills in taking notes, as well as the creation of a formal written document for their unit project.

APPLIED TECHNOLOGY – Students will use technology through online resources, class website, Microsoft and Google applications, and email applications.

GLOBAL AWARENESS – Students will learn about individuals from different cultures and backgrounds through their research.

Learning Plan / Pacing Guide

Week 1:

Intro to class, review project based on essential topics from SEM 1 - students to work independently on project reviewing and displaying concepts learned in SEM 1

Week 2:

Finish projects and present to classmates

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NEW Unit 2: Promotional Mix

Content Area: **Applied Tech**
Course(s): **Sports/Ent Mgmt I**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Standards

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TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to understand that marketing techniques surround us in our lives and play an important economic role in our society.

Concepts

Essential Questions

How do sports and entertainment marketers use marketing strategies to entice consumer purchases?

What are some common careers available in the sports and entertainment marketing fields?

What are the necessary steps in planning a new product for the sports & entertainment industry?

What importance do sports and entertainment have economically in our society?

What is Marketing?

Why are communication and collaboration critical to the success of a business?

Understandings

Students will be able to apply the concepts of the promotional mix, including advertising and promotions to a real world example.

Critical Knowledge and Skills

Knowledge

Students will know:

The 4P's of Marketing

Target Market and Common Examples

Initiative and Self-direction

Information Literacy

Demographics

Critical Thinking and Problem Solving

Skills

Students will be able to:

Explain the concepts of licensing and promotions

Apply the principles of a promotional mix to a real world project

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Guided Notes

Classwork Activities

Professionalism

Team/Individual Projects

Fantasy Football Updates/Spreadsheets

Article Analysis

Kahoot Reviews

DECA Idea Challenge!!

School Summative Assessment Plan

Primary Resources

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Video links (30:30 ESPN, Prime Video, Netflix)

Supplementary Resources

Virtual Business Online Sports Simulation

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

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Interdisciplinary Connections

MATH – Students will apply algebra and statistical concepts learned in math courses to their projects.

SCIENCE – Students use scientific information and processes as appropriate to complete the projects.

SOCIAL STUDIES – Students will apply social skills learned through psychology when interacting in group projects.

LANGUAGE ARTS – Students will use appropriate writing skills in taking notes, as well as the creation of a formal written document for their unit project.

APPLIED TECHNOLOGY – Students will use technology through online resources, class website, Microsoft and Google applications, and email applications.

GLOBAL AWARENESS – Students will learn about individuals from different cultures and backgrounds through their research.

Learning Plan / Pacing Guide

Week 1:

Introductory activity, beginning class notes and major topic discussion

Week 2:

Introduction of major project and student exploration

Week 3:

Student completion of project and presentations/ DECA Idea Challenge

Week 4:

Review and review test

NEW Unit 3: Marketing Plan

Content Area: **Applied Tech**
Course(s): **Sports/Ent Mgmt I**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Standards

Business Standards

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Transfer Goals and Career Ready Practices

Transfer Goals

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Concepts

Essential Questions

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What are some common careers available in the sports and entertainment marketing fields?

What are the necessary steps in planning a new product for the sports & entertainment industry?

What importance do sports and entertainment have economically in our society?

What is Marketing?

Why are communication and collaboration critical to the success of a business?

Understandings

The students will be able to create a marketing plan for a real world company and understand its importance in the success of a business.

Critical Knowledge and Skills

Knowledge

Students will know:

The 4P's of Marketing

Target Market and Common Examples

Initiative and Self-direction

Information Literacy

Demographics

Critical Thinking and Problem Solving

Skills

Students will be able to:

Explain a company marketing plan

Perform a SWOT analysis on an existing company

Create a marketing plan for a real world company

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Guided Notes

Classwork Activities

Professionalism

Team/Individual Projects

Fantasy Football Updates/Spreadsheets

Article Analysis/Knowledge at Wharton High School & Current Events

Kahoot Reviews

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School Summative Assessment Plan

Chapter Test (Multiple Choice, T/F, Short Answer, Open Ended)

Primary Resources

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Video links (30:30 ESPN, Prime Video, Netflix)

Supplementary Resources

Virtual Business Online Sports Simulation

Field trip to Citizen's Bank Park

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

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LANGUAGE ARTS – Students will use appropriate writing skills in taking notes, as well as the creation of a formal written document for their unit project.

APPLIED TECHNOLOGY – Students will use technology through online resources, class website, Microsoft and Google applications, and email applications.

GLOBAL AWARENESS – Students will learn about individuals from different cultures and backgrounds through their research.

Learning Plan / Pacing Guide

Week 1:

Introductory activity, beginning class notes and major topic discussion

Week 2:

Introduction of major project and student exploration

Week 3:

Student completion of project and presentations/ Six Flags Marketing Challenge

Week 4:

Review and review test

NEW Unit 4: Virtual Sports Simulation

Content Area: **Applied Tech**
Course(s): **Sports/Ent Mgmt I**
Time Period: **Marking Period 1**
Length: **8 weeks**
Status: **Published**

Standards

Business Standards

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Concepts

Essential Questions

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What importance do sports and entertainment have economically in our society?

What is Marketing?

Why are communication and collaboration critical to the success of a business?

Understandings

Students will be able to apply the concepts and ideas learned in SEM 1 and SEM 2 to a virtual simulation for a sports franchise.

Students will understand how to make decisions in the real world based upon marketing information and real world experiences.

Critical Knowledge and Skills

Knowledge

Students will know:

The 4P's of Marketing

Target Market and Common Examples

Initiative and Self-direction

Information Literacy

Demographics

Critical Thinking and Problem Solving

Skills

Students will be able to:

Apply overarching principles from SEM 1 & SEM 2 to a virtual simulation running a football franchise

Analyze information and data to accomplish marketing tasks

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Do Now's

Guided Notes

Classwork Activities

Professionalism

Team/Individual Projects

Fantasy Football Updates/Spreadsheets

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Chapter Test (Multiple Choice, T/F, Short Answer, Open Ended)

Primary Resources

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Supplementary Resources

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GLOBAL AWARENESS – Students will learn about individuals from different cultures and backgrounds through their research.

Learning Plan / Pacing Guide

Week 1:

Ticket Pricing and Stadium Staffing lessons and simulation activities

Week 2:

Ingress & Egress and Parking lessons and simulation activities

Week 3:

Concessions and Sponsorships lessons and simulation activities

Week 4:

Promotion with Traditional Media and Promotion with Social Media lessons and simulation activities

Week 5:

Picking & Promoting a Band and Player Management lessons and simulation activities

Weeks 6-8:

Full virtual simulation/FINAL exam

