

# **BLOOMFIELD PUBLIC SCHOOLS**

**Bloomfield, New Jersey 07003**

## **Curriculum Guide**

### **Sports and Entertainment Marketing Grades 9-12**

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# Sports and Entertainment Marketing Curriculum Guide

## Introduction:

**SPORTS MARKETING** is a semester class that is developed to meet the newly defined needs described by NJDOE in their planning for Secondary Education Transformation. Secondary education redesign focuses on raising the bar for all students so that every child is prepared for success in this rapidly changing, technologically-driven, globally competitive world. In this planning it is acknowledged that new skills are needed for a global economy. Innovative industries and firms and high-growth jobs require more educated workers with the ability to respond creatively to complex problems, communicate effectively, manage information and work in teams to produce new knowledge and innovation. In order to succeed in college level courses without remediation and to enter the workforce ready to learn job-specific skills, preparation must be the same for all students. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements, and promotions will be part of this course.

Sports and entertainment industry is a major component in the field of business and marketing. The industry is all around us - not just at ballparks and theaters, but at schools, on television, radio, in stores and on the Internet. This course will emphasize the importance of the industry and the role it plays in our society. Students will explore both the sports industry and entertainment industry, focusing on real world business perspectives. The course is designed to be project based, using the Internet on a daily basis. Students will participate in cooperative groups and elaborate using higher order thinking and presentation skills. As the sports and entertainment industry continues to grow technologically, the course will address these growing trends as they evolve.

Students will use a "Virtual Business: Sports and Entertainment" with the website simulation <http://www.knowledgematters.com/business-simulations/virtual-business-sports/>

**Course Setup:** This will be a ½ year 2.5 credit course for high school students in grades 9-12. No prerequisites are required.

<p><b>Overarching Understandings:</b> Basic knowledge of the theoretical with practical, real-life decisions about marketing, consumer choices, media, sports, entertainment, and business which will</p>
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# **Sports and Entertainment Marketing**

## **Curriculum Guide**

provide an understanding of basic marketing concepts and principles to help students to become better informed consumers and future workers.

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/>

# Sports and Entertainment Marketing

## Curriculum Guide

### UNIT 1: What is Marketing (6 Days)

#### Enduring Understandings:

Students will understand  
Marketing and the Marketing Process

#### Essential Questions:

What is marketing?  
What is the marketplace?  
What are customer needs?  
What is the marketing process?

#### UNIT VOCABULARY:

Advertising  
Channels of distribution

Markdown price  
Market share  
Marketing process

Networking  
Positioning  
Press release

Product mix  
Publicity  
Public relations

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Define Marketing and the Marketing Process	<p>Define marketing and outline the steps in the marketing process including product, placement, price, and promotion</p> <p>Explain the importance of understanding customers and the marketplace</p> <p>Identify the key elements of a customer-driven marketing strategy</p> <p>Describe the tools business use to market their business</p>		<p>9.1.12.E.1 9.1.12.E.5 9.1.12.B.6 9.1.12.E.3 9.2.12.E.4 9.4.12.N.(4).8 9.4.12.N.(4).9 9.4.12.N.(4).10 9.4.12.N.(4).11 9.4.12.N.(4).12 9.4.12.D.(3).7</p>	<p>PowerPoint going over the basics of marketing</p> <p>Define marketing</p> <p>Outline the steps in the marketing process</p> <p>Explain how a market economy works</p> <p>Identify the key elements of a customer-driven marketing strategy</p> <p>Describe the marketing mix including product, distribution, price, and promotion</p> <p>Review a company's marketing plan and strategies together</p> <p>View marketing materials for companies</p> <p>Watch a current movie and tally the advertisements you saw during the movie</p> <p>Current event activity</p> <p>Possible Project 1: Students will view a current film and tally up the companies that advertise during the movie.</p>	<p>Do Now</p> <p>Discussion</p> <p>Questions</p> <p>Brainstorm</p>	<p>Question and Answer</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Student Presentations</p> <p>Group Assignments</p> <p>Internet Research</p> <p>Role Plays</p> <p>Current Events</p> <p>Article Critique</p> <p>Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching</p>	<p>Projects</p> <p>Posters</p> <p>Presentations</p> <p>Reports</p> <p>Tests</p>

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Possible Project 2: Choose a sports or entertainment franchise and define how the company uses the marketing process including product, placement, price, and promotion. Describe how this company advertises to consumers and who their customers are. Describe and show examples of print ads, commercials, packaging, social media, and other marketing materials they use. Critique their company's use and decisions that they have made regarding their marketing plan. Make suggestions on what the company should do in the future for marketing.</p>		Role Plays	

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 2: Ticket Pricing (6 Days)

### Enduring Understandings:

Students will understand

Pricing for sports & entertainment businesses

### Essential Questions:

How do you develop prices for ticket for sporting events and concerts?

What is the basic relationship between price and demand?

Why do different seats command different prices?

What is yield management pricing?

What are the pros and cons of dynamic pricing?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Pricing	Understand ticket pricing for both sporting events and concerts.		9.1.12.A.1 9.2.12.B.1 9.2.12.B.4 9.2.12.E.3 9.2.12.E.4 9.2.12.G.1 9.4.12.D.(3).1 9.4.12.D.(3).2	In this lesson, students explore the relationship between price and demand. They are also introduced to the concept of yield management pricing. Students begin by setting a low uniform price for all tickets at a football game. This results in high demand--a sellout. They then raise prices to a uniform higher level. This results in the best seats selling out, but none of the other sections. Students then selectively price particular sections to sell them out at the highest possible price. Students review an income statement to see how their profitability is improving. Finally, students take control of pricing all the seats in their stadium and try to achieve a specific profit goal.	Do Now	Question and Answer	Projects
	Consider basic relationships between price and demand.				Discussion	Quizzes	Posters
	See why different seats command different prices.				Questions	Written Assignments	Presentations
	Discuss the concept of yield management pricing.				Brainstorm	Student Presentations	Reports
	Discuss the pros and cons of dynamic pricing.				Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Group Assignments	Tests
						Internet Research	Simulations
						Role Plays	Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com
						Current Events	
						Article Critique	
						Simulations	
				Use the Internet for research		Student progress and grades may be tracked from the Instructor page at vb.Knowledge	
				Read, analyze, and critique current event articles			
				Cooperative Group Exercises			
				Group Discussions			
				Presentations			

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Simulations</p> <p>Students sign in to Virtual Business - Sports &amp; Entertainment 2.0 at vb.KnowledgeMatters.com.</p> <p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at vb.KnowledgeMatters.com.</p>		Matters.com	

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 3: Stadium Staffing (6 Days)

### Enduring Understandings:

Students will understand  
Staffing for sports & entertainment businesses

### Essential Questions:

What is the need for adequate stadium staffing?  
What vital functions do ushers have?  
Why are security personnel central to a smooth functioning event?  
How do you prevent stadium violence?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Staffing	Understand the need for adequate stadium staffing.		9.1.12.A.1 9.1.12.A.2 9.1.12.F.1 9.1.12.F.3 9.1.12.F.5 9.4.12.D.5 9.4.12.D.33 9.4.12.D.38 9.4.12.D.39 9.4.12.D.40 9.4.12.D.43	In this lesson, students explore staffing two key positions within their stadium: ushers and security. They start by intentionally setting staffing levels too low. They observe crowding and injuries that result in fines at a concert. At a football game, they have fans throwing trash on the field as well as fans moving to seats they didn't pay for. They also learn how the lack of ushers leads to fewer people purchasing expensive tickets at subsequent games because they know they can freely move around in the stadium. Finally, students are challenged to staff their stadium, within a limited budget, yet still preventing fan security issues and unlawful switching of seats.	Do Now	Question and Answer	Projects
	See the two vital functions that ushers play.				Discussion	Quizzes	Posters
	Comprehend why security personnel are central to a smooth-functioning event.				Questions	Written Assignments	Presentations
	Discuss various approaches to preventing stadium violence.				Brainstorm	Student Presentations	Reports
					Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Group Assignments	Tests
						Internet Research	Simulations
						Role Plays	Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com
						Current Events	
						Article Critique	
						Simulations	
						Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com	
				Use the Internet for research			
				Read, analyze, and critique current event articles			
				Cooperative Group Exercises			
				Group Discussions			
				Presentations			
				Simulations			
				Students sign in to Virtual Business - Sports & Entertainment 2.0 at			



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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				vb.KnowledgeMatters.com.  Students complete the reading assignment  Students take the reading quiz  Students take the math quiz  Students click Run SIM and follow the lesson instructions  Student progress and grades may be tracked at vb.KnowledgeMatters.com.			

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 4: Ingress & Egress (6 Days)

### Enduring Understandings:

Students will understand  
The importance of ingresses and egresses

### Essential Questions:

What is ingress and egress?  
Why are ingress and egress important to long-term stadium success?  
What part does transportation and parking play in stadium success?  
Why do we need to understand the American Disabilities Act?  
What relevance does ADA have to new stadium construction?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Ingress &amp; Egress</b>	Define ingress and egress.		9.1.12.A.1	In this lesson, students explore the challenges of getting fans into a large event in a smooth manner. They begin by planning ingress for an event with 10,500 fans. They calculate the number of satellite parking lots and buses that they will need. They then run through an event and observe ingress issues. Students note that accidents occur in the main parking lot, and fans cannot get in on time. They then look at three key employee positions for managing ingress and do computations to staff those correctly. They then run another event and see smooth operations. Finally, students are challenged to achieve smooth ingress at a series of events with almost double the attendance of previous events. Use the Internet for research  Read, analyze, and critique current event articles  Cooperative Group Exercises  Group Discussions  Presentations  Simulations	Do Now	Question and Answer	Projects
	Understand why ingress and egress are vital to the long-term success of stadium events.		9.1.12.A.2		Discussion	Quizzes	Posters
	Discuss event transportation and parking options.		9.4.12.D.(3).1		Questions	Written Assignments	Presentations
	Understand the relevance of the Americans with disabilities act to new stadium construction.		9.4.12.D.(3).2		Brainstorm	Student Presentations	Reports
			9.4.12.D.(3).3		Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Group Assignments	Tests
			9.4.12.D.(3).7			Internet Research	Simulations
			9.4.12.D.(3).8			Role Plays	Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com
			9.4.12.D.(5).9			Current Events	
			9.4.12.D.(6).1			Article Critique	
			9.4.12.D.(6).3			Simulations	
						Student progress and grades may be tracked from the Instructor page at vb.Knowledge	

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Students sign in to Virtual Business - Sports &amp; Entertainment 2.0 at vb.KnowledgeMatters.com.</p> <p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at vb.KnowledgeMatters.com.</p>		Matters.com	

# Sports and Entertainment Marketing Curriculum Guide

UNIT 5: Parking (6 Days)			
<b>Enduring Understandings:</b> Students will understand Parking for sports & entertainment businesses			
<b>Essential Questions:</b> Why is parking important to a positive fan experience? What are some different ways to arrive and leave the stadium? What are some ways parking can be profitable for a stadium? What is the connection between parking and tailgating?			
<b>UNIT VOCABULARY:</b>			

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Parking</b>	Understand why stadium parking is central to a positive fan experience.  Discuss and evaluate other ways to arrive at and leave the stadium.  Consider ways in which stadium owners can make stadium parking a compelling value proposition.  Describe the connection between parking and tailgating.		9.1.12.A.1 9.1.12.A.2 9.1.12.B.3 9.2.12.B.1 9.2.12.B.6 9.2.12.E.1 9.4.12.D.14 9.4.12.D.17 9.4.12.D.(4).1 9.4.12.D.(4).5 9.4.12.D.(6).3	In this lesson, students try to maximize profits from parking at their events. They begin by setting a relatively high price for parking in their main lot. They observe low demand and numerous complaints. They learn how to read an income statement and analyze their revenue from parking. Next, students reduce their price for the main lot and see both demand and revenue increase. Finally, students are challenged to price both their main lot and their satellite parking lots to achieve an aggressive goal for total parking revenue.  Use the Internet for research  Read, analyze, and critique current event articles  Cooperative Group Exercises  Group Discussions  Presentations  Simulations  Students sign in to Virtual Business - Sports & Entertainment 2.0 at vb.KnowledgeMatters.com.	Do Now  Discussion  Questions  Brainstorm  Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Question and Answer  Quizzes  Written Assignments  Student Presentations  Group Assignments  Internet Research  Role Plays  Current Events  Article Critique  Simulations  Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com	Projects  Posters  Presentations  Reports  Tests  Simulations  Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at <a href="http://vb.KnowledgeMatters.com">vb.KnowledgeMatters.com</a>.</p>			

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 6: Concessions (6 Days)

### Enduring Understandings:

Students will understand  
Concessions for sports & entertainment businesses

### Essential Questions:

How do concessions contribute to the fan experience?  
What makes concessions big business for stadium owners?  
How do you price food and beverages at sporting events?  
Why do you need strict safety food guidelines for concessions?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Concessions</b>	<p>Provide an overview of concessions provided at stadiums and how they contribute to the fan experience.</p> <p>Detail why concessions are big business for stadium owners.</p> <p>Discuss how food and drink items at sporting events are priced.</p> <p>Highlight the importance of adhering to strict food safety guidelines for concessions.</p>		9.1.12.A.1 9.1.12.A.2 9.1.12.B.3 9.4.12.D.(6).1 9.4.12.D.(6).2 9.4.12.D.(6).3 9.4.12.D.(6).4 9.4.12.D.(6).5	<p>In this lesson, students learn to maximize profit from concessions at an event. They begin by observing a busy concession stand at an event with too few concession stands and too few employees. They analyze customer complaints and concession profitability. Students then work to correct problems by changing the amount of inventory ordered, pricing products properly based on cost, and staffing concessions stands based on expected attendance and capacity estimates. Students run another event and see the increase in concession profitability. Finally, students take full control of concessions and try to achieve a specified profit goal.</p> <p>Use the Internet for research</p> <p>Read, analyze, and critique current event articles</p> <p>Cooperative Group Exercises</p> <p>Group Discussions</p> <p>Presentations</p> <p>Simulations</p>	Do Now  Discussion  Questions  Brainstorm  Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Question and Answer  Quizzes  Written Assignments  Student Presentations  Group Assignments  Internet Research  Role Plays  Current Events  Article Critique  Simulations  Student progress and grades may be tracked from the Instructor page at	Projects  Posters  Presentations  Reports  Tests  Simulations  Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Students sign in to Virtual Business - Sports &amp; Entertainment 2.0 at vb.KnowledgeMatters.com.</p> <p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at vb.KnowledgeMatters.com.</p>		vb.KnowledgeMatters.com	

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 7: Sponsorship (6 Days)

### Enduring Understandings:

Students will understand  
Sponsorship for sports & entertainment businesses

### Essential Questions:

What is the value of sponsors to sports teams and stadium owners?  
Why do sponsorships work?  
What are some different types of sponsorship opportunities?  
What are the best ways to price sponsorships?  
What makes TV broadcast rights a lucrative revenue stream?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Sponsorship</b>	<p>Understand the value of sponsors to sports teams and stadium owners.</p> <p>See why sponsorships work.</p> <p>Discuss different types of sponsorship opportunities.</p> <p>Consider the best ways to price sponsorships.</p> <p>See why TV broadcast rights are a lucrative revenue stream alongside sponsorships.</p>		<p>9.1.12.A.1 9.1.12.A.2 9.1.12.B.3 9.1.12.E.1 9.1.12.E.2 9.1.12.E.4 9.1.12.E.5 9.2.12.B.4 9.2.12.B.6 9.2.12.E.1 9.2.12.E.3 9.4.12.D.7 9.4.12.D.(3).7 9.4.12.D.(3).8</p>	<p>In this lesson, students begin by identifying potential corporate sponsors within their simulated city. They review each sponsor's advertising budget. Next, students try to sell a sponsorship for a field-level sign to a particular corporate target. They negotiate a price by starting high and working down. Next, students try to quickly sell another sponsorship and experience "leaving money on the table" when it is quickly snatched up. Finally, students are challenged to negotiate with multiple potential sponsors and achieve a specific target for total sponsorship revenue.</p> <p>Use the Internet for research</p> <p>Read, analyze, and critique current event articles</p> <p>Cooperative Group Exercises</p> <p>Group Discussions</p> <p>Presentations</p> <p>Simulations</p>	<p>Do Now</p> <p>Discussion</p> <p>Questions</p> <p>Brainstorm</p> <p>Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.</p>	<p>Question and Answer</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Student Presentations</p> <p>Group Assignments</p> <p>Internet Research</p> <p>Role Plays</p> <p>Current Events</p> <p>Article Critique</p> <p>Simulations</p> <p>Student progress and grades may be tracked from the Instructor page at vb.Knowledge</p>	<p>Projects</p> <p>Posters</p> <p>Presentations</p> <p>Reports</p> <p>Tests</p> <p>Simulations</p> <p>Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com</p>



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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Students sign in to Virtual Business - Sports &amp; Entertainment 2.0 at vb.KnowledgeMatters.com.</p> <p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at vb.KnowledgeMatters.com.</p>		Matters.com	

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 8: Promotion with Traditional Media (6 Days)

### Enduring Understandings:

Students will understand  
Promotion with traditional media

### Essential Questions:

What is traditional media?  
How does traditional media compare with new media and social media?  
What are the five steps to market research that media planners take to promote and measure an event?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Promotion with Traditional Media</b>	Define traditional media and contrast it with new media and social media.		9.1.12.A.1 9.1.12.A.2 9.1.12.B.3 9.1.12.E.1 9.1.12.E.5 9.2.12.E.4 9.4.12.N.(4).19 9.4.12.N.(4).20 9.4.12.N.(4).21 9.4.12.D.(3).7 9.4.12.D.(3).8	In this lesson, students use both market research and traditional forms of media to successfully promote events. They begin by using print media to promote an alternative rock concert. They discover that, in this case, that doesn't work too well for them. By conducting a survey of fans and using segmentation tools, they discover that alternative rock fans are more likely to be reached by radio advertising. They then switch their budget dollars to radio and run through another concert. By analyzing financials, they see improvement in attendance and profitability. Finally, students are asked to use surveys and segmentation to discover the best way to reach football fans. They then try to achieve attendance targets at football games while staying under a specific advertising budget.	Do Now	Question and Answer	Projects
	Understand the role of the media planner in marketing an event.				Discussion	Quizzes	Posters
	Define market research as the five steps media planners take to promote and measure an event.				Questions	Written Assignments	Presentations
					Brainstorm	Student Presentations	Reports
					Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Group Assignments	Tests
						Internet Research	Simulations
				Students should answer the questions in the Use the Internet for research		Role Plays	Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com
				Read, analyze, and critique current event articles		Current Events	
				Cooperative Group Exercises		Article Critique	
				Group Discussions		Simulations	
						Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com	

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				Presentations  Simulations  Students sign in to Virtual Business - Sports & Entertainment 2.0 at vb.KnowledgeMatters.com.  Students complete the reading assignment  Students take the reading quiz  Students take the math quiz  Students click Run SIM and follow the lesson instructions  Student progress and grades may be tracked at vb.KnowledgeMatters.com.			

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 9: Promotion with Social Media (6 Days)

### Enduring Understandings:

Students will understand  
Promotion with social media

### Essential Questions:

What are the key characteristics of social media?  
Who are the key players in the social media space?  
What are the right and wrong ways to use social media in marketing?  
What are some examples of social media marketing?  
How do you generate new ideas for new campaigns?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Promotion with Social Media</b>	Explain the key characteristics of social media.		9.1.12.A.1 9.1.12.A.2 9.1.12.B.3 9.1.12.E.1 9.1.12.E.4 9.1.12.E.5 9.2.12.B.4 9.2.12.B.6 9.4.12.D.(2) 9.4.12.D.(5)	In this lesson, students learn to use social media to promote an event. Specifically, they use an interface modeled directly after the Facebook advertising interface. They begin by running a concert with no promotion and observing the attendance. Next, they bring up the social media advertising interface and create a headline and text for their ad, select an image, choose a target audience, name the campaign and set a campaign budget. As the ad runs, they check the clicks generated. Students then run the concert and observe the increase in attendance. Finally, students are challenged to use social media advertising to hit an attendance target for a football game, while staying within a specific advertising budget.	Do Now	Question and Answer	Projects
	Identify the key players in the social media space.				Discussion	Quizzes	Posters
	Understand the right and wrong ways to use social media for marketing.				Questions	Written Assignments	Presentations
	Consider examples of social media marketing in sports and generate ideas for new campaigns.				Brainstorm	Student Presentations	Reports
					Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Group Assignments	Tests
						Internet Research	Simulations
						Role Plays	Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.
						Current Events	
						Article Critique	
						Simulations	
				Use the Internet for research		Student progress and grades may be tracked from the Instructor page at	
				Read, analyze, and critique current event articles			
				Cooperative Group Exercises			
				Group Discussions			
				Presentations			
				Simulations			

# Sports and Entertainment Marketing

## Curriculum Guide

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Students sign in to Virtual Business - Sports &amp; Entertainment 2.0 at vb.KnowledgeMatters.com.</p> <p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at vb.KnowledgeMatters.com.</p>		vb.KnowledgeMatters.com	

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 10: Picking and Promoting a Band (6 Days)

### Enduring Understandings:

Students will understand  
How to pick and promote a band

### Essential Questions:

What acts do you see perform at stadiums?  
What are the logistics of booking large acts?  
What are the economics of stadium shows?  
How do stadiums attract large crowds?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Picking and Promoting a Band</b>	Understand which acts perform at stadiums.		9.1.12.A.1 9.1.12.A.2 9.1.12.B.3	In this lesson, students begin by learning how artists and promoters split profits from a concert. They then do a sample profit calculation. Next, students conduct market research to discover the most popular type of music in their city. Students then review a list of available bands using an interface modeled after online booking websites. They choose one that they can afford and that has a history of drawing a lot of fans at a good ticket price. They set ticket prices for the concert and promote the concert using a social media advertising interface. They then run the concert and use an income statement to analyze their profits. Finally, students are challenged to book additional concerts on their own and achieve a cumulative profit goal over time.  Use the Internet for research  Read, analyze, and critique current event articles  Cooperative Group Exercises  Group Discussions  Presentations  Simulations	Do Now	Question and Answer	Projects
	Understand the logistics of booking large acts.		9.4.12.D.(6).1 9.4.12.D.(6).2 9.4.12.D.(6).3 9.4.12.D.(6).4 9.4.12.D.(6).5		Discussion	Quizzes	Posters
	Discuss the economics of stadium shows.				Questions	Written Assignments	Presentations
	Think through ways stadiums can continue to attract large acts.				Brainstorm	Student Presentations	Reports
					Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Group Assignments	Tests
						Internet Research	Simulations
						Role Plays	Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.
						Current Events	
						Article Critique	
						Simulations	
						Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com	

# Sports and Entertainment Marketing

## Curriculum Guide

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Students sign in to Virtual Business - Sports &amp; Entertainment 2.0 at vb.KnowledgeMatters.com.</p> <p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at vb.KnowledgeMatters.com.</p>			

# Sports and Entertainment Marketing Curriculum Guide

## UNIT 11: Player Management (6 Days)

### Enduring Understandings:

Students will understand  
Player Management

### Essential Questions:

What makes player management central to winning teams?

Why is player selection so important?

What goes into player development?

Why is team building so important?

### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Player Management</b>	<p>State why player management is central to winning teams.</p> <p>Understand why player selection is so important.</p> <p>Think about what goes into player development—and why there are no guarantees.</p> <p>See why team building is so important.</p> <p>Discuss why the best teams are agile, especially in light of injuries.</p>		<p>9.1.12.A.1 9.1.12.A.2 9.1.12.B.3 9.4.12.D.(6).1 9.4.12.D.(6).2 9.4.12.D.(6).3 9.4.12.D.(6).4 9.4.12.D.(6).5</p>	<p>In this lesson, students take over a losing football team with lousy, overpaid players. They begin at one position and sign an available player with better stats and lower salary than their current players. They run one game and see some, but limited improvement in their performance. They begin releasing players that are underperforming yet drawing high salaries. Finally, students are challenged to work through all positions and find better, less expensive players. Their goal is to get a winning team while staying under a salary cap. This draws more fans and eventually causes the team to go from a financial loss to a profit.</p> <p>Use the Internet for research</p> <p>Read, analyze, and critique current event articles</p> <p>Cooperative Group Exercises</p> <p>Group Discussions</p> <p>Presentations</p> <p>Simulations</p> <p>Students sign in to Virtual Business - Sports &amp; Entertainment 2.0 at</p>	<p>Do Now</p> <p>Discussion</p> <p>Questions</p> <p>Brainstorm</p> <p>Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.</p>	<p>Question and Answer</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Student Presentations</p> <p>Group Assignments</p> <p>Internet Research</p> <p>Role Plays</p> <p>Current Events</p> <p>Article Critique</p> <p>Simulations</p> <p>Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com</p>	<p>Projects</p> <p>Posters</p> <p>Presentations</p> <p>Reports</p> <p>Tests</p> <p>Simulations</p> <p>Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com</p>



# Sports and Entertainment Marketing

## Curriculum Guide

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				vb.KnowledgeMatters.com.  Students complete the reading assignment  Students take the reading quiz  Students take the math quiz  Students click Run SIM and follow the lesson instructions  Student progress and grades may be tracked at vb.KnowledgeMatters.com.			

# Sports and Entertainment Marketing

## Curriculum Guide

### UNIT 12: Sports and Entertainment Mogul (6 Days)

#### Enduring Understandings:

Students will understand

The importance of looking at all aspects of for sports & entertainment marketing for business

#### Essential Questions:

What needs to go into the planning of a successful sports or entertainment event?

#### UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
<b>Sports and Entertainment Mogul</b>	Understand ticket pricing for both sporting events and concerts.		9.1.12.E.1 9.1.12.E.5 9.1.12.B.6 9.1.12.E.3	In the final project, students take complete control of their stadium. They manage ticket pricing, staffing, parking prices, ingress, concessions, promotion, sponsorships and more. They can book as many concerts as they can afford and want to manage. Their goal is to hit a specific profit target for a single season. They can run multiple seasons to meet the goal. Both teachers and students can see an online scoreboard showing how students are doing relative to one another. (Teachers have the option to turn this off.) Additionally, teachers have the option to set this up as a team activity in which students work cooperatively to reach the goal. After reaching the goal, students' grades are finalized, but they can continue to run their simulation to explore and learn further.  Use the Internet for research  Read, analyze, and critique current event articles  Cooperative Group Exercises  Group Discussions  Presentations  Simulations  Students sign in to Virtual Business - Sports & Entertainment 2.0 at	Do Now	Question and Answer	Projects
	Understand the need for adequate stadium staffing.		9.2.12.E.4 9.4.12.N.(4).8 9.4.12.N.(4).9		Discussion	Quizzes	Posters
	Understand why ingress and egress are vital to the long-term success of stadium events.		9.4.12.N.(4).10 9.4.12.N.(4).11 9.4.12.N.(4).12 9.4.12.D.(3).7		Questions	Written Assignments	Presentations
	Consider ways in which stadium owners can make stadium parking a compelling value proposition.				Brainstorm	Student Presentations	Reports
	Provide an overview of concessions provided at stadiums and how they contribute to the fan experience.				Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com.	Group Assignments	Tests
	Understand the value of sponsors to sports teams and stadium owners.					Internet Research	Simulations
	Define traditional media and contrast it with new media and social media.					Role Plays	Student progress and grades may be tracked from the Instructor page at vb.KnowledgeMatters.com
	Understand the right and wrong ways to use social media for marketing.					Current Events	
						Article Critique	
						Simulations	

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
	<p>Understand the logistics of booking large acts.</p> <p>State why player management is central to winning teams.</p>			<p>vb.KnowledgeMatters.com.</p> <p>Students complete the reading assignment</p> <p>Students take the reading quiz</p> <p>Students take the math quiz</p> <p>Students click Run SIM and follow the lesson instructions</p> <p>Student progress and grades may be tracked at vb.KnowledgeMatters.com.</p>			

# Sports and Entertainment Marketing Curriculum Guide

## Resources

**Knowledge Matters Sports and Marketing Simulation (buy simulation license)**

**Newspapers, Internet, Films, Supplemental Readings, etc.**

The [Career Clusters Table](#) describes each of the 16 career clusters and lists the career pathways associated with each cluster.

*Kendall, J. S., & Marzano, R.J. (2000). Content knowledge: A compendium of standards and benchmarks for K-12 education (3rd ed.). Aurora, CO: Mid-Continental Research for Education and Learning, & Alexandria, VA: Association for Supervision and Curriculum Development.*

*New Jersey State Department of Education. (1999). Career education and consumer, family, and life skills framework. Trenton, NJ: Author.*

***Resources Specific to Standard 9.1 21st-Century Life and Career Skills***

*Partnership for 21<sup>st</sup> Century Learning. (2009). Framework for 21st century learning. Online: <http://www.21stcenturyskills.org>*

**Links to CPI's: <http://www.state.nj.us/education/cccs/>**