

Sports and Event Marketing

Course Description: This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.

Content/Process
<p>Students will:</p> <ol style="list-style-type: none"> 1. use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas. 2. develop knowledge of marketing research and its importance to sports and event marketing. 3. develop an understanding of career opportunities in the sports and event industry. 4. demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events. 5. identify the role and components of sponsorships. 6. identify and evaluate why businesses would sponsor a sports property or event. 7. explain the role and types of promotions. 8. identify the components of a promotion mix for a sports marketing or entertainment event. 9. explain the process of developing and the factors involved in developing a promotion plan for an event or sports property. 10. describe the importance of personal selling and customer service in sport/event marketing. 11. describe relationships and factors that motivate people to participate in/attend sport/event. 12. describe the importance of advertising and media selection in promoting a sports/entertainment event. 13. analyze the impact of legal issues (i.e. contracts, unions, intellectual properties, liability/risk management) on the sport/event industries. 14. identify the components of branding, licensing, and intellectual properties within the sports and event industry. 15. discuss the economic impact of sports/events on local communities/regions. 16. demonstrate an understanding of basic economic concepts (i.e. supply and demand, price elasticity, economic utility, free enterprise). 17. explain the factors involved in planning, conducting, and evaluating a sporting and or entertainment event. 18. apply math and language arts skills relevant in the sports/event industry. 19. describe employability skills required for success in the sports/entertainment marketing industry. 20. utilize activities of DECA as an integral component of course content and leadership development. 21. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place. 22. describe the factors involved in offering a product/service or product mix based on market opportunities in the sports and event industry. 23. describe the factors involved in selecting the distribution channels and methods in the sports and event industry. 24. describe the factors involved in the pricing decision in the sports and event industry.
<p>Connections</p> <p>Kentucky Occupational Skill Standards – Marketing and Retail Services MBA Research – Knowledge & Skills Statements National Retail Skill Standards Secretary’s Commission on Achieving Necessary Skills (SCANS) Common Core State Standards – English, Language Arts Common Core State Standards – Math</p>

Course Title	Sports and Event Marketing	Grade Levels	9-12	Credit Value	1.0
Description	This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.				
Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>Introduction to Sports & Event Marketing</u>				

Technical Content

4. Students will demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events.
15. Students will discuss the economic impact of sports/events on local communities/regions.
16. Students will demonstrate an understanding of basic economic concepts (i.e. supply and demand, price elasticity, economic utility, free enterprise).

National Standards

- MBA - Knowledge and Skill Statement: Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions
- MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
- MBA - Knowledge and Skill Statement: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience
- MBA - Knowledge and Skill Statement: Understands the economic principles and concepts fundamental to business operations

KY Core Academic Standards (Big Idea)

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Economics - Social Studies

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Cultures and Societies - Social Studies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

English/Language Arts Common Core Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Technical Literacy Standards

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Collaboration

Communication

Creativity and Innovation

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
 2004.EG.1 Contribute new ideas
 2004.EG.4 Locate and verify information
 2004.EJ.1 Define profit and evaluate the cost of conducting business
 2004.OA.1 Distinguish between economic goods and services
 2004.OA.5 Explain the principles of supply and demand
 2004.OA.6 Describe the concept of price
 2004.OB.13 Interpret business policies to customers/clients
 2004.OB.3 Explain the seven marketing functions (e.g., distribution, pricing, selling, promotion)
 2004.OG.9 Identify effective product presentation techniques (e.g., display, handling, demonstrating sales aids)
 2004.OD.3 Explain the concept of target markets and market segmentation (e.g., demographics, psychographics, geographics)

Learning Targets

Sample Learner Activities - Click in the box to go to Activities

A. Explain the seven marketing functions (e.g. distribution, pricing, selling, promotion).	A1. Create a chart illustrating the seven functions of marketing.
B. Explain marketing and its importance in the economy.	B1. Define marketing in your own words and share with the class how you believe marketing affects the U.S. economy.
C. Explain the concept of target markets and market segments (i.e. demographics, geographics, etc.)	C1. Segment the classroom using demographics, geographics, etc. and explain how marketers could use the information to make marketing decisions.
D. Identify and explain the four P's of the marketing mix.	D1. Create a poster using pictures from magazines and newspapers to illustrate the marketing mix.
E. Distinguished between economic goods and services.	E1. Create a poster of sports & entertainment products and distinguish them as either a good or service.
F. Explain the principles of supply and demand.	F1. Create a graph to illustrate the principles of supply and demand.
G. Describe the concept of price.	G1. Create a PowerPoint presentation to illustrate the pricing strategies which utilize consumer perception (prestige pricing, odd-even pricing, target pricing). G2. Make a poster using advertisement from newspapers and/or magazines to illustrate price lining, bundle pricing, loss-leader pricing, and yield-management pricing.
H. Identify the factors affecting a business' profit.	H1. Create a PowerPoint about the factors affecting a business' profit.

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Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>The Sports & Event Market</u>				

Technical Content

4. Students will demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events.
15. Students will discuss the economic impact of sports/events on local communities/regions.
17. Students will explain the factors involved in planning, conducting, and evaluating a sporting and or entertainment event.
19. Students will describe employability skills required for success in the sports/entertainment marketing industry.
20. Students will utilize activities of DECA as an integral component of course content and leadership development.
21. Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.

National Standards

MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

KY Core Academic Standards (Big Idea)

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Economics - Social Studies

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Cultures and Societies - Social Studies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Technical Literacy Standards

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

21st Century Skills and Knowledge

Collaboration

Communication

Creativity and Innovation

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

2004.EG.4 Locate and verify information

2004.OA.3 Describe the concepts of economics and economic activities

2004.OB.1 Explain the social responsibility (e.g., environmental issues, ethical decisions, community involvement) of business in society

2004.OB.10 Analyze the effect business trends have on decision making

Learning Targets

A. Describe the different types of sports and events.

B. Identify differences in marketing sports and entertainment products.

C. Explain the unique qualities of sports and event marketing.

D. Describe the economic impact of sports and events on a local/regional communities.

Sample Learner Activities - Click in the box to go to Activities

A1. Make a poster to illustrate the different types of sports products: sporting events, sports information, sports training, and sporting goods.

A.2 Make a poster to illustrate the different types of entertainment products: movie, television, video games, books, magazines, theme parks, etc.

B1. Compare and contrast current sports and entertainment products available.

C1. Create a chart comparing and contrasting the marketing of sports and entertainment.

D1. Research a local event and discuss the impact the event has on the local area.

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Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>Market Research</u>				

Technical Content

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
2. Students will develop knowledge of marketing research and its importance to sports and event marketing.
4. Students will demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events.
17. Students will explain the factors involved in planning, conducting, and evaluating a sporting and or entertainment event.

National Standards

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

KY Core Academic Standards (Big Idea)

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions.

Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Cultures and Societies - Social Studies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Research, Inquiry/Problem-Solving and Innovation - Technology

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Geography - Social Studies

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

English/Language Arts Common Core Standards

CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Technical Literacy Standards

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

2004.EG.4 Locate and verify information

2004.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients

2004.OD.1 Describe how marketing information is used in business decisions

2004.OD.2 Identify ways to obtain market data for market research (e.g., surveys, interviews, observations)

2004.OD.3 Explain the concept of target markets and market segmentation (e.g., demographics, psychographics, geographics)

Learning Targets

A. Explain the importance of market research in the sports and entertainment industry.

B. Describe how marketers collect, disseminated, analyze, and utilize marketing research information in decision making.

Sample Learner Activities - Click in the box to go to Activities

A. Review a survey and discuss each question and how it would provide useful information for decision making.

B1. Discuss the steps involved in making the location decision using market research.

Course Title	Sports and Event Marketing	Grade Levels	9-12	Credit Value	1.0
Description	This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.				
Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>The Product Decision</u>				

Technical Content

4. Students will demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events.
22. Students will describe the factors involved in offering a product/service or product mix based on market opportunities in the sports and event industry.

National Standards

- MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities
- MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
- MBA - Knowledge and Skill Statement: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

KY Core Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Research, Inquiry/Problem-Solving and Innovation - Technology

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Economics - Social Studies

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

English/Language Arts Common Core Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

CCSS.ELA-Literacy.RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

2004.EG.4 Locate and verify information

2004.OE.3 Explain the concept of product mix

2004.OE.4 Describe factors (e.g., features/benefits, price/quality, competition) used by marketers to position product/business

Learning Targets

A. Define the sports/entertainment consumer.

B. Explain the nature and scope of the product decision and the concept of a product mix.

C. Explain the importance of event planning as a component of the product decision.

Sample Learner Activities - Click in the box to go to Activities

A. Explain how the sports consumer differs from the entertainment consumer.

B1. Create a poster illustrating product mix components: product line, packaging, and brand development.

B2. Research the complete product line of a specific type and brand of sports equipment. Describe the target market for each item.

C. Identify local seasonal events and discuss the planning required to hold the event.

Course Title	Sports and Event Marketing	Grade Levels	9-12	Credit Value	1.0
Description	This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.				
Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>The Place Decision</u>				

Technical Content

4. Students will demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events.
11. Students will describe relationships and factors that motivate people to participate in/attend sport/event.
15. Students will discuss the economic impact of sports/events on local communities/regions.
23. Students will describe the factors involved in selecting the distribution channels and methods in the sports and event industry.

National Standards

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making

MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

KY Core Academic Standards (Big Idea)

Research, Inquiry/Problem-Solving and Innovation - Technology

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Economics - Social Studies

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Geography - Social Studies

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

English/Language Arts Common Core Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.I.8 Integration of Reading and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technical Literacy Standards

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Creativity and Innovation

Collaboration

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.3 Implement effective decision-making skills

2004.EG.4 Locate and verify information

2004.OB.11 Analyze the types of business risk (e.g. economic, human, and natural)

2004.OC.1 Demonstrate a customer-service mindset as it relates to marketing activities (e.g., distribution, sales, management)

2004.OC.2 Differentiate between direct and indirect channels of distribution

2004.OC.3 Identify the channels of distribution members (e.g., manufacturer, wholesaler, retailer)

Learning Targets

A. Identify different channels of distribution in the sports and entertainment industry.

B. Explain the nature and scope of distribution.

C. Differentiate between direct and indirect channels of distribution.

Sample Learner Activities - Click in the box to go to Activities

A. Create a list of distribution channels in the sports and entertainment industry and explain why each channel is appropriate for the industry.

B1. Map sports and entertainment options in the region and discuss the channels of distribution for each.

C1. Divide the class in two groups (direct channels and indirect channels) and have the students present why they are the most effective channel of distribution for a given set of sports and entertainment products.

Course Title	Sports and Event Marketing	Grade Levels	9-12	Credit Value	1.0
Description	This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.				
Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>The Price Decision</u>				

Technical Content

4. Students will demonstrate a fundamental knowledge of marketing concepts, functions, and strategies as they relate to sports and events.
16. Students will demonstrate an understanding of basic economic concepts (i.e. supply and demand, price elasticity, economic utility, free enterprise).
24. Students will describe the factors involved in the pricing decision in the sports and event industry.

National Standards

- MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
- MBA - Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

KY Core Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

English/Language Arts Common Core Standards

- CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CC.8.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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CCSS.ELA-Literacy.RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Critical Thinking and Problem Solving

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AD.3 Make reasonable estimates

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AD.5 Use deductive reasoning and problem-solving in mathematics

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

2004.EG.4 Locate and verify information

2004.OA.13 Explain factors affecting pricing decisions (e.g., cost, competition, economic factors)

2004.OB.6 Calculate net sales

Learning Targets

A. Explain factors affecting pricing decisions.

B. Calculate breakeven point.

C. Explain the nature and scope of the pricing function.

D. Identify factors involved in the pricing decision that affects profit.

E. Identify pricing strategies.

Sample Learner Activities - Click in the box to go to Activities

A1. Create a list of the factors that can affect the price of a sports/entertainment product.

B1. Given specifics for an event, have students calculate the breakeven point.

C1. Define pricing and explain its role in the marketing mix.

D1. Create a chart of the steps used to determine price.

E1. Create a PowerPoint presentation to explain pricing strategies: psychological pricing, prestige pricing, volume pricing, promotions, quantity discounts, trade-in allowances, etc.

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Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>Branding & Licensing</u>				

Technical Content

13. Students will analyze the impact of legal issues (i.e. contracts, unions, intellectual properties, liability/risk management) on the sport/event industries.
14. Students will identify the components of branding, licensing, and intellectual properties within the sports and event industry.

National Standards

MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

KY Core Academic Standards (Big Idea)

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions.

Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Cultures and Societies - Social Studies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Research, Inquiry/Problem-Solving and Innovation - Technology

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

English/Language Arts Common Core Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

CCSS.ELA-Literacy.RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
2004.AC.3 Implement effective decision-making skills
2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
2004.AF.1 Recognize the potential risks associated with Internet use
2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace
2004.AG.1 Use technology appropriately to enhance professional presentations
2004.AG.2 Demonstrate effective and appropriate use of social media
2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
2004.EG.2 Stimulate ideas by posing questions
2004.EG.3 Value varying ideas and opinions
2004.EG.4 Locate and verify information
2004.OF.1 Explain the concept of branding
2004.OF.7 Explain components of advertisements (e.g., headline, copy, illustration, price, signature, logo)

Learning Targets

Sample Learner Activities - Click in the box to go to Activities

A. Explain the concepts of branding, brand loyalty, and brand equity.

A1. Using given examples, explain if the brand effectively conveys what you believe is the intended message.

B. Identify the types of brands.

B1. Create a poster to illustrate the basic types of brands: manufacturer brands, intermediary brands, and generic brands.

C. Describe how to develop an effective brand name.

C1. Create a new logo for a sports product of your choice. Explain your logo in regards to how it conveys the brand's image to the target market.

D. Describe the types of intellectual properties (i.e. trademarks, copyrights, and patents).

D1. Create a poster to illustrate intellectual properties and explain how each picture is an example of a trademark.

E. Explain the concept of licensing.

E1. Using examples of licensed products, explain the process to license a new product.

F. Identify the steps of the licensing process.

F1. Create a list of the steps in the licensing process.

Course Title	Sports and Event Marketing	Grade Levels	9-12	Credit Value	1.0
Description	This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.				
Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>The Promotion Decision</u>				

Technical Content

5. Students will identify the role and components of sponsorships.
6. Students will identify and evaluate why businesses would sponsor a sports property or event.
7. Students will explain the role and types of promotions.
8. Students will identify the components of a promotion mix for a sports marketing or entertainment event.
9. Students will explain the process of developing and the factors involved in developing a promotion plan for an event or sports property.
10. Students will describe the importance of personal selling and customer service in sport/event marketing.
12. Students will describe the importance of advertising and media selection in promoting a sports/entertainment event.

National Standards

MBA - Knowledge and Skill Statement: Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making

MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

MBA - Knowledge and Skill Statement: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

MBA - Knowledge and Skill Statement: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

KY Core Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions.

Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

Research, Inquiry/Problem-Solving and Innovation - Technology

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

Safety and Ethical/Social Issues - Technology

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

English/Language Arts Common Core Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

CCSS.ELA-Literacy.RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

2004.EG.1 Contribute new ideas

2004.EG.2 Stimulate ideas by posing questions

2004.EG.4 Locate and verify information

2004.OF.3 Explain the role of promotion as a marketing function

2004.OF.4 Explain the types of advertising (e.g. radio, television, direct mail, outdoor, newspaper, Internet)

2004.OF.5 Identify the advantages and disadvantages of each type of advertising

2004.OF.6 Identify the elements of the promotional mix (i.e., advertising, publicity, sales promotion, personal selling)

2004.OF.7 Explain components of advertisements (e.g., headline, copy, illustration, price, signature, logo)

2004.OG.1 Understand the importance of persuading others

2004.OG.4 Acquire product information (e.g., labels, manufacturer, product manuals) used in selling

Learning Targets

A. Explain the role of promotion in the sports and entertainment industry.

B. Identify the elements of the promotional mix.

C. Explain the importance of advertising and media selection in sports and entertainment marketing.

D. Explain the aspects of sponsorship in the sports and entertainment industry.

E. Identify the steps in developing the promotional plan for a sports or entertainment event.

F. Describe the importance of personal selling and customer service in sports and entertainment marketing.

G. Describe the importance of public relations/publicity in sports and event marketing.

Sample Learner Activities - Click in the box to go to Activities

A1. Compare and contrast the role of promotion in the sports industry versus the entertainment industry.

B1. Create a poster illustrating the elements of the promotional mix.

C1. Create an advertisement an upcoming school event.

D1. Create a PowerPoint to illustrate and explain sponsorship in the sports and entertainment industry.

E1. Discuss the steps a company would utilize in creating a promotional plan for a local event.

F1. Role play a personal selling situation (concert ticket - telephone sales, concert memorabilia - sales associate).

G1. Research concert disasters (trampling, riot, etc.) and discuss how the negative publicity affected the band.

G2. Research examples of charity work done in relation to events (sports and entertainment) and discuss how the positive publicity affected the success of the event.

Course Title	Sports and Event Marketing	Grade Levels	9-12	Credit Value	1.0
Description	This course is designed to develop a thorough understanding of the marketing concepts and theories that apply to sports and events. This course is based on the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, human resource management, and the economic impact and considerations involved in the sports and event marketing industries. Leadership development will be provided through DECA.				
Prerequisites	No Prerequisites				
Resources	MBA Research, Sports and Entertainment Marketing by Glencoe, Sports and Entertainment Marketing by Cengage, Sports and Entertainment Management by Cengage				
Unit Title	<u>Careers</u>				

Technical Content

- Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
- Students will develop an understanding of career opportunities in the sports and event industry.
- Students will describe employability skills required for success in the sports/entertainment marketing industry.
- Students will utilize activities of DECA as an integral component of course content and leadership development.
- Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.

National Standards

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information

MBA - Knowledge and Skill Statement: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

MBA - Knowledge and Skill Statement: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

KY Core Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Communication/Technology - Vocational Studies

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

English/Language Arts Common Core Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.1.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technical Literacy Standards

CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.*

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Collaboration

Communication

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

- 2004.AG.1 Use technology appropriately to enhance professional presentations
- 2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
- 2004.EG.4 Locate and verify information
- 2004.EK.1 Recognize the importance of maintaining a job and pursuing a career
- 2004.EK.2 Define jobs associated with a specific career path or profession
- 2004.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)
- 2004.EK.4 Prepare a resume, letter of application, and job application
- 2004.EK.5 Prepares for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
- 2004.EK.6 Participate in a job interview
- 2004.EK.7 Explain the proper procedure for leaving a job
- 2004.EM.2 Research and identify emerging technologies for specific careers
- 2004.EM.3 Select appropriate technological resources to accomplish work

Learning Targets

A. Explain the skills needed and ways to prepare for a career in sports and event marketing.

B. Identify career opportunities in sports and entertainment marketing.

Sample Learner Activities - Click in the box to go to Activities

A1. Research a sports marketing career that interests you, and write brief description of the career and the skills/education needed for that field.

A2. Research an entertainment marketing career that interests you, and write brief description of the career and the skills/education needed for that field.

B1. Create a chart of the four areas of entertainment marketing careers (public relations, brand development, event planning and marketing, and talent management).

B2. Create a career plan.