

MANCHESTER REGIONAL HIGH SCHOOL

BUSINESS DEPARTMENT

BUSINESS OF SPORT AND ENTERTAINMENT MARKETING

REVISED & ADOPTED
OCTOBER 2017

Manchester Regional High School Board of Education

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Curriculum Committee for Sports and Entertainment Marketing

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Business of Sport and Entertainment Marketing

I. Course Synopsis

This full year course introduces the student to the principles, practices, and careers of sports and entertainment professionals. Students will investigate the scope of these industries, which are growing into major business enterprises in the United States and throughout the world. Students will be introduced to amateur and professional sports as well as entertainment venues and special events with a focus on how each industry is run to create demand and turn a profit on products they provide. Through interactive learning activities, project based learning activities, case studies, and professional profiles, the student will engage in exploring and analyzing the dynamics of sport and entertainment industry.

II. Philosophy & Rationale (copy and paste from website)

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

III. Scope & Sequence

Unit 1: History of Sports & Entertainment (2Weeks):

- Beginning of Sports & Entertainment
- Factors Contributing to Industry Growth
- Media Impact on Industry Growth
- Industry Pioneers

Unit 2: What is Sports & Entertainment (2 Weeks):

- Sport/Entertainment defined
- The Fusion of Sports & Entertainment
- Impact that Sports & Entertainment has on society
- Understanding the Sports & Entertainment Product
- Competition for the Entertainment Dollar

Unit 3: Management Principles Applied to Sport & Entertainment (6 Weeks):

- What is Management when applied to Sport & Entertainment
- History of Management Principles
- 4 Functions of Management applied to Sport & Entertainment
- Key Skills need to be affective professionals in the Sports & Entertainment Industry

Unit 4: Marketing Principles Applied to Sport & Entertainment (6 Weeks):

- What is Sport & Entertainment marketing
- Historical Development of Sport & Entertainment marketing
- Key Sport & Entertainment marketing concepts
- Sponsorships
- Current Issues being faced
- Sporting Goods and Licensed Products

Unit 5: Financial and Economic Principles Applied to Sports & Entertainment (6 Weeks):

- Industry Segments
- The Financial Structure of Sports Business
- The Financial Structure of the Entertainment Business
- Tracking Industry Trends

Unit 6: Legal Principles Applied to Sports & Entertainment (6 Weeks):

- Risk Management
- Tort Law
- Liability
- Agency Law
- Contract Law
- Title IX
- Labor & Employment Law

Unit 7: Amateur Sports Industry (6 Weeks):

- Youth and High School Sport
- Collegiate Sport
- History
- Organization and Structure
- Career Opportunities

Unit 8: Professional Sports Industry (6 Weeks):

- History
- Franchise Ownership
- Ownership Rules
- Commissioners
- League Revenues
- Facility Management
- Event Management
- Career Opportunities

IV. Unit Descriptions

Unit 1: History of Sports & Entertainment

Enduring Understanding

1. When organized sport came to the United States, unique “American” culture resulted in sport structures that differed from European models
2. Early twenty-first century, successful managers developed sport structures that promoted honesty
3. Lack of control lead to the overseeing and management of sports leagues/entertainment events
4. Numerous key individuals helped pioneer the sports and entertainment profession
5. Early on there was tension due democratic ideals, race, class, and gender
6. Women have helped mold and grow the sports industry to what it is today.
7. Media has helped in growing the sports and entertainment industry.

Essential Question(s)

1. Where did sports management originate from?
2. What effect did thoroughbred racing have on sports management?
3. What is the Jockey Club and what is its importance?
4. How did the US adapt the club culture?
5. Who were the key individuals to help build the sports and entertainment industry?

Learning Objectives

Students will be able to:

1. Demonstrate knowledge of the roots of our modern sports management structure
2. Know the difference between the European club structure and the US
3. Be able to explain the impact the Jockey Club had on sport
4. Be able to identify key individuals who helped develop the sports and entertainment industry
5. Discuss milestones relevant to the industry growth

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Have students compare and contrast the three different sports structures (Harness Racing, Baseball, Golf)

- b. Have students preform research and give an oral presentation on any of the key figures in the sports and entertainment industry
 - c. Have students create their own time-lines, having them focus on the management of a particular sport or organization, such as football, hockey, soccer, or baseball, or the Olympic Movement, Major League Baseball, NCAA
 - d. Group work
 - e. Do Now Activities
 - f. Online research
2. English Language Learners.
- a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
- a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.

4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Authentic listening and reading sources that provide data and support for speaking and writing prompts.
 - c. Provide enrichment activities to expand upon the curriculum.
 - d. Use higher level questioning techniques in class and on assessments.

Unit 2: What is Sports & Entertainment

Enduring Understanding

1. Sport management is the study and practice of all people, activities, businesses or organizations involved in producing, facilitating, promoting or organizing any sport-related business or product.
2. Sport is a form of entertainment.
3. Sports and entertainment products can be escapes for fans and the customer.
4. Sport and entertainment events are unique products which must be marketed and sold correctly.
5. Sport and entertainment professionals must persuade customers to spend their disposable income on their products.

Essential Question(s)

1. What is sport?
2. What is entertainment?
3. What is the sport and entertainment product?
4. What effect does sport and entertainment have on society?

Learning Objectives

Students will be able to:

1. Define sport and entertainment.
2. Understand what makes sports and entertainment products unique.
3. Explain the concept of competition for entertainment dollars.
4. Explain how industry professionals persuade customers to spend their money on their products.

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well being.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.
- 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.
- 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Product analysis of either a sports product or entertainment product
 - b. Have students determine what is sport and what is entertainment worksheet
 - c. Have students describe and explain a sport or entertainment experience
 - d. Group work
 - e. Do Now Activities

- f. Online research
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
 3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
 4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Authentic listening and reading sources that provide data and support for speaking and writing prompts.
 - c. Provide enrichment activities to expand upon the curriculum.

- d. Use higher level questioning techniques in class and on assessments.

Unit 3: Management Principles Applied to S&E

Enduring Understanding

1. S&E organizations are run very similar to business organizations.
2. Successful S&E organizations understand the importance of keeping the customer happy.
3. Management focuses on four functions that are vital to the success of any organization.
4. Development of interpersonal skills and leadership characteristics serve as a cornerstone for success.
5. Managers of an organization must be able to set goals, create a plan to achieve those goals, implement the plan, and evaluate the results.

Essential Question(s)

1. What are effective ways to manage a S&E organization?
2. How do the 4 functions of management apply to the S&E industry?
3. How do ethics and social responsibility impact the culture of an organization?

Learning Objectives

Students will be able to:

1. Create a management plan for a sporting or entertainment event.
2. Explain the functions of management as they relate to a sports team or entertainment organization.
3. Compare and contrast the roles of agents, team owners, and general managers.
4. Be able to discuss and explain different practices and skills to be an effective manager in the S&E industry.
5. Understand new management theories such as empowering your employees, be cognizant of and acknowledge emotions in the workplace through a demonstration of emotional intelligence, and gain an understanding of how organizations can act in a socially responsible manner.

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations. 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career. 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities

- a. Have students create a S&E business organizational chart.
 - b. Watch CNBC Original Touchdown Patriots and identify management functions used by Robert Kraft.
 - c. Entertainment Case Study (Organize a Concert)
 - d. Group work
 - e. Do Now Activities
 - f. Online research
2. English Language Learners.
- a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
- a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.

- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
- b. Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- c. Provide enrichment activities to expand upon the curriculum.
- d. Use higher level questioning techniques in class and on assessments.

Unit 4: Marketing Principles Applied to S&E

Enduring Understanding

1. Marketing is the process of developing, promoting, and distributing products, or goods and services, to satisfy customers' needs and wants.
2. There are two types of sports and entertainment marketing, 1) Marketing through sports and entertainment and 2) Marketing of sports and entertainment
3. Businesses pair them selves with S&E business to gain exposure and to create connections to their target market
4. S&E businesses must compete through marketing for the customers dollar
5. The 4 P's of marketing are Product, Price, Place, Promotion

Essential Question(s)

1. How can advertising impact an event?
2. Why is it essential for athletes and performers to maintain a positive image?
3. How does this benefit them?
4. What kinds of marketing strategies sports and entertainment businesses use?
5. How does sports and entertainment marketing affect the economy?
6. Are you marketing sport? Or marketing through sport?
7. How does an organizational structure allow for an event to run smoothly?
8. Why must a company's structure change as the company grows?

Learning Objectives

Students will be able to:

1. Explain how marketing S&E products differ from the marketing of traditional products and services.
2. The historical development of the field of sport marketing.
3. How the four P's of marketing apply to sport marketing given the unique aspects of the sport industry.
4. Be able to recognize and describe different trends in the S&E industry.

5. The importance of fostering fan identification and utilizing relationship marketing strategies.

New Jersey Core Curriculum Standards – Technology

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Career Readiness Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.6 Select, monitor and manage sales and distribution channels.
- 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Research project on an athlete/celebrity and their endorsements
 - b. Have students watch or attend a sporting event and record all the advertisements that they see and explain why they feel there is a connection between the two.
 - c. Create an advertisement for either a sport or entertainment entity.
 - d. Group work
 - e. Do Now Activities
 - f. Online research
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device

- m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Authentic listening and reading sources that provide data and support for speaking and writing prompts.
 - c. Provide enrichment activities to expand upon the curriculum.
 - d. Use higher level questioning techniques in class and on assessments.

Unit 5: Financial and Economic Principles Applied to S&E

Enduring Understanding

1. To be successful S&E business professionals must worry about the value added to their products.
2. Sport and entertainment events not only benefit the team or band but the surrounding city as well.
3. Sports leagues can be considered monopolies.
4. S&E professionals have had to work real hard since 2008 to continue the growth within the industry.
5. Teams use a revenue sharing systems to allow teams to stay competitive.
6. Industry professionals must not just worry about their core product but other revenue streams which keep them profitable.
7. The 4 economic utilities help industry professionals by adding value to their product.

Essential Question(s)

1. Why do managers need to understand the basic concepts of economics?
2. How does the law of supply and demand affect the sports and entertainment industries?
3. What is the difference between disposable and discretionary income and how do they impact the sports and entertainment industry?

4. What is the economic impact of hosting a professional sports team or entertainment venue in a particular geographical location?

Learning Objectives

Students will be able to:

1. The students should be able to identify and understand the basic financial terms used – revenues, expenses, income statement, balance sheet, assets, liabilities, bonds, owners' equity, return on investment
2. The students should understand the field of economics and how it uniquely relates to the sport industry.
3. The students should understand the topic of monopolies and the application to and implications for the sport industry.
4. What is the salary cap and how is it different through out the different sports leagues?
5. Be able to explain and give examples of the 4 economic utilities.
6. Give ideas as to how to add value to either a sports or entertainment event.

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business. 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making. 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.

- 9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships. 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well being.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Watch ESPN 30 for 30 Broke. Identify the causes of athletes to go broke and what management characteristics would have helped athletes to avoid this ending.
 - b. Pick three different organizations and identify as many sources of expenses and revenues for each. Compare and contrast the revenues and expenses for each.
 - c. Have students incorporate the 4 different economic utilities to a sports or entertainment product.
 - d. Group work
 - e. Do Now Activities
 - f. Online research
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.

- e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Authentic listening and reading sources that provide data and support for speaking and writing prompts.
 - c. Provide enrichment activities to expand upon the curriculum.
 - d. Use higher level questioning techniques in class and on assessments.

Unit 6: Legal Principles Applied to S&E

Enduring Understanding

1. S&E professionals always must worry about minimizing risk when putting on any event.
2. Both agents and principles (clients) are required by law to look out for each others best interest by law.
3. Tort Liability is minimized as much as possible at S&E events.
4. Title IX has helped in creating equal rights for women in the sports world.
5. Contracts are a written or oral agreement between two or more parties; creates legal obligation to fulfill the promises.
6. Both employers and employees have rights which protect them when working with in their industry.

Essential Question(s)

1. What is tort liability?
2. What is risk management?
3. How is risk management incorporated into the S&E industry?
4. How are contracts executed?
5. What is collective bargaining?
6. How has title IX changed the landscape of the S&E industry?
7. What laws protect employees and employers?

Learning Objectives

Students will be able to:

1. Explain the different types of tort liability and ways to minimize them.
2. Provide ideas to help create better control of events through risk management.
3. How contracts are created and worded to protect both the principal and the agent.
4. What title IX has done to change the landscape of the sports world.
5. Be able to explain the laws put in place to protect employees on the job.

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

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- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions. 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.
- 9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.
- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Students will find a current event article tied in with legal issues associated with sport or entertainment. They will then explain what in the case relates to what we have discussed in class.
 - b. Watch ESPN 30 for 30, The Dotted Line. Have students analyze the practices that the different agents use to help sign and recruit clients to their agency.
 - c. Analyze and review a sample contract, and give recommendations as to what could be done better for the principle.
 - d. Group work
 - e. Do Now Activities
 - f. Online research
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.

- c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
- a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Authentic listening and reading sources that provide data and support for speaking and writing prompts.
 - c. Provide enrichment activities to expand upon the curriculum.
 - d. Use higher level questioning techniques in class and on assessments.

Unit 7: Amateur Sports Industry

Enduring Understanding

1. College Sports are a multi-billion dollar industry.
2. Proper individuals must be put in positions of power to help teach and protect young athletes.
3. There are certain legal issues which arise from athlete eligibility
4. Collegiate athletic events appeal to a different market than professional events.
5. There are definite rules for collegiate athletics.
6. There are different governing bodies for all amateur sport.
7. There are numerous job opportunities with in amateur sport.
8. The NCAA has very specific functions.

Essential Question(s)

1. What are the effects of collegiate sports?
2. What are the effects of youth and high school sports?
3. What is the NCAA and what is their purpose?
4. What is the economic impact of college sports to that college's community?
5. How can sponsorship and licensing benefit both the college and the NCAA?
6. What is the popularity and economic benefits of amateur sports?
7. What are current issues facing both amateur and collegiate sports?

Learning Objectives

Students will be able to:

1. Explain the economic benefits of amateur sports
2. The money maker that is the NCAA
3. The historical development of school and youth sport programs and offerings
4. The management and governance systems that affect school and youth sport organizations
5. To provide the student with a broad explanation of the collegiate sport segment of the sport industry.
6. History of collegiate sport
7. Current issues facing collegiate athletic coaches and administrators

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Students will select different NCAA bowl games, and complete an assignment based on information that they collected on that bowl game.
 - b. Students will complete a case study based on the safety of youth sports.
 - c. Students will complete a research assignment where they will choose different colleges and look at how those colleges affect the local community.
 - d. Group work
 - e. Do Now Activities
 - f. Online research
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
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- r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
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4. Gifted and Talented Students.
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 - c. Provide enrichment activities to expand upon the curriculum.
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Unit 8: Professional Sports

Enduring Understanding

1. The league structure is very unique to professional sports.
2. The commissioner's role in professional sports is important and has evolved over time.
3. Professional team sports are finding it increasingly difficult to achieve financial success and turn a profit.
4. Depending on location sports teams can be fighting over consumers with other sports franchises.
5. Professional sports impact the community financially, through sports contest and other events.
6. Today's social norms have affected professional sports and professional athletes.
7. Agents play a specific role in getting professional athletes paid.
8. There are different ways in which professional sports are distributed.
9. There are different careers and jobs all throughout the professional sports world.

Essential Question(s)

1. What is the “big” in big league sports?
2. How is financing obtained for a professional sports team?
3. What does a professional team bring to a city?
4. How is a professional game distributed?
5. How does a community attract a professional sports team?
6. What is an agent, handler and adviser, and why are they so important to the success of a professional athlete?
7. Do ethics count in professional sports?

Learning Objectives

Students will be able to:

1. Explain the financial impact of professional sports.
2. Identify the perks associated with big league sports.
3. Describe the distribution process for a professional sports team.
4. Explain the process for financing a professional sports team.
5. Describe the role of agents in marketing.
6. Compare and contrast the ways in which professional sports organizations and their sponsors develop an athlete's character.
7. Assess the impact of ethical behavior on an athlete's promotional value.

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
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- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Students will debate current issues in pro sports (salary, racial diversity, safety)
 - b. Students will complete a case study putting themselves in shoes of a commissioner and make crucial decisions.
 - c. Students will complete an opinion paper answering: Does the reputation of professional players affect the number of fans a sport attracts? Why or why not?
 - d. Group work
 - e. Do Now Activities
 - f. Online research
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
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3. Special Education/504 Students
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 - c. Provide enrichment activities to expand upon the curriculum.
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V. Course Materials

1. Business related newspaper and magazine articles
2. Business related video clips
3. Computers
4. Projector
5. Paper
6. Pens
7. Markers

VI. Assessments

1. Quizzes
2. Concept Tests
3. Computer Labs
4. Homework
5. Final Exam
6. Class work
7. Oral presentations
8. Exit tickets
9. Kahoot

VII. Cross Curricular Aspects

1. Connections with history through the study of the different backgrounds associated with youth, college, and professional sports
2. Connections with English through the use of writing essays and opinion papers related to different S&E topics.
3. Connections to math through budgeting and determining ticket sales done in different projects.