



BOE Approved 8/18

# Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Sports Entertainment and Marketing**

**Unit Name: Selling Sports and Entertainment**

**Duration: April**

**Essential Questions:**

- \*List the steps involved in the sales process
- \*Discuss the management skills and knowledge necessary for successful salespeople.
- \*Explain the difference between ticket brokers and ticket scalpers
- \*Describe the ticket economy and strategies for getting highly sought tickets
- \*Explain sales strategies for attracting groups to sports and entertainment venues.
- \*Describe how corporations use sports and entertainment to motivate employees and impress clients.

**Enduring Understandings:**

**Students will take various quizzes and a comprehension test at the end of the unit consisting of multiple choices, T/F, short-answer where a passing score will demonstrate mastery of the material.**

**Follow current sports & entertainment business news for class discussions**

**Students will work together on group assignments following the lesson which allow them to learn how to express their ideas as well as communicate with others. Project: Superbowl project: Students will be assigned to groups and will work in class on research. Complete project instructions and grading will be announced. Presentation will follow.**

**Students are encouraged to use computers to research internet and use computer applications for their projects**

**Relevant Standards: NJSL**

**STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**



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**STANDARD 8.2 (Technology Education)** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

**STANDARD 9.1.12 (Career and Technical Education)** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

**STANDARD 9.2.12(Consumer, Family, and Life Skills)** All students will demonstrate critical life skills

**Interdisciplinary Connections: ELA, Math, Science, Social Studies**

**Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize**

**Tier 3 Vocabulary: Cold calling, leads, customer management, suggestion selling, preapproach, ticket brokers, ticket scalpers, group packages, luxury boxes, club seats,**

**Core Instructional Materials/Resources/Digital Tools:**

i.Sports & Entertainment Marketing 3rd edition, & Marketing Essentials, 3rd ed. textbook, PowerPoint slides (student take notes from slides), Promethean Board, NY Times, Wall Street Journal, BusinessWeek articles, and various collection of outside resources.

**Sources**

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/math/standards.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.p>

Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Pearson enVision 2.0 (2016) - <https://www.pearsonrealize.com>



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<p><b>21<sup>st</sup> Century Themes and Skills:</b>  (CRP/NJSLS Standards)</p>	<p><b><u>To apply the standards that apply copy and paste from the link. NJSLS</u></b></p> <p>12 Career Ready Practices follow the link below. <b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP3.</b> Attend to personal health and financial well-being. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems</p> <p><a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p>
<p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computation</b></p>	<p><a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a></p> <div style="border: 1px solid black; padding: 5px;"><p>Select and use applications effectively and productively. NJSLS 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results</p></div>



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## Assessments and Performance Tasks:

**Formative:** A major amusement park wants to increase sales, who are the target markets, and how can suggestion selling be used to increase ticket sales: Students will be assigned to groups and will work in class on research. Complete project instructions and grading will be announced. Presentation will follow.

-Teacher designed tests and quizzes designed to address the appropriate levels of the students.

-Group work

**Summative:** Quarterly assessments with standards embedded within.

**Alternative:**Project based assessments relating to class topics

## Differentiation/Accommodations/Modifications

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>  504 Plans  Students at risk of academic failures	
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<p><b><i>(content, process, product and learning environment)</i></b></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Students present on topic of interest and curriculum related</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p> <p>Alternative assignments</p> <p>Culturally related project based assignments</p>	<p><b><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i></b></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	
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