



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

Subject: Sports Entertainment and Marketing

Unit Name: The Sports and Entertainment : Impacts of Economics				
Duration: December				
Essential Questions; * Define the business cycle and describe its impact on sports and entertainment *Students will define the concept of Economy *Define the factors of production Why is it important for Marketer's to understand how an Economy works? *How do your actions affect the economy? *What are the key economic measurements? *How can businesses increase productivity? *Why is low unemployment good for a nation? *Define the business cycle and describe its impact on sports and entertainment *List the major functions of business				
Enduring Understandings:				



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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 chapter which allow them to learn how to express their ideas as well as communicate with others.
Project: Students will choose a professional athlete or celebrity to represent their manufacturer of a new clothing line (can be sports line). Students will be reminded to explore all media – including, but not limited to billboards, television, radio, and Internet ads.**



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<p>Students are encouraged to use computers to research internet and use and use computer applications in their projects</p>				
<p>Relevant Standards: NJSLS:</p> <p>STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.</p> <p>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.</p> <p>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.</p> <p>STANDARD 9.2.12(Consumer, Family, and</p>				



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<p>Life Skills) All students will demonstrate critical life skills</p>				
<p>Interdisciplinary Connections: ELA, Math, Science, Social Studies</p>				
<p>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</p>				
<p>Tier 3 Vocabulary ; economy, economic systems, , capital, land, labor, entrepreneurship, factors of production, infrastructure, scarcity, command economy, market economy, capitalism, socialist, communist, privatization, productivity, GDP, inflation, consumer price index, business cycle</p>				
<p>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.</p> <p>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</p>				



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Career Ready Practices (2014) - http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Pearson enVision 2.0 (2016) - https://www.pearsonrealize.com	
21st Century Themes and Skills: (CRP/NJSLS Standards)	<u>To apply the standards that apply copy and paste from the link. NJSLS</u> 12 Career Ready Practices follow the link below. 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 research strategies. CRP8. Utilize critical thinking to make sense of problems http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computation	http://www.state.nj.us/education/cccs/2014/tech/8.pdf NJSLS <div style="border: 1px solid black; padding: 5px;"><p>Select and use applications effectively and productively. 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</p></div>



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	<p>Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results</p>		
<p>Assessments and Performance Tasks:</p>	<p>Formative:: Managing your budget: Students will be assigned to groups and will work in class on research. Complete project instructions and grading will be announced. Presentation will follow.</p> <p>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.</p> <p>-Group work</p> <p>Alternative:Project based assessments relating to class topics</p>		



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<h2>Differentiation/Accommodations/Modifications</h2>			
Gifted and Talented	English Language Learners	Students with Disabilities 504 Plans Students at risk of academic failures	
<p><i>(content, process, product and learning environment)</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</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><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></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p>	



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Differentiation of the presentation strategies and student expectations Small group work Students present on topic of interest and curriculum related	Differentiation of the presentation strategies and student expectations Small group work Paired Learning Alternative assignments Culturally related project based assignments	Extended time to complete class work Differentiation of the presentation strategies and student expectations Small group work	
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