

TOWNSHIP OF UNION PUBLIC SCHOOLS



Sports & Entertainment Marketing
June 2021

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Sports and Entertainment Marketing is a specialized course for students with a career interest in the fields of sports, entertainment, and/or recreation. In addition to providing a fundamental knowledge of global marketing, this course is designed to equip students with entry-level competencies and college preparatory skills in the areas of advertising, promotion, sponsorship, event marketing, and communications. Students also explore all money making aspects of the television, motion picture, and sports industries, as well as multiple career options. Through classroom activities and various assignments students will research industry practices, role-play, create projects and presentations based on acquired knowledge.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Marketing Concepts with Sports & Entertainment	25
Unit 2: Sports Marketing	30
Unit 3: Sports Marketing Mix & Careers	45
Unit 4: Entertainment Marketing	40
Unit 5: Entertainment Marketing & Mix Careers	40

Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Marketing Concepts with Sports & Entertainment</p>	<ul style="list-style-type: none"> ● Explain the marketing concept. ● Define demographics. ● Explain the marketing mix. ● Explain the economic impact of sports and entertainment marketing. ● Discuss the history of sports and entertainment. ● Explain how sports and entertainment marketers use promotional tools to sell their products. ● Identify differences between marketing sports and entertainment products. 	<ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions, Socratic seminars, and Debates ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>www.the-numbers.com</p> <p>www.watchmojo.com</p> <p>www.marketingcareeredu.org/sports-marketing</p> <p>www.workinsports.com/sports/marketing</p> <p>www.nfl.com</p> <p>www.mlb.com</p> <p>www.nba.com</p> <p>www.uefa.com/uefachampionsleague/</p> <p>www.espn.com</p> <p>www.marketingteacher.com/sales-promotion</p> <p>www.forbes.com/lists/</p> <p>www.powtoon.com</p>	<ul style="list-style-type: none"> ● Summary and Analysis of Videos/Documentaries/Films ● Summary and analysis of guest speakers
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<p>Unit 2 Sports Marketing</p>	<ul style="list-style-type: none"> ● Explain the purpose of sports marketing. ● Differentiate between amateur sports and professional sports. ● Explain the significance of women's sports. ● Explain market segmentation. ● Explain the differences between sports goods and services. ● Differentiate between the product line and product mix. ● Explain the economic impact of sports marketing. 	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>www.the-numbers.com</p> <p>www.watchmojo.com</p> <p>www.marketingcareeredu.org/sports-marketing</p> <p>www.workinsports.com/sports/marketing</p> <p>www.nfl.com</p> <p>www.mlb.com</p> <p>www.nba.com</p> <p>www.uefa.com/uefachampionsleague/</p> <p>www.espn.com</p> <p>www.marketingteacher.com/sales-promotion</p> <p>www.forbes.com/lists/</p> <p>www.powtoon.com</p>	

<p>Unit 3 Sports Marketing Mix & Careers</p>	<ul style="list-style-type: none"> ● Explain the seven steps in developing a new product. ● Identify pricing strategies. ● Define market research and explain how businesses use market research. ● Describe how to develop an effective brand name. ● Explain the importance of sports sponsorships and endorsements. ● Discuss how companies choose sports endorsers for their products. ● Describe the use of technology in promotion. ● Explain the types and steps in selling. ● Explain the purpose and function of a marketing plan. ● Identify different career and employment opportunities in sports marketing. 	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>www.the-numbers.com</p> <p>www.watchmojo.com</p> <p>www.marketingcareeredu.org/sports-marketing</p> <p>www.workinsports.com/sports/marketing</p> <p>www.nfl.com</p> <p>www.mlb.com</p> <p>www.nba.com</p>	

	<p>www.uefa.com/uefachampionsleague/</p> <p>www.espn.com</p> <p>www.marketingteacher.com/sales-promotion</p> <p>www.forbes.com/lists/</p> <p>www.powtoon.com</p>	
<p>Unit 4 Entertainment Marketing</p>	<ul style="list-style-type: none"> ● Define entertainment marketing. ● Identify types of entertainment media. ● Explain types of businesses in the entertainment industry. ● Identify types of entertainment products. ● Explain the significance of impulse spending. ● Explain the importance of programming. 	

<p>Suggested Resources Provide links to specific resources/activities</p>	<p>www.the-numbers.com</p> <p>www.watchmojo.com</p> <p>www.marketingcareeredu.org/sports-marketing</p> <p>www.workinsports.com/sports/marketing</p> <p>www.nfl.com</p> <p>www.mlb.com</p> <p>www.nba.com</p> <p>www.uefa.com/uefachampionsleague/</p> <p>www.espn.com</p> <p>www.marketingteacher.com/sales-promotion</p> <p>www.forbes.com/lists/</p> <p>www.powtoon.com</p>	
<p>Unit 5 Entertainment Marketing Mix & Careers</p>	<ul style="list-style-type: none"> ● Define gross profit and net profit. ● Explain how celebrities are brands. ● Describe the role of merchandising in entertainment marketing. ● Explain the importance of entertainment product licensing in aspects of royalties. ● Identify the role of advertising in entertainment promotion. ● Describe how other promotional methods are used in entertainment marketing. ● Describe educational preparation for a career in entertainment marketing. 	

	<p>● Identify career areas in entertainment marketing.</p> <p>www.the-numbers.com</p> <p>www.watchmojo.com</p> <p>www.marketingcareeredu.org/sports-marketing</p> <p>www.workinsports.com/sports/marketing</p> <p>www.nfl.com</p> <p>www.mlb.com</p> <p>www.nba.com</p> <p>www.uefa.com/uefachampionsleague/</p> <p>www.espn.com</p> <p>www.marketingteacher.com/sales-promotion/</p> <p>www.forbes.com/lists/</p> <p>www.powtoon.com</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>		

Curricular Units

Unit I: Marketing Concepts with Sports & Entertainment

Critical Knowledge & Skills <i>(“Unpacked” Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>How would you describe the customers of sports and entertainment products?</p> <p>What kind of marketing strategies do sports and entertainment businesses use?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create a list of customer demographics and match to current products sold in the marketplace.</p> <p>Develop a Visual that illustrates the students understanding of the Marketing Mix.</p> <p>Generate a list of commercials that contain celebrities and analyze the effectiveness of the celebrity in that commercial.</p>
<p>How does sports and entertainment marketing affect the economy?</p> <p>How has sports and entertainment evolved as a business throughout the 20th century?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Research historical timeline of motion picture in television events and type an essay that shows a major contrast in the history.</p> <p>Create an original advertisement that focuses on Target Market</p>

Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/ Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 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.	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.

<p>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.</p> <p>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> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <u>MI Student Learning Standards</u></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 2: Sports Marketing

Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>How does sports marketing impact the ways sports are perceived?</p> <p>What is the major financial difference between men's and women's sports?</p> <p>What is the benefit to using market segmentation?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Research all money making aspects of a professional arena or stadium and create a presentation based upon information learned.</p> <p>Identify female athletes that have endorsements deals and explain why most make less than male athletes.</p> <p>Research a company and identify the scope of their product mix and identify their most successful product line.</p>
<p>How have sports products and services evolved with the constant changing of the world technology?</p> <p>How does sports marketing impact local and national economies?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p>	<p>Create a sporting event and discuss how it could improve the local economy.</p> <p>Rank Professional Sports Franchises based on value and popularity. Then Research actual values.</p>

	Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers	Construct Print Ads for actual Sporting Events with focus on market segmentation.
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Unit 2 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Tests, Quizzes, Projects	

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 2 Connections	
NJIS - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 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,	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ 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.

<p>social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>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.</p> <p>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> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <u>21st Century Life and Skills</u></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p style="text-align: center;">Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 3: Sports Marketing Mix & Careers

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to)</i>
<p>How does the development of a new product impact its pricing?</p> <p>What is the major benefit of properly conducting marketing research?</p> <p>What is the ethical responsibility of a company when hiring an athlete to endorse their product?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Create, administer, and analyze a customer survey for a new product.</p> <p>Identify celebrities/athletes who currently have endorsement deals. State if they are a positive or negative choice for the product.</p> <p>Create a new advertisement which has celebrities/athletes endorsing a product of their choice.</p>
<p>Why should all companies perform a SWOT analysis?</p> <p>What are the skills and traits needed to pursue a career in sports marketing?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Develop an original advertisement that uses several different sales promotions.</p> <p>Perform a SWOT analysis on several products and companies.</p> <p>Research careers in sports marketing and identify job duties, salaries, advancement and promotion, and benefits to working in this field.</p>

Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 3 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>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.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

<p>problem or issue.</p> <p>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.</p> <p>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> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 4: Entertainment Marketing

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<p>What is the global impact of the entertainment industry?</p> <p>What influence does entertainment media outlets have on the economy?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Generate lists of all known and researched entertainment products.</p> <p>Analyze movie previews and trailers. Critique their effectiveness through written movie reviews.</p> <p>Research all entertainment media outlets and analyze which type of media is more successful.</p>
<p>How the difference in primary markets and secondary markets affect film distribution?</p> <p>What constitutes a successful network?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Write plot summary and discuss all possible promotional techniques for a new movie. Also create a movie poster to complement the plot summary.</p> <p>Research the importance of television ratings and then create an original network programming schedule.</p>

Summary and analysis of guest speakers	Develop an original trailer for a movie or Television program
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Unit 4 Assessment Plan		Summative Assessment
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, Tests, Quizzes, Projects

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 4 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 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.	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.

<p>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.</p> <p>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.</p> <p>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> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <u>NJ Student Learning Standards</u></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies & Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports & projects</p>

Unit 5: Entertainment Marketing Mix & Careers

Critical Knowledge & Skills <i>("Unpacked" Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>How can celebrities still generate substantial cash flow years after their own death?</p> <p>How do certain celebrities impact the success of a movie?</p> <p>How does merchandising affect the financial success of a movie?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Research a celebrity that has passed away and discuss how their merchandise still generates money for their estate?</p> <p>Identify several entertainment related current events and create an entertainment news program based on those events using technology.</p> <p>Create a talk show segment that highlights movie promotion and a positive interaction between host and guest(s).</p>
<p>How does a budget impact the promotional activities of a movie?</p> <p>What are the skills and traits needed to pursue a career in the entertainment industry?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Research careers in entertainment marketing and identify job duties, salaries, advancement and promotion, and benefits to working in this field.</p> <p>Observe various segments of classic movies throughout the decades and create different promotions based on the target market.</p>

	Summary and analysis of guest speakers
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Unit 5 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 5 Connections	
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<p>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.</p> <p>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> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
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