# Scope & Sequence

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| Course Name: Sports and Entertainment Marketing **TSDS PEIMS Code:** 13034600 | | | **Course Credit:** .5  **Course Requirements:** This course is recommended for students in Grades 9-12.  **Prerequisite:** None.  **Recommended Prerequisites:** Principles of Business, Marketing, and Finance. |
| **Course Description:** Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 89 Periods.  4005 Minutes.  66.75\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 89/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.386. (c) Knowledge and skills** | |
| **Unit 1: Professionalism in Sports and Entertainment Marketing**  In this unit, students will learn the ways in which to conduct themselves in a professional environment. Communication, teamwork and time management will be covered. Role-playing will be a key activity connected to this unit. Field trips to local arenas, venues etc. would be a good addition as well. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using speaking, listening, and writing skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;  (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and | |
| **Unit 2: Functions of Marketing**  Students will learn how to connect the functions of marketing to the sports and entertainment industry. Students will be able to understand the | 8 periods  360 minutes | (3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:  (A) explain the marketing concept as it relates to sports and entertainment;  (B) describe each marketing function and how it relates to sports and entertainment;  (C) explain how each component of the marketing mix contributes to successful marketing;  (D) express the importance of target markets;  (E) describe advantages and disadvantages of market segmentation and mass marketing;  (F) explain the importance of market research and analysis;  (G) illustrate the concept of positioning; and  (H) describe how international marketing has affected the sports and entertainment industry. | |
| **Unit 3: Profit, Pricing, and Risks**  This unit allow students to learn about profit and how it can be achieved in Sports and Entertainment Marketing. Students will examine all sources of financial information, understand funding streams and compare and contracts pricing strategies. Students will discover business risks and how those risks impact the bottom line. | 6 periods  270 minutes | (5) The student knows how sports and entertainment businesses achieve profitability. The student is expected to:  (A) evaluate sources of financial information, including budgets, balance sheets, and income statements;  (B) explain the concept and importance of revenue streams; and  (C) explain the relationship of profit and loss to sports and entertainment products.  7) The student knows pricing strategies. The student is expected to:  (A) compare and contrast pricing strategies; and  (B) analyze the price of sports and entertainment marketing products  (10) The student knows that various types of risks impact business activities. The student is expected to:  (A) identify business risks that are commonly associated with sports and entertainment business; and  (B) explain methods a sports and entertainment business uses to control risks. | |
| **Unit 4: Marketing and It’s Importance**  Why use marketing? Answering this question will be the focus for this unit. Students will gain an understanding of how the sports and entertainment industry implements a productive marketing plan. | 6 periods  270 minutes | (15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:  (A) describe and simulate activities to market a sports and entertainment product;  (B) understand why sports and entertainment businesses use marketing;  (C) understand the importance of and key components of a marketing plan;  (D) explain and give examples of marketing using sports and entertainment; and  (E) explain and give examples of marketing of sports and entertainment.  (16) The student understands the impact event marketing has on the sports and entertainment industry the student is expected to:  (A) define event marketing;  (B) explain and provide examples of how event marketing attracts all three components of the event triangle (event, sponsor, and spectator); and  (C) develop an effective event marketing strategy for a sports and entertainment product. | |
| **Unit 5: Product Planning and Distribution**  Understanding the products and services to choose and how to effectively distribute them is the focus of this unit. Students will learn the stages of product planning and participate in activities to demonstrate his/her skills in product planning and distribution. | 10 periods  450 minutes | (8) The student knows the elements and processes of product planning. The student is expected to:  (A) describe stages of new-product planning;  (B) illustrate the product mix; and  (C) identify stages of the product life cycle for new or existing sports or entertainment marketing products.  (4) The student knows that distribution channel members facilitate the movement of products. The student is expected to:  (A) explain channels of distribution for sports and entertainment marketing products; and  (B) describe activities of each channel member.  (23) The student understands the strategies of successful entertainment marketing. The student is expected to:  (A) discuss the different kinds of entertainment distribution;  (B) identify strategies to market entertainment products; and  (C) explain the promotional value of entertainment awards. | |
| **Unit 6: Licensing, Sponsorship, and Endorsements**  Successful sports and entertainment marketing is dependent on sponsorships and endorsements. In this unit, students will learn how to identify sponsorships, find endorsements and understanding all aspects of licensing. Students will connect the proper event to the appropriate sponsorship. Local sporting and high school events provide a terrific opportunity for students to create proposals and contracts as well as to establish partnerships. | 12 periods  540 minutes | (17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:  (A) identify components and content for a sponsorship proposal;  (B) define and explain sponsorship issues;  (C) categorize costs associated with a sponsorship;  (D) identify types of sponsorship sales and relationship development;  (E) examine benefits of sponsorship opportunities; and  (F) explain laws that may affect a sponsorship agreement.  (18) The student has an understanding of endorsement contracts. The student is expected to:  (A) identify components of endorsement contracts;  (B) discuss issues related to celebrity behavior on endorsements; and  (C) research the rationale for a business to engage in endorsement contracts  (20) The student understands the importance of licensing. The student is expected to:  (A) define licensing;  (B) distinguish between licensor and licensee;  (C) explain the advantages and disadvantages of licensing; and  (D) identify examples of licensing in sports and entertainment. | |
| **Unit 7: A Historical Perspective**  This unit will allow the student to research the history of sports and entertainment marketing and use data and analysis for decision making. Students will also learn about the legislation connected to the sports and entertainment industry. In conducting a research project, students will interview current professionals and provide an analysis of the entertainment industry and how it influences the markets. | 8 periods  360 minutes | (12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:  (A) research and explain the history of sports and entertainment as an industry and how it impacts today's marketplace;  (B) identify sports and entertainment marketing terms;  (C) list major environmental influences on sports and entertainment demand;  (D) define sports marketing and entertainment marketing;  (E) explain topics, including legislation and ethics, that impact sports and entertainment marketing;  (F) research trends and emerging technologies affecting the sports and entertainment marketing industry; and  (G) explain the concept of competition for discretionary income.  (6) The student knows the marketing-information system. The student is expected to:  (A) use a marketing-information system to make informed business decisions; and  (B) analyze data used to make accurate forecasts and informed business decisions | |
| **Unit 8: The Fan Experience**  It is all about the fan base. Students will learn about how to attract fans to an event, the role the game or event plays in marketing, and fully engage the fans and/or event participants. Students will develop a promotional plan and analyze the plan’s effectiveness. Field trips to sporting events to experience being the fan. Guest speakers from the sports and entertainment industry would be a great asset to introduce in this unit. | 8 periods  360 minutes | (21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:  (A) explain how promoting and implementing a positive fan experience impacts revenue;  (B) describe situations that impact the fan experience;  (C) describe the concept of the fan/spectator experience;  (D) define the term game operations;  (E) explain the role of game entertainment in the sports business;  (F) define game attractiveness;  (G) identify game involvement activities that enhance fan experience; and  (H) create a game operations plan to increase game attractiveness.  (9) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:  (A) identify, create, and demonstrate elements of the promotional mix; and  (B) analyze a promotional plan for effectiveness. | |
| **Unit 9: Careers in Sports and Entertainment Marketing**  Students will gain an understating of the potential careers in sports and entertainment marketing and research career options. Teachers should encourage students to reach out to professionals in the industry to gain insight into their career intterest. Student involvement in a CTSO will improve the students’ ability to network within the cluster area and create additional awareness about the industry skill and employment requirements. | 8 periods  360 minutes | (13) The student knows that a career in sports and entertainment marketing requires knowledge of demographics. The student is expected to:  (A) explore how the use of demographics has influenced the industry; and  (B) differentiate between buying habits and buying preferences.  (14) The student knows that a career in sports and entertainment marketing requires knowledge of the industry. The student is expected to:  (A) research careers in the sports and entertainment marketing industry;  (B) list and describe businesses related to sports and entertainment; and  (C) distinguish between the different roles in sports and entertainment marketing.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations. | |