

SPORTS AND ENTERTAINMENT MANAGEMENT

BS000010 (1ST or 2nd Semester)

Grades 10, 11, 12

½ Unit

Prerequisite: None (Business Management Recommended)

Interested in the sports and entertainment industries??? This is the class for you!
Students will learn the basics of management, finances, marketing, event planning, facility operations, and legal/ethical issues in these highly popular industries.

Sports and Entertainment Management CCO#1: The student will develop an understanding of the financial impact of professional, college, amateur sports, and the entertainment industry. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6)

Sports and Entertainment Management CCO#2: The students will develop an understanding of the economic legal and ethical issues as they pertain to the sports and entertainment industries. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6, SS1, SS6)

Sports and Entertainment Management CCO#3 The students will demonstrate how sports and entertainment industries market products through sponsorship, promotion and endorsements. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6)

Sports and Entertainment Management CCO#4 Students will identify and research the aspects of event planning and facility operation for local events, college events and professional sports events. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6, MA1, MA3)

Sports and Entertainment Management CCO#5 – Students will demonstrate an understanding of current trends in human resource management. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6, SS6)

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Sports and Entertainment Management CCO#1 – Essential Content and Skills

Students will learn about:

- A. Teams and their community
- B. NCAA
- C. Sponsorship and licensing
- D. Marketing and sponsoring of amateur and profession sports, movies and the music industry
- E. Title IX and growing market of women’s sports
- F. Olympics
- G. Compensation of entertainers and athletes
- H. Concessions
- I. Entertainment technology

Sports and Entertainment Management CCO#1 - Facilitating Activities

The student may:

- 1. identify the benefits of sports and entertainment to their community. (2)
- 2. identify the benefits of sponsorship and licensing to a team. (2)
- 3. reflect on the role of title IX and evaluate the influence it has on the women’s sports. (4, 6) (GE)
- 4. explain the importance of team rankings to college sports. (2, 4)
- 5. relate the advances in entertainment technology to changes in distribution. (4)
- 6. identify the costs that have caused ticket prices to increase. (2, 4)
- 7. discuss the financial impact of professional sports. (2, 4)
- 8. explain the process for financing a professional sports team. (2)

Sports and Entertainment Management CCO#1 – ALA

The student will create and present a PowerPoint presentation indicating how several economic conditions and other variables could affect the cost of ticket prices and recommend how the sports and entertainment industry can respond to each example.

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Sports and Entertainment Management CCO#1 – Scoring Guide

<u>Criteria</u>	<u>Excellent</u>	<u>Superior</u>	<u>Average</u>	<u>Needs Improvement</u>
Organization of presentation	Well Organized and clearly focused	Generally organized and focused	Limited in organization or focus	Disorganized or unfocused
Examples Given	Four or more	Two or Three	One	None
Recommendations	All recommendations have economic merit	Most of the recommendations have economic merit	At least one recommendation has economic merit	No recommendation has economic merit

Sports and Entertainment Management CCO#2: The students will develop an understanding of the economic legal and ethical issues as they pertain to the sports and entertainment industries. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6, SS1, SS6)

Sports and Entertainment Management CCO#2 – Essential Content and Skills

Students will learn about:

- A. Risk management
- B. Labor laws in sports and entertainment
- C. Sports and entertainment agents
- D. Ethical behavior
- E. Socially responsible causes and events
- F. Licensing sports and entertainment merchandise

Sports and Entertainment Management CCO#2 - Facilitating Activities

The student may:

1. understand the role of sports and entertainment agents. (1, 2) (W)
2. explain ways professional sports organizations and their sponsors develop an athlete's character. (2) (GE, RE)
3. assess the importance of ethical behavior on an athlete's or entertainer's promotional value. (4, 6)
4. assess why ticket prices are so high at entertainment and sporting events. (4, 6)
5. explain how ethics are involved with fan behavior. (2)
6. examine why high profile companies promote controversial products at spring break locations. (2, 4)
7. examine whether celebrities should promote controversial products. (4, 6)
8. explain the importance of community service for entertainers, athletes, and their employers. (4)
9. explain why celebrity camps have become increasingly popular. (2, 4)
10. explain why athletes become involved with or create their own foundations. (2, 4)

Sports and Entertainment Management CCO#2 - ALA

The students will evaluate and give an oral presentation on whether celebrities should be considered role models and the impact their actions (good or bad; ethical or unethical) have on our society.

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Sports and Entertainment Management CCO#2 – Scoring Guide

<u>Criteria</u>	<u>Excellent</u>	<u>Superior</u>	<u>Average</u>	<u>Needs Improvement</u>
Organization of presentation	Well organized and clearly focused	Generally organized and focused	Limited in organization or focus	Disorganized or unfocused
Format and Structure	Highly effective introduction, body and conclusion with smooth flow	Effective introduction, body, and conclusion	Satisfactory introduction, body, and conclusion	Ineffective introduction, body, conclusion.
Evaluation of impact on society	Realistic, objective, and knowledgeable conclusion	Somewhat realistic, objective, and knowledgeable conclusion	Somewhat realistic, objective, and knowledgeable conclusion	Unrealistic conclusion

Sports and Entertainment Management CCO#3 The students will demonstrate how sports and entertainment industries market products through sponsorship, promotion and endorsements. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6)

Sports and Entertainment Management CCO#3 – Essential Content and Skills

Students will learn about:

- A. Promotional strategies
- B. Public relations
- C. Advertising
- D. Media
- E. Technology impact
- F. Demographics
- G. Marketing mix
- H. Sponsorship leverage, rights, benefits
- I. Sports and celebrity camps

Sports and Entertainment Management CCO# 3 - Facilitating Activities

The student may:

1. examine why companies sponsor. (2)
2. understand sponsors and their investment. (2)
3. understand the leverage of sponsorships (2)
4. define sponsorship rights and benefits (1)
5. define endorsements and their restrictions. (1)
6. discuss the importance of public relations in creating favorable images. (2, 6)
7. list advantages of fan clubs for the fan and the celebrity or athlete. (1, 2)
8. understand the importance of maintaining a positive image for sports owners and marketing firms. (2, 4)
9. explain why celebrity camps have become increasingly popular. (2, 4)

Sports and Entertainment Management CCO#3 - ALA

The student will locate and present examples of promotional activities that were implemented in a single nationally sponsored event (sports or entertainment) and speculate which promotional activities had the greatest impact

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Sports and Entertainment Management CCO#3 – Scoring Guide

<u>Criteria</u>	<u>Excellent</u>	<u>Superior</u>	<u>Average</u>	<u>Needs Improvement</u>
Media Sources	3 or more different media sources cited	2 different media sources cited	1 media source cited	None cited
Examples	6 or more	4-5	2-3	1 or none
Speculation	Realistic, objective, and knowledgeable conclusion	Somewhat realistic, objective, and knowledgeable conclusion	Somewhat realistic, objective, and knowledgeable conclusion	Unrealistic conclusion

Sports and Entertainment Management CCO#4 Students will identify and research the aspects of event planning and facility operation for local events, college events and professional sports events. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6, MA1, MA3)

Sports and Entertainment Management CCO#4 – Essential Content and Skills

Students will learn about:

- A. Financial planning
- B. Strategic planning
- C. Budgeting
- D. Sight selection
- E. Vendor relations
- F. Security
- G. Marketing
- H. Control systems

Sports and Entertainment Management CCO# 4 - Facilitating Activities

The student may:

1. develop a budget for a major entertainment or sporting event (3) (T)
2. plan a sporting or entertainment event (3)
3. assist a school team or program plan and/or host an event (3, 5)
4. write a proposal justifying the reasons why St. Louis could successfully host a national event. (3, 6)

Sports and Entertainment Management CCO#4 - ALA – The student will create a detailed proposal to be presented to a local commission (RCGA) for an event of their choice

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Sports and Entertainment Management CCO#4 – Scoring Guide

<u>Criteria</u>	<u>Excellent</u>	<u>Superior</u>	<u>Average</u>	<u>Needs Improvement</u>
Elements of proposal	All parts of the proposal included	Most of the essential elements are included	Some of the essential elements are included	No parts or elements are included
Feasibility of proposal	Well researched and with detailed information	Well researched, with less detail	Adequately researched, with few details	Minimal research with little or no details
Persuasive Ability	Makes convincing logical proposal with information to support position	Makes convincing proposal with few missing logical elements to support position	Makes adequate proposal with some missing elements to support position	Make unpersuasive proposal with minimal supportive evidence

Sports and Entertainment Management CCO#5 – Students will demonstrate an understanding of current trends in human resource management. (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 3.8, 4.1, 4.4, 4.5, 4.6, 4.8, CA3, CA4, CA6, SS6)

Sports and Entertainment Management CCO#5 – Essential Content and Skills

Students will learn about:

- A. Recruiting applicants
- B. Leadership styles and skills
- C. Team building
- D. Rewards
- E. Team based organization
- F. Virtual teams
- G. Leadership skills
- H. Career plan

Sports and Entertainment Management CCO#5 - Facilitating Activities

The student may:

1. use the internet to find information on virtual teams (2) (T)
2. select a sports or entertainment organization known for its use of team-based management. Describe how the organization uses teams and why it is successful. (2, 4)
3. locate an organization chart for a sports team or entertainment organization and explain why it is productive. (2, 4)
4. create a personal career portfolio. (3) (W)
5. identify motivation activities used in the sports and entertainment industry and evaluate their usefulness. (2, 4)
6. create standard operating procedures for a new employee of a sports team or entertainment organization. (3)

Sports and Entertainment Management CCO#5 – ALA

The student will identify three trends or issues in human relations management and prepare a written report explaining the impact of each to the sports and entertainment industry.

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Sports and Entertainment Management CCO#5 – Scoring Guide

<u>Criteria</u>	<u>Excellent</u>	<u>Superior</u>	<u>Average</u>	<u>Needs Improvement</u>
Trends or issues identified	Three or more	Two	One	None
Knowledge of trends identified	Demonstrates thorough understand of all trends	Demonstrates thorough understanding of most trends	Demonstrates adequate understanding of most trends	Demonstrate limited understanding of trends
Explanation of impact	Uses specific and clear examples to support their position	Uses adequate and reasonably clear examples to support their position	Uses few or somewhat unclear examples	Uses inappropriate or no examples