

Department:	Business Education
Course title:	Sports and Entertainment Marketing
Year:	2019-2020
Teacher:	Ms. Baylor
Prerequisite:	None

Sports and Entertainment Marketing covers the foundations and functions of marketing. It approaches marketing as an integrated set of tasks (functions), built on a solid set of foundations (economics, finance, career preparation). Students will learn about the various functions of marketing as it relates to sports and entertainment, but also discover how each function fits with the others. The projects and activities cover a wide variety of teams and artists. Topics covered will include college and amateur sports, professional sports, marketing products and services through sports, public images, sports marketing, entertainment industry, marketing entertainment, recreation marketing, marketing plans, legal issues for sports and entertainment.

Content/Process

Students will:

1. Use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
2. Identify and determine personal opportunities available within the Marketing program, (through both the course work and FBLA) which will allow success during the high school career.
3. Interpret the importance of economic principle and apply the knowledge to real-life scenarios using classroom activities and materials.
4. Analyze the various disciplines in marketing (i.e., purchasing, inventory control, sales, warehousing, distribution, staffing, and customer relations).
5. Apply math and communication skills within the marketing content.
6. Analyze and apply skills associated with communication, human relations, writing and speaking skills through communications in the promotion and salesmanship units.
7. Demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
8. Develop real-life portfolio entries through brochures or advertisement learned in promotion unit.
9. Demonstrate employability and social skills relative to the career cluster.
10. Investigate the various types of risks that impact business activities; categorize the risks as natural, human or economic; and explain methods a business uses to control risks.
11. Interpret the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism.
12. Incorporate activities of FBLA as an integral component of course content and leadership development.
13. Develop a career portfolio including a resume, letters of reference, certifications of training, and samples of work.
14. Analyze and apply the role of technology in improving the marketing process.
15. Describe and evaluate a marketing plan for a new or existing business or product line.
16. explain ways to make responsible buying decisions in relations to wants and needs
17. compare products & services based on these factors (e.g., price, quality, availability, comparison shopping) to consider when making consumer decisions
18. Identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.

Course Requirements: In order for you to be successful in this course, you must meet the following expectations:

1. The student will complete ALL daily work and participate in ALL activities.
2. Do well on all assigned quizzes and tests.
3. Successful team membership and participation during any cooperative projects.

Criteria included for evaluation and determination of grade:

There will be ample opportunity to maintain a good grade in this class. You will be expected to complete all activities (group and individual), homework assignments, projects/presentations, and tests. The majority of your daily grade will be participation. The point system will be used for grades. All work will be assigned a point value and the total points earned will be divided into the total number of points to determine your final grade.

Grading Opportunities:

- Daily work, projects, and tests
- Participation in all activities
- Admit/Exit Slips

The grading scale will be as follows:

- A – (90-100%)
- B – (80-89%)
- C – (70-79%)
- D – (60-69%)
- F – Below 60%

Final Class Grade:	First Semester	40%
	Second Semester	40%
	Final Exam	20%

*Note: There will be opportunities given throughout the semester to earn extra credit. However, this will be work that goes beyond class requirements and will require work OUTSIDE of the classroom and on your own time. Keep up with your grade and don't allow yourself to fall behind! No extra credit will be given at end of grading term to boost grade!

Academic Expectations:

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work. Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
- 5.4 Students use a decision-making process to make informed decision among options.

Performance Events:

You will be given many opportunities to demonstrate your knowledge of class content, including but not limited to chapter tests, presentations/projects alone or with a group, daily work, portfolio entry(ies), and the completion of the ILP.

Rules of Class:

1. RESPECT yourself, others, and equipment at all times.
2. Follow all Classroom Procedures and instructions.

3. Be on time and prepared (this includes homework completed and materials IN CLASS- not in locker, car, or at home.)
4. No food or drinks in class. This is a computer lab and they are NOT allowed.

Consequences to Rules:

1st offense- Warning

2nd offense- Conference with teacher and/or call to parent

3rd offense- Conference with teacher and call to parent PLUS detention or writing punishment

4th offense- Referral to office

*It is at the teacher's discretion depending on offense.

The faculty and administration reserve the right to change the class syllabus as deemed necessary. Requirements shall be modified to accommodate students who qualify for specially designed instruction.