# OSPI Model Framework

## Sports, Recreation, and Entertainment Marketing

<table>
<thead>
<tr>
<th>CIP Code: 310504</th>
<th>Total Framework Hours up to: 180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course: Sports, Recreation, and Entertainment Marketing</td>
<td>Preparatory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Cluster: Marketing</th>
<th>Cluster Pathway: Marketing Communications Date Last Modified: 10/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and Standards used in Framework Development:</td>
<td></td>
</tr>
<tr>
<td>MBA Research Standards</td>
<td></td>
</tr>
<tr>
<td>NBEA Standards</td>
<td></td>
</tr>
</tbody>
</table>

### Performance Assessments

Discuss the history of an organization in the sports, recreation, or entertainment industry for a local area and create a presentation outlining major marketing events that have happened in the community.

Organize examples of sports, recreation, and entertainment marketing for different sports, entertainment, or recreation offerings (e.g. professional, minor league, junior league, or rec. league)

### STANDARDS AND COMPETENCIES

<table>
<thead>
<tr>
<th>C-1 Standard: Marketing Roles</th>
<th>Total Learning Hours for Standard:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>C=Core  A=Advanced</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1.1</td>
<td>Evaluate the sports, recreation, and entertainment industry as a segment of the economy</td>
</tr>
<tr>
<td>C-1.2</td>
<td>Analyze the components of the sports, recreation, and entertainment industry</td>
</tr>
<tr>
<td>C-1.3</td>
<td>Explain the importance of marketing to the sports, recreation, and entertainment industry</td>
</tr>
<tr>
<td>C-1.4</td>
<td>Analyze growth and trends of sports, recreation, and entertainment as an industry in local, state, national and international areas.</td>
</tr>
<tr>
<td>C-1.5</td>
<td>Explain marketing functions in the sports, recreation, and entertainment industry</td>
</tr>
<tr>
<td>C-1.6</td>
<td>Investigate the history of sports, recreation, and entertainment as a factor in economic growth and marketing</td>
</tr>
<tr>
<td>C-1.7</td>
<td>Recognize examples of sports, recreation, and entertainment marketing</td>
</tr>
<tr>
<td>C-1.8</td>
<td>Determine the elements of the marketing mix</td>
</tr>
<tr>
<td>C-1.9</td>
<td>Recognize the use of marketing positioning</td>
</tr>
<tr>
<td>C-1.10</td>
<td>Compare types of market segmentation</td>
</tr>
<tr>
<td>C-1.11</td>
<td>Describe activities to market a sports, recreation, or entertainment property</td>
</tr>
<tr>
<td>C-1.12</td>
<td>Understand why teams/entertainers utilize marketing</td>
</tr>
<tr>
<td>C-1.13</td>
<td>Describe media channels used in sports, recreation, and entertainment marketing</td>
</tr>
</tbody>
</table>

### EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)
(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)

#### Reading

| 1.2.2 | Apply strategies to comprehend words and ideas |
| 2.2.2 | Apply understanding of complex organizational features of printed text and electronic sources |
| 2.3.2 | Evaluate informational materials, including electronic sources, for effectiveness |
| 2.3.4 | Synthesize information from a variety of sources |

#### Communications

#### Social Studies – Civics

#### Writing

#### Art

#### Science Standards

#### Mathematics Standards

### SKILLS

**Leadership:** 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions

**Employability:** 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff

**Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):**

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [x] Compare/Contrast

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [ ] Compare/Contrast

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- [ ] Patterns
- [ ] Sequence
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- [ ] Compare/Contrast

- [ ] Observe
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- [ ] Sequence
- [ ] Classify
- [ ] Compare/Contrast
Performance Assessments

Create a proposal for licensing items for a local team or entertainer
Research sponsors at a local venue, and create a proposal suggesting new sponsors for that venue
Create a chart that outlines a company’s sponsorships in sports, recreation, and/or entertainment

<table>
<thead>
<tr>
<th>C=Core</th>
<th>A=Advanced</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-2.1</td>
<td></td>
<td>Evaluate the impact of sponsorship in sports, recreation, and entertainment.</td>
</tr>
<tr>
<td>C-2.2</td>
<td></td>
<td>Compare local, regional, national, and international sponsorships.</td>
</tr>
<tr>
<td>C-2.3</td>
<td></td>
<td>Analyze potential sponsorship opportunities.</td>
</tr>
<tr>
<td>C-2.4</td>
<td></td>
<td>Critique the advantages, disadvantages, and legal issues of sponsorships and endorsements.</td>
</tr>
<tr>
<td>C-2.5</td>
<td></td>
<td>Identify types of sponsorship sales and relationship development</td>
</tr>
<tr>
<td>C-2.6</td>
<td></td>
<td>Define prohibited sponsorship</td>
</tr>
<tr>
<td>C-2.25</td>
<td></td>
<td>Explain how organizations and their sponsors develop an athlete’s/entertainer’s character</td>
</tr>
<tr>
<td>C-2.6</td>
<td></td>
<td>Identify the benefits of licensing to a team/entertainer</td>
</tr>
<tr>
<td>C-2.7</td>
<td></td>
<td>Describe successful sports/entertainment licenses</td>
</tr>
<tr>
<td>C-2.8</td>
<td></td>
<td>Discuss the importance of market research before entering a license agreement</td>
</tr>
<tr>
<td>C-2.9</td>
<td></td>
<td>Discuss the importance of brand/license protection</td>
</tr>
<tr>
<td>C-2.10</td>
<td></td>
<td>Define endorsements</td>
</tr>
<tr>
<td>C-2.11</td>
<td></td>
<td>Discuss restrictions on endorsements</td>
</tr>
<tr>
<td>C-2.12</td>
<td></td>
<td>Explain the use of naming rights in sport/event marketing</td>
</tr>
<tr>
<td>C-2.13</td>
<td></td>
<td>Identify strategies to create value for sponsors</td>
</tr>
<tr>
<td>C-2.14</td>
<td></td>
<td>Evaluate sponsorship proposals</td>
</tr>
<tr>
<td>C-2.15</td>
<td></td>
<td>Evaluate the impact of sponsorship in sports and entertainment.</td>
</tr>
</tbody>
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### EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)
*(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*

#### Reading

| 1.2.2 | Apply strategies to comprehend words and ideas |
| 2.2.2 | Apply understanding of complex organizational features of printed text and electronic sources |
| 2.3.2 | Evaluate informational materials, including electronic sources, for effectiveness |
| 2.3.4 | Synthesize information from a variety of sources |
| 2.4.2 | Analyze author’s purpose and evaluate an author’s style of writing to influence different audiences |
| 2.4.3 | Analyze and evaluate text for validity and accuracy |

#### 3.1.1

Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions

#### 3.2.2

Apply understanding of complex information, including functional documents, to perform a task

### Communications

### Social Studies - Civics

### Writing

### Art

### Science Standards

### Mathematics Standards

### SKILLS

**Leadership:** 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

**Employability:** 1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information

**Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):**

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [ ] Compare/Contrast
- [ ] Predict
- [ ] Cause/Effect
- [ ] Fact/Opinion
- [ ] Main Idea
- [ ] Summary
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- [ ] Reasoning
- [ ] Problem Solving
- [ ] Goal Setting
- [ ] Fluency
- [ ] Elaboration
- [ ] Flexibility
- [ ] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision

**Relevance to Work:** Understanding interrelationships between businesses prepares students for the workplace
## Performance Assessments

Create a chart comparing food and beverage options at local venues
Create a product plan for a local team or entertainer

### STANDARDS AND COMPETENCIES

**C-3 Standard: Product Planning**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-3.1</td>
<td>Evaluate the forms of product licensing and the product licensing process</td>
</tr>
<tr>
<td>C-3.2</td>
<td>Compare merchandizing strategies used in sports, recreation, and entertainment</td>
</tr>
<tr>
<td>C-3.3</td>
<td>Differentiate between external and internal merchandizing strategies</td>
</tr>
<tr>
<td>C-3.4</td>
<td>Examine product lines for sports, recreation, and entertainment organizations.</td>
</tr>
<tr>
<td>C-3.5</td>
<td>Compare food and beverage opportunities that exist within the sports, recreation, and entertainment industry.</td>
</tr>
<tr>
<td>C-3.6</td>
<td>Determine merchandising opportunities for a sports, recreation, and entertainment event.</td>
</tr>
</tbody>
</table>

**Total Learning Hours for Standard:**

### EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)

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<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources</td>
</tr>
<tr>
<td>2.3.2 Evaluate informational materials, including electronic sources, for effectiveness</td>
</tr>
<tr>
<td>2.3.4 Synthesize information from a variety of sources</td>
</tr>
<tr>
<td>2.4.2 Analyze author’s purpose and evaluate an author’s style of writing to influence different audiences</td>
</tr>
<tr>
<td>2.4.3 Analyze and evaluate text for validity and accuracy</td>
</tr>
<tr>
<td>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions</td>
</tr>
</tbody>
</table>

### Communications

### Social Studies - Civics

### Writing

### Art
### Leadership:
1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

### Employability:
1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.

### Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [x] Compare/Contrast
- [ ] Predict
- [ ] Cause/Effect
- [ ] Fact/Opinion
- [ ] Main Idea
- [ ] Summary
- [ ] Point of View
- [ ] Analysis
- [ ] Finding Evidence
- [ ] Evaluation
- [ ] Detect Bias
- [ ] Inference
- [x] Conclusion
- [ ] Metacognition
- [ ] Reasoning
- [ ] Problem Solving
- [ ] Goal Setting
- [ ] Fluency
- [ ] Elaboration
- [ ] Flexibility
- [ ] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision

### Relevance to Work:
Understanding that a strong work ethic will contribute to higher productivity in organizations.

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### Performance Assessments

- Create a print ad for a sports and/or entertainment product/service.
- Compare and contrast the website of two professional sports/entertainment teams/groups and list similarities and differences.
- Organize and plan ancillary event to take place at a local event.
- Create a promotional campaign for a specific team such as track, or football in order to increase participation and goodwill within the community.

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### Standards and Competencies

**C-4 Standard: Promotion**

<table>
<thead>
<tr>
<th>C=Core</th>
<th>A=Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td>Competency Description</td>
</tr>
<tr>
<td>C-4.1</td>
<td>Evaluate the advertising media forms (print, broadcast, specialty) suitable in the sports, recreation, and entertainment industry.</td>
</tr>
<tr>
<td>C-4.2</td>
<td>Assess the value of advertising in the sports, recreation, and entertainment industry.</td>
</tr>
<tr>
<td>C-4.3</td>
<td>Determine the role of advertising technology in sports, recreation, and entertainment.</td>
</tr>
<tr>
<td>C-4.4</td>
<td>Examine the four elements of promotion</td>
</tr>
</tbody>
</table>

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**Total Learning Hours for Standard:**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C-4.5</td>
<td>Recognize elements of the promotional mix</td>
</tr>
<tr>
<td>C-4.6</td>
<td>Develop sales promotion strategies</td>
</tr>
<tr>
<td>C-4.7</td>
<td>Understand ancillary events and other types of event promotions</td>
</tr>
<tr>
<td>C-4.8</td>
<td>Determine merchandising opportunities for a sport/event</td>
</tr>
<tr>
<td>C-4.9</td>
<td>Develop customer-service program to attract sport/event customers</td>
</tr>
<tr>
<td>C-4.10</td>
<td>Maximize/Capitalize on celebrity’s appearance at event</td>
</tr>
<tr>
<td>C-4.11</td>
<td>Select strategies for maintaining/building fan support</td>
</tr>
<tr>
<td>C-4.12</td>
<td>Identify ambush strategies to use at other events</td>
</tr>
<tr>
<td>C-4.13</td>
<td>Develop viral sport/event marketing strategies</td>
</tr>
<tr>
<td>C-4.14</td>
<td>Explain considerations in using special events as a sales-promotion strategy</td>
</tr>
<tr>
<td>C-4.15</td>
<td>Develop promotional calendar of events</td>
</tr>
<tr>
<td>C-4.16</td>
<td>Explain considerations in designing a frequency/loyalty marketing program</td>
</tr>
<tr>
<td>C-4.17</td>
<td>Design frequency/loyalty marketing program</td>
</tr>
<tr>
<td>C-4.18</td>
<td>Analyze use of specialty promotions</td>
</tr>
<tr>
<td>C-4.19</td>
<td>Prepare promotional budget</td>
</tr>
<tr>
<td>C-4.20</td>
<td>Manage promotional allowances</td>
</tr>
</tbody>
</table>

**EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)**  
*(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*

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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.2</td>
<td>Apply strategies to comprehend words and ideas</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Apply understanding of complex organizational features of printed text and electronic sources</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Evaluate informational materials, including electronic sources, for effectiveness</td>
</tr>
<tr>
<td>2.3.4</td>
<td>Synthesize information from a variety of sources</td>
</tr>
<tr>
<td>2.4.2</td>
<td>Analyze author’s purpose and evaluate an author’s style of writing to influence different audiences</td>
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<tr>
<td>2.4.3</td>
<td>Analyze and evaluate text for validity and accuracy</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Apply understanding of complex information, including functional documents, to perform a task</td>
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</table>

### Communications

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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>Applies a variety of listening strategies to accommodate the listening situation</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Evaluates effectiveness of and creates a personal response to visual and auditory information</td>
</tr>
<tr>
<td>1.2.2</td>
<td>Evaluates the effect of bias and persuasive techniques in mass media</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Uses communication skills that demonstrate respect</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Applies skills to plan and organize effective oral communication and presentation</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.3.1</td>
<td>Applies skills for delivery of effective oral communication and presentations</td>
</tr>
</tbody>
</table>

### Social Studies - Civics

#### Writing

| 1.1.1  | Analyzes and selects effective strategies for generating ideas and planning writing |
| 1.4.1  | Edits for conventions |
| 1.6.3  | Uses knowledge of time constraints to adjust writing process |
| 2.1.1  | Applies understanding of multiple and varied audiences to write effectively. |
| 2.2.1  | Demonstrates understanding of different purposes for writing |
| 2.3.1  | Uses a variety of forms/genres |
| 2.4.1  | Produces documents used in a career setting |
| 3.1.2  |Analyzes and selects effective organizational structures. |
| 3.2.2  | Uses language appropriate for a specific audience and purpose |
| 3.2.1  | Analyzes audience and purposes and uses appropriate voice |
| 3.2.2  | Analyzes and selects language appropriate for specific audiences and purposes. |
| 3.2.3  | Uses a variety of sentences consistent with audience, purpose, and form |

### Art

### Science Standards

### Mathematics Standards

### SKILLS

#### Leadership: 3.3 The student will understand their role, participate in and evaluate community service and service learning activities

#### Employability: 1.5 The Student will use **interpersonal skills** to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds

#### Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

- [ ] Observe
- [X] Patterns
- [ ] Sequence
- [ ] Classify
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- [ ] Metacognition
- [ ] Reasoning
- [ ] Problem Solving
- [X] Goal Setting
- [ ] Fluency
- [ ] Elaboration
- [ ] Flexibility
- [X] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision

#### Relevance to Work: Building relationships with community is an important part of organizations
Performance Assessments

Create a media kit for an entertainer or sports team
Write a press release for an event

STANDARDS AND COMPETENCIES

C-5 Standard: Public Relations

Total Learning Hours for Standard:

<table>
<thead>
<tr>
<th>C=Core</th>
<th>A=Advanced</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-5.1</td>
<td></td>
<td>Compare media sources for public relations and advertising.</td>
</tr>
<tr>
<td>C-5.2</td>
<td></td>
<td>Compare/evaluate advance publicity in sports and entertainment.</td>
</tr>
<tr>
<td>C-5.3</td>
<td></td>
<td>Recognize publicity and its role in creating a positive or negative public image</td>
</tr>
<tr>
<td>C-5.4</td>
<td></td>
<td>Construct a press release</td>
</tr>
<tr>
<td>C-5.5</td>
<td></td>
<td>Identify ways to create a “player friendly” event</td>
</tr>
<tr>
<td>C-5.6</td>
<td></td>
<td>Coordinate community outreach projects</td>
</tr>
<tr>
<td>C-5.7</td>
<td></td>
<td>Assess community-relations opportunities for sport/event</td>
</tr>
<tr>
<td>C-5.8</td>
<td></td>
<td>Create a public-relations campaign for a sport/event</td>
</tr>
<tr>
<td>C-5.9</td>
<td></td>
<td>Develop a public-relations plan</td>
</tr>
</tbody>
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EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)
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Reading

1.2.2  Apply strategies to comprehend words and ideas
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2.4.2  Analyze author’s purpose and evaluate an author’s style of writing to influence different audiences
2.4.3  Analyze and evaluate text for validity and accuracy
3.1.1  Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions
3.2.2  Apply understanding of complex information, including functional documents, to perform a task

Communications
| 1.1.1 | Applies a variety of listening strategies to accommodate the listening situation |
| 1.2.1 | Evaluates effectiveness of and creates a personal response to visual and auditory information |
| 1.2.2 | Evaluates the effect of bias and persuasive techniques in mass media |
| 2.1.1 | Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies |
| 2.2.1 | Uses communication skills that demonstrate respect |
| 3.1.1 | Applies skills to plan and organize effective oral communication and presentation |
| 3.3.1 | Applies skills for delivery of effective oral communication and presentations |

### Social Studies - Civics

**Writing**

| 1.1.1 | Analyzes and selects effective strategies for generating ideas and planning writing |
| 1.4.1 | Edits for conventions |
| 1.6.3 | Uses knowledge of time constraints to adjust writing process |
| 2.1.1 | Applies understanding of multiple and varied audiences to write effectively. |
| 2.2.1 | Demonstrates understanding of different purposes for writing |
| 2.3.1 | Uses a variety of forms/genres |
| 2.4.1 | Produces documents used in a career setting |

### Art

**Science Standards**

**Mathematics Standards**

### SKILLS

**Leadership:** 2.2 The student will demonstrate knowledge of conflict resolution and challenge management

**Employability:** 1.5 The Student will use **interpersonal skills** to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds

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- [ ] Reasoning
- [ ] Problem Solving
- [ ] Goal Setting
- [ ] Originality
- [ ] Risking
- [ ] Inquisitiveness
Relevance to Work: Understanding public communication will contribute to more interest in organizations.

Performance Assessments

Create a proposal for a ticket sales campaign (Internet, contests/giveaways, pre-promotion of campaign, video scoreboard announcements, sports/sponsorship partnerships)

STANDARDS AND COMPETENCIES

C-6 Standard: Ticket Marketing

Total Learning Hours for Standard:

<table>
<thead>
<tr>
<th>C=Core</th>
<th>A=Advanced</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-6.1</td>
<td></td>
<td>Determine ticket sales policies/strategies in various sports, recreation, and entertainment organizations (refunds, rain dates, payment procedures, advance sales, etc.), evaluating the benefits of group, corporate, season, pre-season ticket sales, etc.</td>
</tr>
<tr>
<td>C-6.2</td>
<td></td>
<td>Compare ticket pricing within a sports, recreation, and entertainment industry for separate target markets (ex., professional team that targets teens versus a team that targets adults).</td>
</tr>
<tr>
<td>C-6.3</td>
<td></td>
<td>Determine the elements included on a ticket based on the sports and entertainment event (lettering, colors, graphics, seat information, price).</td>
</tr>
<tr>
<td>C-6.4</td>
<td></td>
<td>Bundle/Package extra amenities with tickets</td>
</tr>
<tr>
<td>C-6.5</td>
<td></td>
<td>Develop ticket-sales program proposal</td>
</tr>
</tbody>
</table>

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)
(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)

Reading

Communications

1.1.1 Applies a variety of listening strategies to accommodate the listening situation
1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information
1.2.2 Evaluates the effect of bias and persuasive techniques in mass media
| 2.1.1 | Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies |
| 2.2.1 | Uses communication skills that demonstrate respect |
| 3.1.1 | Applies skills to plan and organize effective oral communication and presentation |
| 3.3.1 | Applies skills for delivery of effective oral communication and presentations |

### Social Studies - Civics

### Writing

### Art

### Science Standards

### Mathematics Standards

### SKILLS

**Leadership:** 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

**Employability:** 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.

**Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):**

- Observe
- Patterns
- Sequence
- Classify
- Compare/Contrast
- Predict
- Cause/Effect
- Fact/Opinion
- Main Idea
- Summary
- Point of View
- Analysis
- Finding Evidence
- Evaluation
- Detect Bias
- Inference
- Conclusion
- Metacognition
- Reasoning
- Problem Solving
- Goal Setting
- Fluency
- Elaboration
- Flexibility
- Originality
- Risking
- Inquisitiveness
- Attending
- Persistence
- Precision

**Relevance to Work:** Understanding that events are driven by public attendance.

---

### Performance Assessments

Create a presentation on an issue in sports, recreation, or entertainment law that has occurred in the last 10 years.

Research contracts online for local venues and compare/contrast items included in the contracts.

---

### STANDARDS AND COMPETENCIES

**C-7 Standard:** Law and Ethics

**Total Learning Hours for Standard:**
<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-7.1</td>
<td>Differentiate how laws impact the sports, recreation, and entertainment industry</td>
</tr>
<tr>
<td>C-7.2</td>
<td>Examine the relevance of contracts in the sports and entertainment industry</td>
</tr>
<tr>
<td>C-7.3</td>
<td>Research salary caps within the sports industry</td>
</tr>
<tr>
<td>C-7.4</td>
<td>Recognize legal implications of copyright and privacy related to the entertainment industry</td>
</tr>
<tr>
<td>C-7.5</td>
<td>Examine legal implications of licensing of trademarked products in the sports, recreation, and entertainment industry</td>
</tr>
<tr>
<td>C-7.6</td>
<td>Characterize ethics</td>
</tr>
<tr>
<td>C-7.7</td>
<td>Assess the impact of unethical behavior within the sports, recreation, and entertainment industry.</td>
</tr>
<tr>
<td>C-7.8</td>
<td>Analyze the importance of security and insurance</td>
</tr>
<tr>
<td>C-7.9</td>
<td>Examine methods to prevent, reduce, control, or transfer risks</td>
</tr>
<tr>
<td>C-7.10</td>
<td>Identify negotiation and contractual issues in selecting and securing an event site.</td>
</tr>
<tr>
<td>C-7.11</td>
<td>Define and explain benefits, obligations, indemnity, insurance, and confidentiality.</td>
</tr>
<tr>
<td>C-7.12</td>
<td>Identify components of a television proposal and contract</td>
</tr>
<tr>
<td>C-7.13</td>
<td>Discuss amateur sports law and regulatory organizations (e.g. Title IX, National Collegiate Athletic Association, International Olympic Committee, United States Olympic Committee)</td>
</tr>
<tr>
<td>C-7.14</td>
<td>Examine drug policies in sports</td>
</tr>
<tr>
<td>C-7.15</td>
<td>Describe the impact of labor issues</td>
</tr>
<tr>
<td>C-7.16</td>
<td>Explain the role of agents</td>
</tr>
<tr>
<td>C-7.17</td>
<td>Analyze antitrust issues in sports, recreation, and entertainment</td>
</tr>
<tr>
<td>C-7.18</td>
<td>Describe tort law in sports, recreation, and entertainment (e.g. negligence, malpractice, defamation)</td>
</tr>
<tr>
<td>C-7.19</td>
<td>Discuss contract law</td>
</tr>
<tr>
<td>C-7.20</td>
<td>Analyze issues of gender in sports law</td>
</tr>
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**EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)**

*(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*

**Reading**

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<td>Apply strategies to comprehend words and ideas</td>
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<td>Apply understanding of complex organizational features of printed text and electronic sources</td>
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<td>Evaluate informational materials, including electronic sources, for effectiveness</td>
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<tr>
<td>2.4.3</td>
<td>Analyze and evaluate text for validity and accuracy</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Apply understanding of complex information, including functional documents, to perform a task</td>
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### Communications

| 1.1.1 | Applies a variety of listening strategies to accommodate the listening situation |
| 1.2.1 | Evaluates effectiveness of and creates a personal response to visual and auditory information |
| 1.2.2 | Evaluates the effect of bias and persuasive techniques in mass media |
| 2.1.1 | Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies |
| 2.2.1 | Uses communication skills that demonstrate respect |
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| 3.3.1 | Applies skills for delivery of effective oral communication and presentations |

### Social Studies - Civics

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<td>2.2.1</td>
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<tr>
<td>2.3.1</td>
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<tr>
<td>2.4.1</td>
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<tr>
<td>3.1.2</td>
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<tr>
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</tr>
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<td>3.2.1</td>
</tr>
<tr>
<td>3.2.2</td>
</tr>
<tr>
<td>3.2.3</td>
</tr>
</tbody>
</table>

### Science Standards

### Mathematics Standards

### SKILLS

**Leadership:** 3.1 The student will analyze the roles and responsibilities of citizenship

**Employability:** 1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information

**Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):**

- Observe
- Patterns
- Sequence
- Cause/Effect
- Fact/Opinion
- Main Idea
- Finding Evidence
- Evaluation
- Detect Bias
- Reasoning
- Problem Solving
- Goal Setting
- Originality
- Risking
- Inquisitiveness
Relevance to Work: Ethics and law is integral to any position

Performance Assessments

In groups, design a multi-use venue for local use, and promote a special event at the venue.
Given an event, create a proposal for a client outlining local venues and the amenities each offers.

STANDARDS AND COMPETENCIES

C-8 Standard: Facility Design and Management

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</tr>
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<tr>
<td>C-8.1</td>
<td>Determine requirements for choosing a location and/or building and operating a facility</td>
</tr>
<tr>
<td>C-8.2</td>
<td>Examine operating procedures for a facility</td>
</tr>
<tr>
<td>C-8.3</td>
<td>Evaluate financing opportunities for a sports, recreation, or entertainment facility</td>
</tr>
<tr>
<td>C-8.4</td>
<td>Evaluate support activities in operating a sports, recreation, or entertainment facility (concessions, security etc.).</td>
</tr>
<tr>
<td>C-8.5</td>
<td>Understand event market and marketability of the local and extended event area.</td>
</tr>
<tr>
<td>C-8.6</td>
<td>Identify positions, staffing, roles, and duties of event personnel</td>
</tr>
<tr>
<td>C-8.7</td>
<td>Plan and classify operations issues for television programming at an event</td>
</tr>
<tr>
<td>C-8.8</td>
<td>Explain the importance of Load-In and site preparations</td>
</tr>
<tr>
<td>C-8.9</td>
<td>Identify event day management issues and focuses</td>
</tr>
<tr>
<td>C-8.10</td>
<td>Understand load-out and post event activities in ending an event</td>
</tr>
<tr>
<td>C-8.11</td>
<td>Identify elements that enhance venue attractiveness (facility-accessibility, trade area/drawing radius, parking; surrounding area-design/layout, amenities, personnel, sense of security)</td>
</tr>
<tr>
<td>C-8.12</td>
<td>Select admission and seating plans</td>
</tr>
<tr>
<td>C-8.13</td>
<td>Select hospitality options</td>
</tr>
</tbody>
</table>

EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)
(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)

Reading
1.2.2 Apply strategies to comprehend words and ideas
| 2.2.2 | Apply understanding of complex organizational features of printed text and electronic sources |
| 2.3.2 | Evaluate informational materials, including electronic sources, for effectiveness |
| 2.3.4 | Synthesize information from a variety of sources |
| 2.4.3 | Analyze and evaluate text for validity and accuracy |
| 3.1.1 | Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions |
| 3.2.2 | Apply understanding of complex information, including functional documents, to perform a task |

**Writing**

| 1.1.1 | Analyzes and selects effective strategies for generating ideas and planning writing |
| 1.4.1 | Edits for conventions |
| 1.6.3 | Uses knowledge of time constraints to adjust writing process |
| 2.3.1 | Uses a variety of forms/genres |
| 2.4.1 | Produces documents used in a career setting |

**Science Standards**

**Mathematics Standards**

**SKILLS**

**Leadership:** The student will understand the importance of and utilize the components and structure of community-based organizations.

**Employability:** The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.

Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [ ] Compare/Contrast
- [ ] Predict
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- [ ] Fluency
- [ ] Elaboration
- [ ] Flexibility
- [ ] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision

**Relevance to Work:** Understanding usable facilities is integral to sports, recreation, and entertainment marketing.

**Performance Assessments**

Identify target markets for a local team or entertainer, and suggest a marketing activity the team or entertainer could use with a specific market.

Design packaging for a local team or entertainer.

**STANDARDS AND COMPETENCIES**
### C-9 Standard: Product Research and Development

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-9.1</td>
<td>Identify steps in the marketing research process</td>
</tr>
<tr>
<td>C-9.2</td>
<td>Explain purposes for conducting market research</td>
</tr>
<tr>
<td>C-9.3</td>
<td>Differentiate between primary and secondary sources of data</td>
</tr>
<tr>
<td>C-9.4</td>
<td>Evaluate various data collection and sampling techniques</td>
</tr>
<tr>
<td>C-9.5</td>
<td>Describe the process of developing products</td>
</tr>
<tr>
<td>C-9.6</td>
<td>Identify sports and entertainment products</td>
</tr>
<tr>
<td>C-9.7</td>
<td>Compare/Contrast sports and entertainment products to other products</td>
</tr>
<tr>
<td>C-9.8</td>
<td>Explain the function of packaging</td>
</tr>
<tr>
<td>C-9.9</td>
<td>Explain rationale for branding</td>
</tr>
<tr>
<td>C-9.10</td>
<td>Discuss the issues related to selection of product and brand naming in sports, recreation, and entertainment marketing</td>
</tr>
<tr>
<td>C-9.11</td>
<td>Assess demographic and geographic considerations related to sports, recreation, and entertainment</td>
</tr>
<tr>
<td>C-9.12</td>
<td>Evaluate the importance of market research an analysis in market segmentation</td>
</tr>
<tr>
<td>C-9.13</td>
<td>Compare target markets in various sports, recreation, and entertainment fields</td>
</tr>
</tbody>
</table>

**EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)**

*(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*

#### Reading

<table>
<thead>
<tr>
<th>EALR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.2</td>
<td>Apply strategies to comprehend words and ideas</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Apply understanding of complex organizational features of printed text and electronic sources</td>
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<td>2.3.4</td>
<td>Synthesize information from a variety of sources</td>
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</table>

#### Communications

<table>
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<tr>
<th>EALR</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1.1.1</td>
<td>Applies a variety of listening strategies to accommodate the listening situation</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Evaluates effectiveness of and creates a personal response to visual and auditory information</td>
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<tr>
<td>1.2.2</td>
<td>Evaluates the effect of bias and persuasive techniques in mass media</td>
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<td>2.1.1</td>
<td>Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies</td>
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**Social Studies - Civics**
## Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>Analyzes and selects effective strategies for generating ideas and planning writing</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Edits for conventions</td>
</tr>
<tr>
<td>1.6.3</td>
<td>Uses knowledge of time constraints to adjust writing process</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Demonstrates understanding of different purposes for writing</td>
</tr>
<tr>
<td>2.3.1</td>
<td>Uses a variety of forms/genres</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Produces documents used in a career setting</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Uses language appropriate for a specific audience and purpose</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Uses a variety of sentences consistent with audience, purpose, and form</td>
</tr>
</tbody>
</table>

## Art

## Science Standards

## Mathematics Standards

### SKILLS

#### Leadership:
3.3 The student will understand their role, participate in and evaluate community service and service learning activities

#### Employability:
1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information

#### Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

- [ ] Observe
- [ ] Patterns
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- [ ] Attending
- [ ] Persistence
- [ ] Precision

#### Relevance to Work:
Understanding products are marketed to different market segments in different ways.

## Performance Assessments

Create a calendar of events for a sports and entertainment entity.
Plan and execute a sports and/or an entertainment event for DECA, including roles and responsibilities of organizational members.

### STANDARDS AND COMPETENCIES
### C-6 Standard: Event Planning

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-6.1</td>
<td>Evaluate the stages (planning to execution) required to manage an event.</td>
</tr>
<tr>
<td>C-6.2</td>
<td>Determine the time, money, and personnel needed for execution of an event.</td>
</tr>
<tr>
<td>C-6.3</td>
<td>Examine event possibilities in various sports, recreation, and entertainment industries.</td>
</tr>
<tr>
<td>C-6.4</td>
<td>Compare events geared toward specific target markets.</td>
</tr>
<tr>
<td>C-6.5</td>
<td>Compare traditional and nontraditional methods of sales promotion utilized in sports, recreation, and entertainment.</td>
</tr>
<tr>
<td>C-6.6</td>
<td>Assess the value of sales promotion tools in sports, recreation, and entertainment.</td>
</tr>
<tr>
<td>C-6.7</td>
<td>Identify the components of the event triangle: event, sponsor, fan</td>
</tr>
<tr>
<td>C-6.8</td>
<td>Describe the exchanges developed in the event triangle</td>
</tr>
<tr>
<td>C-6.9</td>
<td>Explain the effects of media broadcasting on the event triangle</td>
</tr>
<tr>
<td>C-6.10</td>
<td>Understand importance of effective budgeting and budget planning.</td>
</tr>
<tr>
<td>C-6.11</td>
<td>Identify and explain line items utilized in event budget planning</td>
</tr>
<tr>
<td>C-6.12</td>
<td>Understand revenue and cash flow importance in event planning</td>
</tr>
<tr>
<td>C-6.13</td>
<td>Identify revenue sources and cash flow practices for events.</td>
</tr>
<tr>
<td>C-6.14</td>
<td>Evaluate benefits and concerns of a site and outline a site selection process.</td>
</tr>
<tr>
<td>C-6.15</td>
<td>Determine a need for an event and the type of event to be run</td>
</tr>
<tr>
<td>C-6.16</td>
<td>Determine goods and services required for an event</td>
</tr>
<tr>
<td>C-6.17</td>
<td>Select venues for specific events</td>
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</tbody>
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### EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)

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<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>1.1.1</td>
<td>Analyzes and selects effective strategies for generating ideas and planning writing</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Edits for conventions</td>
</tr>
<tr>
<td>1.6.3</td>
<td>Uses knowledge of time constraints to adjust writing process</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Produces documents used in a career setting</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Analyzes and selects effective organizational structures.</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Uses language appropriate for a specific audience and purpose</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Uses a variety of sentences consistent with audience, purpose, and form</td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Science Standards</td>
<td></td>
</tr>
<tr>
<td>Mathematics Standards</td>
<td></td>
</tr>
<tr>
<td>SKILLS</td>
<td></td>
</tr>
<tr>
<td>Leadership: 3.3 The student will understand their role, participate in and evaluate community service and service learning activities</td>
<td></td>
</tr>
<tr>
<td>Employability: 1.5 The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds</td>
<td></td>
</tr>
<tr>
<td>Analytical, Logical &amp; Creative Thinking (check those that students will demonstrate in this lesson):</td>
<td></td>
</tr>
<tr>
<td>□ Observe</td>
<td>□ Cause/Effect</td>
</tr>
<tr>
<td>□ Patterns</td>
<td>□ Fact/Opinion</td>
</tr>
<tr>
<td>✗ Sequence</td>
<td>□ Main Idea</td>
</tr>
<tr>
<td>□ Classify</td>
<td>□ Summary</td>
</tr>
<tr>
<td>□ Compare/Contrast</td>
<td>□ Point of View</td>
</tr>
<tr>
<td>□ Predict</td>
<td>□ Analysis</td>
</tr>
<tr>
<td>Relevance to Work: Understanding the planning process for large projects</td>
<td></td>
</tr>
</tbody>
</table>
Performance Assessments

Create a career planning portfolio that is aligned to a sports, entertainment, or recreation marketing career pathway.

**STANDARDS AND COMPETENCIES**

**C-7 Standard: Career Exploration**

<table>
<thead>
<tr>
<th>C=Core</th>
<th>A=Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency</strong></td>
<td><strong>Competency Description</strong></td>
</tr>
<tr>
<td>C-7.1</td>
<td>Identify careers in sports, recreation, and entertainment marketing</td>
</tr>
<tr>
<td>C-7.2</td>
<td>Identify major employers in sports, recreation, and entertainment marketing</td>
</tr>
<tr>
<td>C-7.3</td>
<td>Use the Internet for career research</td>
</tr>
</tbody>
</table>

**EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)**

(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)

**Reading**

1.2.2 Apply strategies to comprehend words and ideas
2.2.2 Apply understanding of complex organizational features of printed text and electronic sources
2.3.2 Evaluate informational materials, including electronic sources, for effectiveness
2.3.4 Synthesize information from a variety of sources
2.4.3 Analyze and evaluate text for validity and accuracy
3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions

**Communications**

1.1.1 Applies a variety of listening strategies to accommodate the listening situation
1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information
1.2.2 Evaluates the effect of bias and persuasive techniques in mass media
2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies
2.2.1 Uses communication skills that demonstrate respect
3.1.1 Applies skills to plan and organize effective oral communication and presentation
3.3.1 Applies skills for delivery of effective oral communication and presentations

**Social Studies - Civics**

**Writing**
| 1.1.1 | Analyzes and selects effective strategies for generating ideas and planning writing |
| 1.4.1 | Edits for conventions |
| 1.6.3 | Uses knowledge of time constraints to adjust writing process |
| 2.1.1 | Applies understanding of multiple and varied audiences to write effectively. |
| 2.2.1 | Demonstrates understanding of different purposes for writing |
| 2.3.1 | Uses a variety of forms/genres |
| 2.4.1 | Produces documents used in a career setting |
| 3.1.2 | Analyzes and selects effective organizational structures. |
| 3.2.2 | Uses language appropriate for a specific audience and purpose |
| 3.2.1 | Analyzes audience and purposes and uses appropriate voice |
| 3.2.2 | Analyzes and selects language appropriate for specific audiences and purposes. |
| 3.2.3 | Uses a variety of sentences consistent with audience, purpose, and form |

### Art

### Science Standards

### Mathematics Standards

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**SKILLS**

**Leadership:** 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals

**Employability:** 1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

**Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):**

- [ ] Observe
- [ ] Patterns
- [ ] Sequence
- [ ] Classify
- [ ] Compare/Contrast
- [ ] Predict
- [ ] Cause/Effect
- [ ] Fact/Opinion
- [ ] Main Idea
- [ ] Summary
- [ ] Point of View
- [ ] Analysis
- [x] Finding Evidence
- [ ] Evaluation
- [ ] Detect Bias
- [ ] Inference
- [ ] Conclusion
- [ ] Metacognition
- [ ] Reasoning
- [ ] Problem Solving
- [ ] Goal Setting
- [ ] Fluency
- [ ] Elaboration
- [ ] Flexibility
- [ ] Originality
- [ ] Risking
- [ ] Inquisitiveness
- [ ] Attending
- [ ] Persistence
- [ ] Precision

**Relevance to Work:** Understanding the importance of goal setting and planning to career success