

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2017** | **Grades 11-12**

# **Principles and Contemporary Issues in Sports Management**

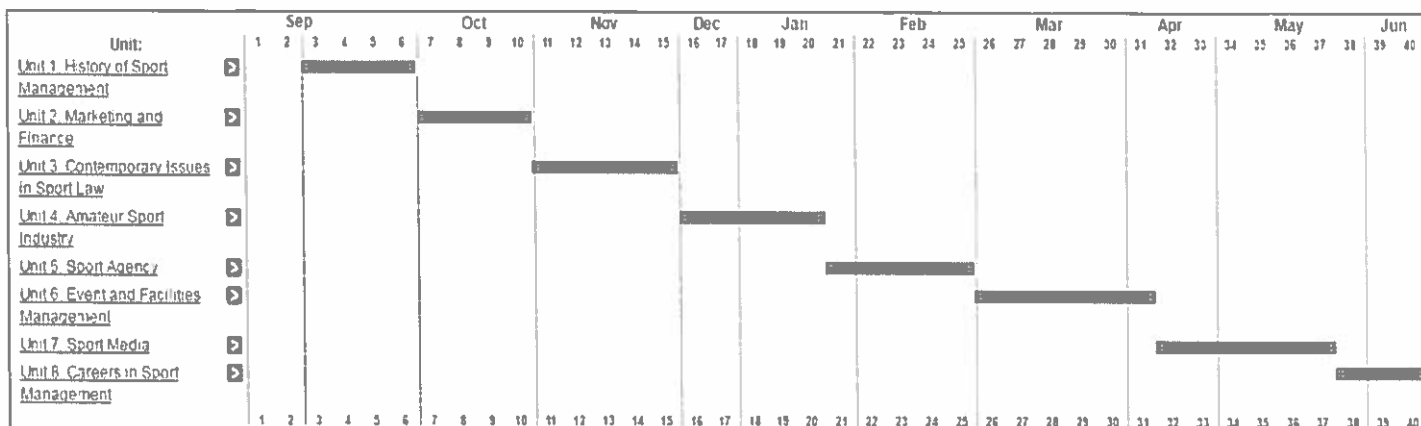


*Approved by the Cedar Grove Board of Education*

Superintendent of Schools  
Mr. Michael J. Fetherman

Board of Education  
Mrs. Christine Dye, President  
Mr. Frank Mandala, Vice-President  
Mr. Peter Prvulovic  
Mr. David Schoner  
Mr. Vincent Vollero

# Principles and Contemporary Issues in Sports Management Course Calendar



**This curriculum was written in accordance with the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for Science, 21<sup>ST</sup> Century Life & Careers,  
Technology, Social Studies, English Language Arts, and  
Mathematics.**

These standards can be viewed at <http://www.state.nj.us/education/cccs/>



# Unit 1: History of Sport Management

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 11-12

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

#### Writing

**NJSLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

**NJSLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### NJ: 2014 SLS: 21st Century Life and Careers

NJ: Grade 12

#### 9.2 Career Awareness, Exploration, And Preparation

##### Strand C: Career Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

- Sport management has a complex history.
- The three basic sport management structures are clubs, leagues, and tournaments.
- Sport management structures that developed over the past 150 years organized sporting events in different ways to meet the particular needs of participants, spectators, and sponsors.
- The three main sport management structures arose in response to changes in broad social structures and addressed specific issues within a segment of the sport industry.
- The main innovators of sport management are John Ward, Albert Spalding, Judge Kennesaw Landis, and Marvin Miller.
- The three main sport management structures still operate in contemporary sport, but require well-trained managers due to the organizations structures becoming highly complex.

1. What are the main differences between clubs, leagues, and tournaments?
2. How did societal cultures and norms impact sport management structures?
3. How did the structure and function of the Jockey Club impact future club events?
4. What was William Hulbert's philosophy regarding the National League and how did it lead to growth of professional baseball?
5. How were charity and professional golf connected, and what was the lasting impact on Fred Corcoran's tournaments?

## Content

- The history of sport organizations
- Prominent figures in the development of sport management
- Club, League, and Tournament structures
- Harness racing, professional baseball, and golf's impact on current sport organizations
- Society's impact on sport organizational structures
- Women in sport management

## Skills

- Demonstrate knowledge of the roots of our modern sport management structures and how most have grown in response to broader social or sport industry changes.
- Evaluate the impact of different cultures on sport and the unique contribution of American management to the development of sport.
- Assess the historic tension in American sport between democratic ideals and race, class, and gender segregation, and how in the context of American society, these limitations were used to promote social divisions.
- Assess the important role that women have had in the growth of the sport industry.
- Identify why American baseball and the Olympics have their roots in English culture.
- Value the need that sport organizations have for trained sport managers, and how this need grew from a cooperative idea between practitioners and academics.

## Stage 2: Assessment Evidence

### Assessments

#### Class Discussions

**Formative: Lecture/seminar**

#### Unit Notes

**Formative: Lecture/seminar**

#### Sport Organization Assignment

**Summative: Oral Report**

#### Unit Test

**Summative: Written Test**


## Stage 3: Learning Plan

## Learning Activities

- Class discussions
- Chapter reading
- Individual research
- Critical thinking questions
- Notes
- Group Work

## Resources

### Suggested Resources:

- *Principles and Practice of Sport Management* (5th Edition)  
Masteralexis, Lisa P., Barr, Carol A., Hums, Mary. Jones & Bartlett  
Learning. August 2014
- *Sports Business Journal*.   
<http://www.sportsbusinessdaily.com/Journal.aspx>
- *Wall Street Journal*.  <https://www.wsj.com/>
- *The Star Ledger*.  <http://www.nj.com/starledger/>
- *ESPN*.  <http://www.ESPN.com>



## Unit 2: Marketing and Finance

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2016 SLS: English Language Arts

NJ: Grades 11-12

##### Reading: Informational Text

###### Key Ideas and Details

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- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

##### Writing

###### Production and Distribution of Writing

**NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

###### Research to Build and Present Knowledge

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**NJSLSA.W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

###### Presentation of Knowledge and Ideas

**NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the

organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## NJ: 2014 SLS: 21st Century Life and Careers

NJ: Grade 12

### 9.2 Career Awareness, Exploration, And Preparation

**Strand C: Career Preparation**

- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

### 9.3 – Career & Technical Education (CTE): Finance Career Cluster®

**Career Cluster® : Finance (fn)**

- 9.3.12.FN.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN.5 Create and maintain positive, ongoing relationships with finance customers.
- 9.3.12.FN.6 Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

**Accounting (FN-ACT)**

- 9.3.12.FN-ACT.2 Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision making.

**Business Finance (FN-BF)**

- 9.3.12.FN-BF.1 Describe and follow laws and regulations to manage business operations and transactions in corporate finance.

### 9.3 – Career & Technical Education (CTE): Marketing Career Cluster®

**Career Cluster® : Marketing (MK)**

- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

**Marketing Communications (MK-COM)**

- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

**Marketing Research (MK-RES)**

- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.

## Enduring Understandings

- Sport benefits from the immense media coverage afforded the industry, often at no cost.
- Sport is the only industry in which the majority of the consumer consider themselves experts.
- The application of concepts such as marketing mix, segmentation, fan identification, and relationship marketing is central to the success of a sport marketer.
- Aside from the 2008 recession, the last two decades have proven especially lucrative for all facets of the sport industry.

## Essential Questions

1. What does sport marketing consist of?
2. How IMG "invented" sport marketing?
3. How did the institution of Monday Night Football impact sport broadcasting?
4. What role does market research play in improvement the performance and acceptance of sport marketing?
5. Why is relationship marketing so important?
6. Why is the size of the sport industry so difficult to measure?
7. What is the concept of value added, and why must it be accounted for when making financial decisions?
8. How does the concept of ROI impact player/personnel decisions?
9. What are the larger impacts of team relocation and using debt to fund new stadiums?

## Content

- Development of sport marketing
- The evolution of sport broadcasting
- The growth of sponsorship
- The development of promotional strategies
- The birth of research in sport marketing
- The size and scope of the sport industry
- Finance basics - budgeting, cash flows, financial statements
- Financial decisions - opportunity cost
- Bond referendums
- Continued growth
- Funding stadiums
- Competitive balances

## Skills

- Differentiate between sports marketing and traditional marketing
- Compare and contrast the four P's of the marketing mix
- Analyze the importance of fostering fan identification and utilizing relationship marketing strategies.
- Evaluate social media's role in sport marketing
- Identify and define basic financial terms such as revenues, expenses, income statement, balance sheet, assets, liabilities, debt, owner's equity, and ROI.
- Understand that only a few intercollegiate athletic departments generate an annual surplus and that taken as a whole, college athletics is unprofitable.
- Illustrate how techniques such as salary caps, revenue sharing, reverse-order-of-finish drafts, and luxury taxes may affect the degree of competitive balance within a league.

## Stage 2: Assessment Evidence

### Assessments

#### Chapter Tests

**Summative: Written Test**

#### Social Media Inventory

**Summative: Oral Report**

#### Class Discussion

**Formative: Lecture/seminar**

#### Current Events

**Formative: Narrative Writing Assignment**

## Stage 3: Learning Plan

### Learning Activities

- Notes/PowerPoint
- Lecture
- Discussion
- Group Work
- Paper writing
- Presentation
- Independent Research

### Resources

#### Suggested Resources:

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<http://www.sportsbusinessdaily.com/Journal.aspx>
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# Unit 3: Contemporary Issues in Sport Law

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 11-12

#### Reading: Informational Text

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#### Writing

##### Production and Distribution of Writing

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#### Speaking and Listening

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## **NJ: 2014 SLS: Comprehensive Health and Physical Education**

**NJ: Grade 12**

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### **2.2 Integrated Skills**

#### **C. Character Development**

- 2.2.12.C.1 Analyze the impact of competition on personal character development.
- 2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

## **NJ: 2014 SLS: 21st Century Life and Careers**

**NJ: Grade 12**

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### **9.1 Personal Financial Literacy**

#### **Strand E: Becoming A Critical Consumer**

- 9.1.12.E.6 Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.

### **9.2 Career Awareness, Exploration, And Preparation**

#### **Strand C: Career Preparation**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

### **9.3 – Career & Technical Education (CTE): Business Management And Administration Career Cluster®**

#### **Career Cluster®: Business Management And Administration (BM)**

- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

#### **Administrative Support (BM-ADM)**

- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.

#### **Business Information Management (BM-BIM)**

- 9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.

#### **General Management (BM-MGT)**

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

#### **Operations Management (BM-OP)**

- 9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.

### **9.3 – Career & Technical Education (CTE): Law, Public Safety, Corrections & Security Career Cluster®**

#### **Legal Services (LW-LEG)**

- 9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.
- 9.3.LW-LEG.3 Produce written legal materials using writing strategies applicable to the legal services environment.
- 9.3.LW-LEG.4 Apply information technology tools to perform daily tasks assigned to legal services professionals.
- 9.3.LW-LEG.6 Use legal terminology to communicate within the legal services community.

### **9.3 – Career & Technical Education (CTE): Marketing Career Cluster®**

#### **Career Cluster® : Marketing (MK)**

- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

## **NJ: 2014 SLS: Social Studies**

**NJ: Grades 9-12**

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## A. Civics, Government, and Human Rights

### Postwar United States (1945 to early 1970s)

- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

## Enduring Understandings

- Sport organizations have inherent risk that must be managed
- Developing, implementing, and managing a plan for risk should cover all areas of risk, not just negligence.
- Title IX is a comprehensive statute that was enacted to eliminate gender discrimination in educational institutions that receive federal funding.
- Ethics determine what a person or organization believes to be right and wrong.
- Morality is the collection of values that drive a person's or organization's thoughts about right and wrong.
- It is important for a sport organization to have a code of conduct so all employees are aware of the values pertaining to that organization.
- Sport managers must not only create, but enforce and model the code of conduct if they want their entire organization to buy into it.

## Essential Questions

- What is meant by risk?
- How do sport organizations go about managing/minimizing their risk?
- How does the DIM process help manage risk?
- How do tort law, agency law, contract law, constitutional law, antitrust law, employment law, and intellectual property law apply to sport organizations?
- What is the importance of Title IX?
- What are ethics and how do they drive the decision making process?
- Why is it important for a sport organization to have a clearly defined code of conduct?
- What role do sport managers play in making sure their organization follows their code of conduct?
- What is the difference between morality and legality?

## Content

- History of sport law
- Administrative law
- Agency law
- Risk management
- Judicial review
- Tort liability
- Contract law
- Constitutional law
- Title IX
- Labor law
- Intellectual property law
- Ethics and morality
- Ethical decision making
- Ethics and culture
- Code of conduct
- Pillars of character
- Corruption

## Skills

- Define risk management and demonstrate how not addressing legal uncertainties can wreak havoc on a sport organization
- Develop a risk management program using the DIM process
- Differentiate between the different areas of law
- Appraise how the federal government enforces Title IX and identify some of the important cases
- Understand the role that ethics and morals play in guiding human behavior
- Apply the importance of morality and ethics to the sport workplaces
- Analyze an ethical dilemma by using an ethical decision-making model
- Formulate a code of conduct for a sport organization
- Differentiate between morality and legality

## Stage 2: Assessment Evidence

### Assessments

#### Unit Notes

**Formative:** Lecture/seminar

#### Unit Test

**Summative:** Written Test

#### Class Discussion

**Formative: Lecture/seminar**

**Case Study Analysis**

**Summative: Narrative Writing Assignment**

## Stage 3: Learning Plan

### Learning Activities

- Notes/PowerPoint
- Lecture
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- Group Work
- Paper writing
- Presentation
- Independent Research

### Resources

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## Unit 4: Amateur Sport Industry

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2016 SLS: English Language Arts

NJ: Grades 11-12

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## NJ: 2014 SLS: 21st Century Life and Careers

NJ: Grade 12

### 9.3 – Career & Technical Education (CTE): Business Management And Administration Career Cluster®

**Career Cluster®: Business Management And Administration (BM)**

- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

**General Management (BM-MGT)**

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

### 9.3 – Career & Technical Education (CTE): Marketing Career Cluster®

**Career Cluster® : Marketing (MK)**

- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

**Merchandising (MK-MER)**

- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.

## Enduring Understandings

- High school student-athletes generally possess higher GPAs, more self-confidence, and demonstrate leadership abilities.
- The purpose of school and youth sports is to build character and teach children skills that help them become more employable adults.
- Coaches have the most significant impact on student athletes, and therefore, coaching positions must be filled with highly trained, experienced, and more professionals.
- College athletics are directly impacted by the national economy, while have a large impact on their local economy through consumption and providing employment opportunities.
- Scholarships, recruiting, time commitment, and focus on academics are the main differences between Divisions I, II, and III.
- Many of the conference realignment decisions are driven by money, or the potential to increase revenues.
- One of the largest trends in International sport is the use of technology to market leagues and create corporate partnerships which are mutually beneficial for both the teams/leagues and businesses.

## Essential Questions

- What are the main goals of school and youth sports?
- How do school and youth sports develop children as people?
- What role do coaches play in the development of student-athletes?
- What impact does the economy (local and national) have on college athletics and vice versa?
- What are the major differences between NCAA Division I, II, and III?
- Why have there been so many conference realignments in recent history?
- How do American sport structures differ from the structures used internationally?
- What are the missions of the Olympic and Paralympic movements?

## Content

- Benefits of playing high school sports
- History of school sports
- School sport governance – Federal and State
- Applying marketing, ethics, and management to youth/school sports
- History of college sports
- NCAA – Division I, II, and III

## Skills

- Evaluate the importance of school and youth sports in American society
- Illustrate the need for well-trained professionals such as administrators, coaches, trainers, and officials in the school/youth sport segment





## Unit 5: Sport Agency

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2016 SLS: English Language Arts

NJ: Grades 11-12

##### Reading: Informational Text

###### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

##### Writing

###### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

###### Research to Build and Present Knowledge

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

##### Speaking and Listening

###### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

###### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.



# NJ: 2014 SLS: 21st Century Life and Careers

NJ: Grade 12

## 9.3 – Career & Technical Education (CTE): Business Management And Administration Career Cluster®

### Career Cluster®: Business Management And Administration (BM)

- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

### General Management (BM-MGT)

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

## 9.3 – Career & Technical Education (CTE): Marketing Career Cluster®

### Career Cluster® : Marketing (MK)

- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

## Enduring Understandings

- Player representation presents an exciting yet important role for the sport agent
- Recruiting and keeping a client are equally difficult.
- 80% of athletes are represented by 20% of sport agencies
- Player representation started with individual athletes, and later expanded to team sport athletes.
- Mark McCormack, the founder of IMG, was the pioneer of athlete representation, signing Arnold Palmer as his first client.

## Essential Questions

- How have Mark McCormack and IMG influenced the sport agency industry?
- Why is the term "sports agent" difficult to define?
- How did the MLBPA lead to the implementation of using an agent into team sports?
- How did the elimination of the reserve system lead to a high demand for athlete representation?
- Who is Scott Boras and how has he changed the game of baseball?

## Content

- Sport agency background information
- History of sport agency
- Growth of sport agency
- Player/Coach/Management representation
- The role of sport agency firms
- Current issues in sport agency

## Skills

- Describe the reasons why the sports agency industry has grown so rapidly over the past several decades.
- Compare and contrast the difference involved in presenting team sport athletes, individual sport athletes, coaches, and management professionals.
- Distinguish between the various types of sports agency organizations.
- Discuss the role ethics plays in sport agency.

## Stage 2: Assessment Evidence

### Assessments

#### Sport Agency Cases

**Summative: Narrative Writing Assignment**

#### Unit Test

**Summative: Written Test**

#### Current Events

**Formative: Oral Report**

**Unit Notes**

**Formative: Lecture/seminar**

## Stage 3: Learning Plan

### Learning Activities

- Notes/PowerPoint
- Lecture
- Discussion
- Group Work
- Paper writing
- Presentation
- Independent Research

### Resources

#### Suggested Resources:

- *Principles and Practice of Sport Management* (5th Edition)  
Masteralexis, Lisa P., Barr, Carol A., Hums, Mary. Jones & Bartlett  
Learning. August 2014
- *Sports Business Journal*.   
<http://www.sportsbusinessdaily.com/Journal.aspx>
- *Wall Street Journal*.  <https://www.wsj.com/>
- *The Star Ledger*.  <http://www.nj.com/starledger/>
- *ESPN*.  <http://www.ESPN.com>



# Unit 6: Event and Facilities Management

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2016 SLS: English Language Arts

NJ: Grades 11-12

#### Reading: Informational Text

##### Key Ideas and Details

**NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

#### Writing

##### Production and Distribution of Writing

**NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

##### Research to Build and Present Knowledge

**NJSLSA.W7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**NJSLSA.W8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

#### Speaking and Listening

##### Comprehension and Collaboration

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve

contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **NJ: 2014 SLS: 21st Century Life and Careers**

**NJ: Grade 12**

### **9.3 – Career & Technical Education (CTE): Business Management And Administration Career Cluster®**

#### **Career Cluster®: Business Management And Administration (BM)**

- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

#### **General Management (BM-MGT)**

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

### **9.3 – Career & Technical Education (CTE): Marketing Career Cluster®**

#### **Career Cluster® : Marketing (MK)**

- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

#### **Marketing Communications (MK-COM)**

- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

#### **Marketing Management (MK-MGT)**

- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.

## **Enduring Understandings**

- Arenas are indoor facilities that host sporting and entertainment events, while stadiums are larger outdoor facilities, used more frequently for a broader scope of events.
- Sports, family, concerts, trade shows, religious ceremonies, convocations, and season activities are all types of events that can be hosted in a sport facility.
- Facility financing can come from private investors, ownership groups, as well as public funds, or bond referendums.
- Most revenue from an event comes from ticket rebates and ancillary revenues.
- Marketing agencies are responsible for: Client representation, Client marketing, Event development, Event management, Television production, Hospitality services, Grassroots programs, Market research, and Financial planning.
- Event security is one of largest issues to consider when planning an event.

## **Essential Questions**

- What are the major differences between the different public assembly facilities?
- What are the major purposes of public assembly facilities?
- How should events be marketed and promoted effectively?
- What is meant by ancillary revenue?
- What are some of the key challenges facing facilities?
- Which roles in event management do marketing agencies fill?
- To what extent does the growth of televised events affect the event management field?

## Content

- Public assembly purposes.
- Facility types
- Challenges facing facilities
- The impact of ADA on facilities
- Multiple agencies approaching an event
- Financial and legal responsibilities of agencies
- Growth of event management due to television

## Skills

- Categorize the various types of public assembly facilities such as arenas, stadiums, and convention centers.
- Describe the basics of marketing and promoting events.
- Identify the sources of revenues and expenses of sport facilities.
- Identify the various roles of sport management/marketing agencies such as client representation and marketing, event development, event management, television production, sponsorship solicitation, hospitality services, grassroots programming, market research, and financial planning.
- Analyze critical even management functions including budgeting, risk management, operations, registration, volunteer management, and event marketing.
- Recognize that when multiple agencies work together to produce an event, coordination and cooperation are crucial to the event's success.

## Stage 2: Assessment Evidence

### Assessments

#### Reading Check

Formative: Written Test

#### Class Discussions

Formative: Oral Report

#### Volleyball Event

Summative: Exhibition

#### Event - Social Media

Formative: Exhibition

#### Event Promotion

Formative: Exhibition

#### Event Sales

Formative: Exhibition




## Stage 3: Learning Plan

### Learning Activities

- Notes/PowerPoint
- Lecture
- Discussion
- Group Work
- Paper writing
- Presentation
- Independent Research
- Event - Volleyball Tournament

### Resources

#### Suggested Resources:

- *Principles and Practice of Sport Management* (5th Edition). Masteralexis, Lisa P., Barr, Carol A., Hums, Mary. Jones & Bartlett Learning, August 2014
- *Sports Business Journal*.  <http://www.sportsbusinessdaily.com/Journal.aspx>
- *Wall Street Journal*.  <https://www.wsj.com/>
- *The Star Ledger*.  <http://www.nj.com/starledger/>
- *ESPN*.  <http://www.ESPN.com>



## Unit 7: Sport Media

Collaboration

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2016 SLS: English Language Arts

NJ: Grades 11-12

##### Reading: Informational Text

###### Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

##### Writing

###### Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

- W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

###### Research to Build and Present Knowledge

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

##### Speaking and Listening

###### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

###### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of**

**presentations.**

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## NJ: 2014 SLS: 21st Century Life and Careers

### NJ: Grade 12

#### 9.3 – Career & Technical Education (CTE): Arts, A/v Technology & Communications Career Cluster®

##### Journalism & Broadcasting (AR-JB)

- 9.3.12.AR-JB.1 Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

#### 9.3 – Career & Technical Education (CTE): Business Management And Administration Career Cluster®

##### General Management (BM-MGT)

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

#### 9.3 – Career & Technical Education (CTE): Marketing Career Cluster®

##### Marketing Communications (MK-COM)

- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

## Enduring Understandings

- It is vital that a sport communications professional know virtually everything about the organization due to the many parties they interact with.
- Sport communications professionals responsibilities include traveling with the team, offer input to management, partake in trade discussions, as well as interact with the marketing and advertising teams.
- Crisis management is a major part of a sport communications professional's job
- Personal character traits such as poise, resourcefulness, technology savvy, and professionalism are integral to the effectiveness of a sport communications professional.

## Essential Questions

- How has sport communication evolved over time?
- What are the main roles of a media relations professional?
- Who some of the major players in the evolution of sport broadcasting?
- How has technology impacted sports media?
- What are some of the current issues in sport communications?
- How do some of the current issues impact the sport managers job?

## Content

- Communications Industry
- New Media – Blogs, apps, podcasts, and social media
- Media Relations – Press releases, Press conference, Media/Fan interaction
- Television/Newspaper/Radio Interviews
- Internal Communications
- Integrated marketing communications
- History of broadcasting
- Broadcasting personalities
- Federal Communications Commission
- The business side of sport broadcasting
- Intellectual Property rights – streaming, highlights

## Skills

- Recognize the vital role that communication plays in the success of a sport organization
- Compare and contrast the various methods that sport organizations use to disseminate information.
- Analyze the new media industry and understand that it is more than just website and email.
- Illustrate how advertising, marketing, and public relations are brought together to promote sport organizations.
- Recognize that broadcasting is an advertising medium, and it has the power to produce revenue.
- Identify the key personalities, programming, and organizations that have influenced the sport broadcast industry.
- Assess the way in which the broadcast of sporting events are produced.

- Illustrate how ratings are determined and how they impact the value of advertising time.

## Stage 2: Assessment Evidence

### Assessments

#### Class Discussion

Formative: Oral Report

#### Unit Test

Summative: Written Test

#### Broadcaster Analysis

Summative: Oral Report

#### Reading Check

Formative: Written Test

#### Class Notes

Formative: Lecture/seminar

## Stage 3: Learning Plan

### Learning Activities

- Notes/PowerPoint
- Lecture
- Discussion
- Group Work
- Paper writing
- Presentation
- Independent Research

### Resources

#### Suggested Resources:

- *Principles and Practice of Sport Management* (5th Edition).  
Masteralexis, Lisa P., Barr, Carol A., Hums, Mary. Jones & Bartlett  
Learning, August 2014
- *Sports Business Journal*.   
<http://www.sportsbusinessdaily.com/Journal.aspx>
- *Wall Street Journal*.   
<https://www.wsj.com/>
- *The Star Ledger*.   
<http://www.nj.com/starledger/>
- *ESPN*.   
<http://www.ESPN.com>





# Unit 8: Careers in Sport Management

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: 21st Century Life and Careers

NJ: Grade 12

#### 9.2 Career Awareness, Exploration, And Preparation

##### Strand C: Career Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

#### 9.3 – Career & Technical Education (CTE): Business Management And Administration Career Cluster®

##### Career Cluster®: Business Management And Administration (BM)

- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

##### General Management (BM-MGT)

- 9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- 9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

#### 9.3 – Career & Technical Education (CTE): Marketing Career Cluster®

##### Career Cluster® : Marketing (MK)

- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

##### Marketing Communications (MK-COM)

- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

##### Marketing Management (MK-MGT)

- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.

### Enduring Understandings

- A sport management degree is not a necessity to pursue a career in sport management
- During college, sport management students should be developing a vast array of skills, all of which will help them succeed in a sport management career.
- Laws are constantly changing, which means that athletes and coaches are going to continue having the need for legal counsel.

### Essential Questions

- What role does education play in shaping the future of students aspiring to pursue a career in sport management?
- What is the importance of having a well-rounded skill set in the sport management field?
- How does technology impact the role of sport marketing?
- Why has social media become such an integral part of all sport organizations?

- Most intercollegiate administrators began their career path as student-athletes.
- In addition to coaching and administration, there are many career opportunities to work in college athletics, particularly in the event planning and marketing fields.
- Players have playing and sponsorship contracts, both of which are impacted by many external legal and economic factors, carving out a significant role for sport agents.
- Most events are significantly understaffed, which is compensated for through strong leadership and a very dedicated and skilled event staff.

- What is the typical career path for an intercollegiate coach? Administrator?
- What is a sport agent's fiduciary responsibility?
- What are some of the major issues facing the event management industry?

## Content

- Degree/educational opportunities
- Sport management industry segments
- Sport management skills
- Interview preparation
- Sport marketing
- Sport agency
- Event management
- Sport Psychology
- Sport organization leadership

## Skills

- Recognize that academic sport management programs exist around the world, and that although these programs may share similar curricular topics, each country trains its sport management students in a manner appropriate for its domestic sport industry.
- Describe the role of MASSM and COSMA in the growth of sport management research and education.
- Identify the skills needed to be successful in sport marketing
- Understand how the study of law can improve analytical, communication, negotiating, leadership, listening, and ethical reasoning skills.
- Recognize that the impact of law on sport organizations is likely to increase in the future as the sport business becomes increasingly complex.
- Recognize various career opportunities available in intercollegiate athletics and the skills required to succeed in each of them.
- Analyze the various roles of a sports agent including negotiating playing or coaching contracts, marketing, negotiating marketing and endorsement contracts, financial planning, career and post-career planning, dispute resolution, legal counseling, and personal care.
- Appraise the career opportunities available in the event management industry and understand the skills necessary to succeed in each of them.

## Stage 2: Assessment Evidence

### Assessments

#### Research Project

Summative: Narrative Writing Assignment

#### Class Discussion

Formative: Oral Report

#### Project Conclusion

Summative: Oral Report

#### Unit Reading/Notes

Formative: Lecture/seminar

## Stage 3: Learning Plan

## Learning Activities

- Notes/PowerPoint
- Lecture
- Discussion
- Group Work
- Paper writing
- Presentation
- Independent Research

## Resources

### Suggested Resources:

- *Principles and Practice of Sport Management* (5th Edition). Masteralexis, Lisa P., Barr, Carol A., Hums, Mary. Jones & Bartlett Learning. August 2014
- *Sports Business Journal*.  <http://www.sportsbusinessdaily.com/Journal.aspx>
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