



Sports and Entertainment Marketing Framework

Course: Sports, Recreation, and Entertainment Marketing	Total Framework Hours up to: 180
CIP Code: <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified:
Career Cluster: Marketing	Cluster Pathway: Marketing Communications

COMPONENTS AND ASSESSMENTS

Performance Assessments: Sports, Recreation and Entertainment (SRE) Project (Section 1)

Leadership Alignment: Critical Thinking and Problem Solving: *Sports, Recreation and Entertainment (SRE) Project (Section 1)*

Standards and Competencies

Standard/Unit: Marketing Roles

Competencies **Total Learning Hours for Unit:** 20

In the sports, recreation, and/or entertainment industry:

- Explain marketing functions
- Explain the importance of marketing
- Determine the elements of the marketing mix
- Compare types of market segmentation (demographic, psychographic and geographic)
- Explain rationale for branding

Aligned Washington State Standards

Communications (National Core Standards)	<u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. <u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting. <u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u> 3.1.1 Applies skills to plan and organize effective oral communication and presentation. <u>Component 3.2 Uses media and other resources to support presentations.</u> 3.2.1 Uses available technology and resources to support or enhance a presentation. <u>Component 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations
Reading (National Core Standards)	<u>Component 2.1: Demonstrate evidence of reading comprehension.</u> 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. 2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor or meaning, create mental images, and generate and answer questions. 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. <u>Component 2.2: Understand and apply knowledge of text components to comprehend text.</u> 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.

	<p><u>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u></p> <p>2.3.4 Synthesize information from a variety of sources.</p> <p><u>Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</u></p> <p>2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.</p> <p>2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts or situations.</p> <p><u>Component 3.1: Read to learn new information.</u></p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>
Writing (National Core Standards)	<p><u>Component 1.1: Pre-writes to generate ideas and plan writing</u></p> <p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <p><u>Component 1.5: Publishes text to share with audience.</u></p> <p>1.5.1 Publishes in formats that are appropriate for specific audiences and purposes</p> <p><u>Component 2.2 Writes for different purposes</u></p> <p>2.2.1 Demonstrates understanding of different purposes for writing</p> <p><u>Component 3.1 Develops ideas and organizes writing</u></p> <p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p><u>Component 3.1 Develops ideas and organizes writing</u></p> <p>3.1.2 Analyzes and selects effective organizational structures.</p>

COMPONENTS AND ASSESSMENTS	
Performance Assessments: SRE Project - Sponsorship, Endorsement and Licensing (Section 2)	
Leadership Alignment: Information Literacy: <i>SRE Project - Sponsorship, Endorsement and Licensing (Section 2)</i>	
Standards and Competencies	
Standard/Unit: Sponsorships, Endorsement and Licensing	
Competencies	Total Learning Hours for Unit: 20
<p>In the sports, recreation, and/or entertainment industry:</p> <ul style="list-style-type: none"> • Explain the use of naming rights • Identify types of sponsorships and relationship development • Evaluate the impact of sponsorship including advantages, disadvantages of sponsorships/endorsements • Explain how organizations and their sponsors develop an athlete's/entertainer's character • Identify the benefits of licensing to a team/entertainer and successful sports/entertainment licenses • Define endorsements and the benefits to both the organization and the athlete/entertainer 	
Aligned Washington State Standards	
Communications (National Core Standards)	<p><u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u></p> <p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p><u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u></p> <p>2.2.1 Uses communication skills that demonstrate respect.</p> <p>2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u></p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Component 3.2 Uses media and other resources to support presentations.</u></p> <p>3.2.1 Uses available technology and resources to support or enhance a presentation.</p>

	<u>Component 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations
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Writing (National Core Standards)	<u>Component 1.1: Pre-writes to generate ideas and plan writing</u> 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing. <u>Component 1.5: Publishes text to share with audience.</u> 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes <u>Component 2.2 Writes for different purposes</u> 2.2.1 Demonstrates understanding of different purposes for writing <u>Component 3.1 Develops ideas and organizes writing</u> Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples. <u>Component 3.1 Develops ideas and organize s writing</u> 3.1.2 Analyzes and selects effective organizational structures.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: SRE Project – Product Planning (Section 3)	
Leadership Alignment: Creativity and Innovation: <i>SRE Project – Product Planning (Section 3)</i>	
Standards and Competencies	
Standard/Unit: Product Planning	
Competencies	Total Learning Hours for Unit: 20
In the sports, recreation, and/or entertainment industry: <ul style="list-style-type: none"> • Compare merchandizing strategies • Determine merchandising opportunities • Examine product lines 	
Aligned Washington State Standards	
Communications	<u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u>

(National Core Standards)	<p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p><u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u></p> <p>2.2.1 Uses communication skills that demonstrate respect.</p> <p>2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u></p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Component 3.2 Uses media and other resources to support presentations.</u></p> <p>3.2.1 Uses available technology and resources to support or enhance a presentation.</p> <p><u>Component 3.3: Uses effective delivery.</u></p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations</p>
Reading (National Core Standards)	<p><u>Component 2.1: Demonstrate evidence of reading comprehension.</u></p> <p>2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.</p> <p>2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor or meaning, create mental images, and generate and answer questions.</p> <p>2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.</p> <p><u>Component 2.2: Understand and apply knowledge of text components to comprehend text.</u></p> <p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.</p> <p><u>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u></p> <p>2.3.4 Synthesize information from a variety of sources.</p> <p><u>Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</u></p> <p>2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.</p> <p>2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts or situations.</p> <p><u>Component 3.1: Read to learn new information.</u></p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>
Writing (National Core Standards)	<p><u>Component 1.1: Pre-writes to generate ideas and plan writing</u></p> <p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <p><u>Component 1.5: Publishes text to share with audience.</u></p> <p>1.5.1 Publishes in formats that are appropriate for specific audiences and purposes</p> <p><u>Component 2.2 Writes for different purposes</u></p> <p>2.2.1 Demonstrates understanding of different purposes for writing</p> <p><u>Component 3.1 Develops ideas and organizes writing</u></p> <p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p><u>Component 3.1 Develops ideas and organize s writing</u></p> <p>3.1.2 Analyzes and selects effective organizational structures.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: SRE Project - Promotion (Section 4)

Leadership Alignment: Media Literacy: *SRE Project - Promotion (Section 4)*

Standards and Competencies

Standard/Unit: Promotion		
Competencies		Total Learning Hours for Unit: 30
<p>In the sports, recreation, and/or entertainment industry:</p> <ul style="list-style-type: none"> • Examine the four elements of the promotional mix • Evaluate the advertising media forms (print, broadcast, specialty) • Analyze use of specialty promotions • Determine the role of advertising technology (including viral strategies) • Create promotional activities (special events as a sales-promotion strategy) 		
<i>Aligned Washington State Standards</i>		
Communications (National Core Standards)	<p><u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. <u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting. <u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u> 3.1.1 Applies skills to plan and organize effective oral communication and presentation. <u>Component 3.2 Uses media and other resources to support presentations.</u> 3.2.1 Uses available technology and resources to support or enhance a presentation. <u>Component 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations</p>	
Reading (National Core Standards)	<p><u>Component 2.1: Demonstrate evidence of reading comprehension.</u> 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. 2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor or meaning, create mental images, and generate and answer questions. 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. <u>Component 2.2: Understand and apply knowledge of text components to comprehend text.</u> 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. <u>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u> 2.3.4 Synthesize information from a variety of sources. <u>Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</u> 2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations. 2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts or situations. <u>Component 3.1: Read to learn new information.</u> 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>	
Writing (National Core Standards)	<p><u>Component 1.1: Pre-writes to generate ideas and plan writing</u> 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing. <u>Component 1.5: Publishes text to share with audience.</u> 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes <u>Component 2.2 Writes for different purposes</u></p>	

	<p>2.2.1 Demonstrates understanding of different purposes for writing</p> <p>Component 3.1 Develops ideas and organizes writing</p> <p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p><u>Component 3.1 Develops ideas and organizes writing</u></p> <p>3.1.2 Analyzes and selects effective organizational structures.</p>
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COMPONENTS AND ASSESSMENTS	
Performance Assessments: SRE Project – Public Relations (Section 5)	
Leadership Alignment: Communication and Collaboration: <i>SRE Project – Public Relations (Section 5)</i> Media Literacy: <i>SRE Project – Public Relations (Section 5)</i> Creativity and Innovation: <i>SRE Project – Public Relations (Section 5)</i>	
Standards and Competencies	
Standard/Unit: Public Relations	
Competencies	Total Learning Hours for Unit: 20
<p>In the sports, recreation, and/or entertainment industry:</p> <ul style="list-style-type: none"> • Recognize publicity and its role in creating a positive or negative public image • Understand community-relations opportunities • Create a public-relations campaign • Create a player/entertainer event to maximize/capitalize on a athlete/celebrity's appearance at event • Construct a press release 	
Aligned Washington State Standards	
Communications (National Core Standards)	<p><u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u></p> <p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p><u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u></p> <p>2.2.1 Uses communication skills that demonstrate respect.</p> <p>2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u></p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Component 3.2 Uses media and other resources to support presentations.</u></p> <p>3.2.1 Uses available technology and resources to support or enhance a presentation.</p> <p><u>Component 3.3: Uses effective delivery.</u></p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations</p>
Reading (National Core Standards)	<p><u>Component 2.1: Demonstrate evidence of reading comprehension.</u></p> <p>2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.</p> <p>2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor or meaning, create mental images, and generate and answer questions.</p> <p>2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.</p> <p><u>Component 2.2: Understand and apply knowledge of text components to comprehend text.</u></p> <p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.</p> <p><u>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u></p>

	<p>2.3.4 Synthesize information from a variety of sources.</p> <p><u>Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</u></p> <p>2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.</p> <p>2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts or situations.</p> <p><u>Component 3.1: Read to learn new information.</u></p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>
Writing (National Core Standards)	<p><u>Component 1.1: Pre-writes to generate ideas and plan writing</u></p> <p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <p><u>Component 1.5: Publishes text to share with audience.</u></p> <p>1.5.1 Publishes in formats that are appropriate for specific audiences and purposes</p> <p><u>Component 2.2 Writes for different purposes</u></p> <p>2.2.1 Demonstrates understanding of different purposes for writing</p> <p><u>Component 3.1 Develops ideas and organizes writing</u></p> <p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p><u>Component 3.1 Develops ideas and organizes writing</u></p> <p>3.1.2 Analyzes and selects effective organizational structures.</p>

COMPONENTS AND ASSESSMENTS	
Performance Assessments: SRE Project - Law and Ethics (Section 6)	
Leadership Alignment: Information Literacy: <i>SRE Project - Law and Ethics (Section 6)</i>	
<i>Standards and Competencies</i>	
Standard/Unit: Law and Ethics	
Competencies	Total Learning Hours for Unit: 20
<p>In the sports, recreation, and/or entertainment industry:</p> <ul style="list-style-type: none"> • Discuss contract law • Recognize legal implications of copyright and privacy • Discuss amateur sports law and regulatory organizations (e.g. Title IX, National Collegiate Athletic Association, International Olympic Committee, United States Olympic Committee) • Explain the role of agents • Assess ethics and the impact of unethical behavior • Describe the impact of labor issues including salary caps • Examine drug policies in sports 	
<i>Aligned Washington State Standards</i>	
Communications (National Core Standards)	<p><u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u></p> <p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p><u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u></p> <p>2.2.1 Uses communication skills that demonstrate respect.</p> <p>2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u></p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Component 3.2 Uses media and other resources to support presentations.</u></p>

	<p>3.2.1 Uses available technology and resources to support or enhance a presentation. <u>Component 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations</p>
Reading (National Core Standards)	<p><u>Component 2.1: Demonstrate evidence of reading comprehension.</u> 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. 2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor or meaning, create mental images, and generate and answer questions. 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. <u>Component 2.2: Understand and apply knowledge of text components to comprehend text.</u> 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources. <u>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u> 2.3.4 Synthesize information from a variety of sources. <u>Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</u> 2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations. 2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts or situations. <u>Component 3.1: Read to learn new information.</u> 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>
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COMPONENTS AND ASSESSMENTS	
Performance Assessments: SRE Project - Facility Design and Management (Section 7)	
Leadership Alignment: Creativity and Innovation: <i>SRE Project</i> - Facility Design and Management (Section 7)	
Standards and Competencies	
Standard/Unit: Facility Design and Management	
Competencies	Total Learning Hours for Unit: 15
<p>In the sports, recreation, and/or entertainment industry:</p> <ul style="list-style-type: none"> Determine ticket sales policies/strategies (refunds, rain dates, payment procedures, advance sales, etc.) Evaluating the benefits of group, corporate, season, pre-season ticket sales, etc. Bundle/Package extra amenities with tickets Develop ticket-sales program proposal Select admission and seating plans 	

- Determine requirements for choosing a location and/or building and operating a facility
- Identify elements that enhance venue attractiveness (facility-accessibility, trade area/drawing radius, parking; surrounding area-design/layout, amenities, personnel, sense of security)

Aligned Washington State Standards

Communications (National Core Standards)	<p><u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. <u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting. <u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u> 3.1.1 Applies skills to plan and organize effective oral communication and presentation. <u>Component 3.2 Uses media and other resources to support presentations.</u> 3.2.1 Uses available technology and resources to support or enhance a presentation. <u>Component 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations</p>
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COMPONENTS AND ASSESSMENTS	
Performance Assessments: SRE Project - Product Research and Development (Section 8)	
Leadership Alignment: Information Literacy: <i>SRE Project</i> - Product Research and Development (Section 8)	
Standards and Competencies	
Standard/Unit: Product Research and Development	
Competencies In the sports, recreation, and/or entertainment industry:	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> Identify steps in the marketing research process Differentiate between primary and secondary sources of data Evaluate various data collection and sampling techniques Explain the function of packaging 	
Aligned Washington State Standards	
Communications (National Core Standards)	<p><u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p><u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u> 3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Component 3.2 Uses media and other resources to support presentations.</u> 3.2.1 Uses available technology and resources to support or enhance a presentation.</p> <p><u>Component 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations</p>
Reading (National Core Standards)	<p><u>Component 2.1: Demonstrate evidence of reading comprehension.</u> 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. 2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor or meaning, create mental images, and generate and answer questions. 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.</p> <p><u>Component 2.2: Understand and apply knowledge of text components to comprehend text.</u> 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.</p> <p><u>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u> 2.3.4 Synthesize information from a variety of sources.</p> <p><u>Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</u> 2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations. 2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts or situations.</p> <p><u>Component 3.1: Read to learn new information.</u> 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>
Writing	<u>Component 1.1: Pre-writes to generate ideas and plan writing</u>

(National Core Standards)	1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing. <u>Component 1.5: Publishes text to share with audience.</u> 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes Component 2.2 Writes for different purposes 2.2.1 Demonstrates understanding of different purposes for writing Component 3.1 Develops ideas and organizes writing Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples. <u>Component 3.1 Develops ideas and organizes writing</u> 3.1.2 Analyzes and selects effective organizational structures.
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COMPONENTS AND ASSESSMENTS	
Performance Assessments: SRE Project - Event Planning (Section 9)	
Leadership Alignment: Social and Cross-Cultural: <i>DECA Community Service Projects</i> Leadership and Responsibility: <i>DECA Community Service Projects</i> Critical Thinking and Problem Solving: <i>SRE Project - Event Planning (Section 9)</i>	
Standards and Competencies	
Standard/Unit: Event Planning	
Competencies	Total Learning Hours for Unit: 25
In the sports, recreation, and/or entertainment industry: <ul style="list-style-type: none"> Evaluate the stages (planning to execution) required to plan, organize and manage an event Select venues for specific events by evaluating benefits and concerns of potential sites Identify the components of the event triangle: event, sponsor, fan Create an effective event budget Determine goods and services required for an event 	
Aligned Washington State Standards	
Communications (National Core Standards)	<u>Component 2.1: Uses language to interact effectively and responsibly in a multicultural context</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. <u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting. <u>Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations</u> 3.1.1 Applies skills to plan and organize effective oral communication and presentation. <u>Component 3.2 Uses media and other resources to support presentations.</u> 3.2.1 Uses available technology and resources to support or enhance a presentation. <u>Component 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations
Reading (National Core Standards)	<u>Component 2.1: Demonstrate evidence of reading comprehension.</u> 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences. 2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor or meaning, create mental images, and generate and answer questions. 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text. <u>Component 2.2: Understand and apply knowledge of text components to comprehend text.</u>

	<p>2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.</p> <p><u>Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u></p> <p>2.3.4 Synthesize information from a variety of sources.</p> <p><u>Component 2.4: Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.</u></p> <p>2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.</p> <p>2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts or situations.</p> <p><u>Component 3.1: Read to learn new information.</u></p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>	
Writing (National Core Standards)	<p><u>Component 1.1: Pre-writes to generate ideas and plan writing</u></p> <p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <p><u>Component 1.5: Publishes text to share with audience.</u></p> <p>1.5.1 Publishes in formats that are appropriate for specific audiences and purposes</p> <p>Component 2.2 Writes for different purposes</p> <p>2.2.1 Demonstrates understanding of different purposes for writing</p> <p>Component 3.1 Develops ideas and organizes wiring</p> <p>Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p><u>Component 3.1 Develops ideas and organize s writing</u></p> <p>3.1.2 Analyzes and selects effective organizational structures.</p>	
21st Century Skills		
Check those that students will demonstrate in this course:		
LEARNING & INNOVATION Creativity and Innovation <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems Communication and Collaboration <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	INFORMATION, MEDIA & TECHNOLOGY SKILLS Information Literacy <input checked="" type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information Media Literacy <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products Information, Communications and Technology (ICT Literacy) <input type="checkbox"/> Apply Technology Effectively	LIFE & CAREER SKILLS Flexibility and Adaptability <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible Initiative and Self-Direction <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners Social and Cross-Cultural <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams Productivity and Accountability <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results Leadership and Responsibility <input type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others