



**Ontario eSecondary School
Course Outline
2023-2024**

Ministry of Education Course Title: Sports & Entertainment Marketing	
Ministry Course Code: IDC4U4	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): Any U/M/C course in Business Studies, at the senior level; BMI3C1 – Marketing Goods, Services & Events is recommended.	
Department: Business	
Course developed by: Vitaliy Bilous	Created: February 25, 2023
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) 2. <i>Learning for All</i> (2013)	

COURSE DESCRIPTION/RATIONALE

Sports and Entertainment Marketing introduces the student to the marketing and management function and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting supplies and equipment used for recreational purposes, product or services related to hobbies or cultural events, or business primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

This course will provide students with the basic management skills necessary to manage local, college, amateur, and professional events. Throughout the course, students will acquire the knowledge and skills to organize, plan, control sports and entertainment events while maintaining the highest levels of ethics. The importance of networking, human relations, entrepreneurship, and leadership skills are an integral part of the curriculum.

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real -life situations and career opportunities in interdisciplinary endeavours.

Events in business, sports, entertainment (and world) news, and the impact on the sports & entertainment industry will be discussed and interpreted. This course combines selected expectations from the following grade 12 courses: Canadian and International Law, Recreation and Fitness Leadership, Business Leadership, Media Studies, and Analyzing Current Issues and Economics.

OVERALL CURRICULUM EXPECTATIONS

By the end of this course, students will:

- Demonstrate an understanding of the key ideas and issues related to sports & entertainment marketing;
- Demonstrate an understanding of the different structures and organization of sports and entertainment marketing;
- Demonstrate an understanding of the different perspectives and approaches used in sports and entertainment marketing;
- Demonstrate the skills and strategies used to develop interdisciplinary products and activities related to sports and entertainment marketing.
- Be able to plan for research, using a variety of strategies and technologies;
- Be able to access appropriate resources, using a variety of research strategies & technologies;
- Be able to process information, using a variety of research strategies and technologies;
- Be able to assess and extend their research skills to present their findings and solve problems
- Implement and communicate information about sports and entertainment marketing endeavours, using a variety of methods and strategies;
- Evaluate the quality of sports & entertainment marketing endeavours, using a variety of strategies;

- Analyse and describe the impact on society of sports and entertainment approaches and solutions to real -life situations;
- Analyse and describe how interdisciplinary skills relate to personal development and careers.

Topics will include: The history of marketing in the sports & entertainment industries; target markets – their needs, wants & consumption patterns; the economics of marketing; market research; an in-depth exploration of the marketing mix & branding strategy, as it applies to the sports and entertainment industries; experiential marketing; communications strategy, campaigns & channels; and legal & ethical issues, licensing & sponsorship-linked marketing. We will also examine the measurement of sports & entertainment brand performance.

Sports & entertainment is likely a subject that you will continue to *study* and *consume* for the rest of your life. The goal of this course is to learn. This course aims to go beyond an introduction to marketing, and provide a foundation for both your individual consumption knowledge for your future and continued study in the marketing field.

One can easily be overwhelmed by the amount of advertising, promotional offers, experiences and choices available to spend your discretionary income. There is no one “holy grail” of information. This course will utilize a variety of reference sources. In your work you will find your own sources which you are encouraged to critically utilize.

It is important that all students be aware of the *speed and the importance of self-study required* in this course. You will be expected to read and critically analyze various print information, and independently seek out information when faced with questions.

RESOURCES

- (1) *Sports Marketing*, by: Fetchko, Roy & Clow, Pearson Education, 2013
- (2) *Sports & Entertainment Marketing*, by: Farese, Grossman & Nicholson, Glencoe McGraw Hill, 2005
- (3) *Sports & Entertainment Marketing – Third Ed.*, by: Kaser & Oelkers, South-Western Cengage Learning, 2008
- (4) Toronto Star, 2017
- (5) Globe & Mail, 2017

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Fundamentals of Sports and Entertainment Marketing	25 hours
Unit 2: Experiential Marketing	15 hours
Unit 3: Planning the Brand Story	25 hours
Unit 4: Living the Brand Promise & Measuring Performance	20 hours
Unit 5: The Experiential Event	25 hours
Total	110 Hours
Final Exam	3 hours

UNIT DESCRIPTIONS

The following is a list of topics that represent the scope of this course.

1. **UNIT 1: The Fundamentals of Sports & Entertainment Marketing**

An introductory analysis of the marketplace and the marketing of both sports and entertainment, as a product, from the perspective of both the users and the suppliers, will be explored. Various marketing fundamentals will be studied, including the external marketing environment, the economy, the evolution of marketing the sports & entertainment industries, establishing target audiences, establishing a brand identity, the product components, the pricing strategies, the placement and the promotional mix. [Chapters 1-4](#) / [Chapters 1-4, 10, 11](#) / [Chapters 1-5, 9](#)

2. **UNIT 2: Experiential Marketing - Tapping the Passions**

An in-depth exploration of the current marketing arena surrounding these industries will be the focal point of this unit. The further development of a brand identity will be studied through the establishment of strategies, design, revenue opportunities & the law. [Chapters 5-7](#) / [Chapters 5-7, 12-14](#) / [Chapters 6-7, 13](#)

3. **UNIT 3: Planning the Brand Story – Communications Strategy, Campaigns & Channels**

Current integrated marketing communication strategies and channels will be analyzed alongside various campaigns (past & present) used by sports & entertainment brands. The leveraging of sports & entertainment brands will also be explored through sponsorship-linked marketing. [Chapters 8, 9, 10 & 11](#) / [Chapters 8, 15](#) / [Chapters 8, 10, 11](#)

4. **UNIT 4: Living the Brand Promise & Measuring Brand Performance**

Success of the implemented plans and strategies will be studied through the management and the monitoring of service quality and customer satisfaction. Students will study fan and audience satisfaction, ticket & retail sales and return on investment. Students will also investigate careers within the marketing of sports and entertainment industries. [Chapters 12 & 13](#) / [Chapters 9 & 16](#) / [Chapters 12, 14, 15](#)

5. **UNIT 5: The Experiential Event**

Students will be provided with various sports and entertainment events to research, brand, promote and help deliver. Evidence of learning will include: the marketing and assistance in coordinating the execution of a sports / entertainment event, a bulletin board display in a hallway of the school that “makes sense” to the average grade 9 - 12 student, the creation and release of relevant ad campaigns and promotional materials, a written paper and a presentation.

Business is ever changing. So, too, are the industries of sports and entertainment. To become current in business trends you are expected to read the newspaper on a daily basis (the sections on business, sports and entertainment of the Globe and Mail, the Toronto Star and / or the National Post).

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Creating and evaluating artefacts (products, packaging, etc.) involves active learning with critical thinking. These artefacts/evaluations provide evidence of skill development as a basis for providing feedback to help students improve and further develop knowledge and skills.

Diagrams are visual representations of scientific ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Cases are summaries of real-life situations wherein students relate theories and concepts towards understanding a real-world context. This helps students to understand the application and use of knowledge.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Market Research is an opportunity to conduct and combine primary and secondary research to better understand business issues, problems, ideas, and questions (e.g. comparing brands). Primary research involves the active participation of the student as a researcher conducting the inquiry (e.g. formulating a problem/question, gathering evidence, analyzing the evidence, and forming conclusions). Secondary research involves the summary or synthesis of data and literature that has been organized and published by others.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

The four categories used in assessment and evaluation represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application. The categories of knowledge and skills are as follows:

Knowledge and Understanding

- Knowledge of content
- Understanding of content

Thinking

- Use of planning skills
- Use of processing skills
- Use of critical/creative thinking processes

Communication

- Expression and organization of ideas and information in oral, visual, and/or written forms
- Communication for different audiences and purposes in oral, visual, and/or written forms
- Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms

Application

- Application of knowledge and skills in familiar contexts
- Transfer of knowledge and skills to new contexts
- Making connections within and between various contexts

Assessment for Learning and as Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. As essential steps in assessment for learning and as learning, teachers will:

- Plan assessment concurrently and integrate it seamlessly with instruction;
- Share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;

- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- Use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- Analyse and interpret evidence of learning;
- Give and receive specific and timely descriptive feedback about student learning;
- Help students to develop skills of peer assessment and self-assessment.

Assessment of Learning (Evaluation)

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated. Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgment and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Reflections
- Oral presentations & Active Listening
- Tests & Exam
- Evaluations
- Case studies

EVALUATION

The final grade will be determined as follows:

- ❑ 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement

throughout the course, although special consideration will be given to more recent evidence of achievement.

- ❑ 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final Evaluation	30
Independent Study Project & Presentation (3.75K, 3.75T, 3.75C, 3.75A)	15
Final Exam (3.75K, 3.75T, 3.75C, 3.75A)	15

LEVELS OF ACHIEVEMENT

The achievement chart identifies four levels of achievement, defined as follows:

- **Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.
- **Level 2** represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- **Level 3** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.
- **Level 4** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier limited is used for level 1;

some for level 2; considerable for level 3; and a high degree of or thorough for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with considerable effectiveness”.

LEARNING SKILLS

The development of learning skills and work habits is an integral part of a student’s learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of a student’s grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and the student that is specific to each of these two areas of achievement.

LEARNING SKILLS	BEHAVIOUR/DESCRIPTORS
RESPONSIBILITY	<ul style="list-style-type: none"> • completes and submits class work, homework, and assignments according to agreed-upon timelines • punctual • academic honesty
ORGANIZATION	<ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks • establishes priorities and manages time to complete tasks and achieve goals • preparedness
INDEPENDENT WORK	<ul style="list-style-type: none"> • uses class time appropriately to complete tasks • follows instructions with minimal supervision
COLLABORATION	<ul style="list-style-type: none"> • responds positively to the ideas, opinions, values, and traditions of others • shares information, resources, and expertise • promotes critical thinking to solve problems and make decisions • encourages and motivates others
INITIATIVE	<ul style="list-style-type: none"> • demonstrates the capacity for innovation and a willingness to take risks • demonstrates curiosity and interest in learning • actively participates in class
SELF-REGULATION	<ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed • takes responsibility for and manages own behavior • stays on task

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation:

The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment