



## Ontario eSecondary School Course Outline 2023-2024

<b>Ministry of Education Course Title:</b> Interdisciplinary Studies: Sports & Entertainment Marketing	
<b>Ministry Course Code:</b> IDC4U	
<b>Course Type:</b> University Preparation	
<b>Grade:</b> 12	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> Any U/M/C course in Business Studies, at the senior level; BMI3C1 – Marketing Goods, Services & Events is recommended.	
<b>Department:</b> Business Studies	
<b>Course developed by:</b> Vitaliy Bilous	<b>Date:</b> September 10 <sup>th</sup> , 2023
<b>Length:</b> One Semester	<b>Hours:</b> 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"><li>1. <a href="#">Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006, (revised)</a></li><li>2. <a href="#">Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</a></li><li>3. <a href="#">Learning for All (2013)</a></li></ol>	

## 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.

## OVERALL CURRICULUM EXPECTATIONS

### Strand A.

By the end of this course, students will:

- A1. Demonstrate an understanding of the key ideas and issues related to sports & entertainment marketing;
- A2. Demonstrate an understanding of the different structures and organization of sports and entertainment marketing;
- A3. Demonstrate an understanding of the different perspectives and approaches used in sports and entertainment marketing.

### Strand B.

By the end of this course, students will:

- B1. Demonstrate the skills and strategies used to develop interdisciplinary products and activities related to sports and entertainment marketing;
- B2. Be able to plan for research, using a variety of strategies and technologies;
- B3. Be able to access appropriate resources, using a variety of research strategies & technologies.

### Strand C.

By the end of this course, students will:

- C1. Be able to process information, using a variety of research strategies and technologies;
- C2. Be able to assess and extend their research skills to present their findings and solve problems.

### Strand D.

By the end of this course, students will:

- D1. Implement and communicate information about sports and entertainment marketing endeavours, using a variety of methods and strategies;
- D2. Evaluate the quality of sports & entertainment marketing endeavours, using a variety of strategies.

### Strand E.

By the end of this course, students will:

- E1. Analyse and describe the impact on society of sports and entertainment approaches and solutions to real -life situations;
- E2. Analyse and describe how interdisciplinary skills relate to personal development and careers.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Fundamentals of Sports and Entertainment Marketing	25 hours
Unit 2: Experiential Marketing	24 hours
Unit 3: Planning the Brand Story	17 hours
Unit 4: Living the Brand Promise & Measuring Performance	15 hours
Unit 5: Covid 19 - Impact and Response	14 hours
Culminating Project	15 hours
<b>Total</b>	<b>110 Hours</b>

## UNIT DESCRIPTIONS

### 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.

### 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.

### 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.

### 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.

### Unit 5 - Covid 19 – Impact and Response

Students will examine how the spread of the disease has impacted the sports and entertainment industry. They will also understand the concept of revenue and learn how the industry generates revenue. Students will then recognize the fallout from postponing events like March Madness and the Summer Olympics in Tokyo. Lastly, they will understand the overall concept of economic impact as it relates to the business of sports and entertainment.

## TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

### General

**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** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**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.

### Business

**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.

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**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. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help 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.

**Evaluation:** Assessment of Learning (AOL) 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

- 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

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- Making connections within and between various contexts

### ASSESSMENT ACTIVITIES

- ☐ Discussion forums
- ☐ Completed templates and graphic organizers
- ☐ Video assignment
- ☐ Oral presentations & active listening
- ☐ Tests
- ☐ True and false questions
- ☐ Definition questions
- ☐ Short answer questions
- ☐ Long answer questions
- ☐ Graphs - plotting and analyzing
- ☐ Drawings / diagrams / sketches / schematics - creating, labeling, and analyzing
- ☐ Simulation, lab, and case study worksheets
- ☐ Research projects and reports
- ☐ Design projects and reports
- ☐ End of unit conversations (google meets)

### 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 the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student 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)

Weight	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Culminating Project (25K, 25T, 25C, 25A)	30

## TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
<b>Unit 1:</b> Agent Challenge 1 - Current events facing the sports or entertainment industry.	Students will find a news report that deals with a current event/issue in the world of sports and entertainment marketing. This report can be taken from any reputable internet source (for example: CBC, Global News, Macleans, National Post, Globe & Mail). The article is to be on a current event, facing the sports or entertainment industry, so an article from 2020 up to 2023 will be selected.	K, T, C, A	10%
<b>Unit 1:</b> Test	Students are going to show what they have learned through writing a unit test.	K, T, C, A	10%
<b>Unit 2:</b> Agent Challenge 2 - Tapping the Passion of Experiential Marketing	Students will assume the roles of marketing consultants for Toronto's major league soccer team, TORONTO FC. The owner, Maple Leaf Sports & Entertainment Ltd., has enlisted the Agent to develop a marketing strategy and slogan to reach an underserved target market.	K, T, C, A	10%
<b>Unit 2:</b> Test	Students are going to show what they have learned through writing a unit test.	K, T, C, A	10%
Midpoint of the course			
<b>Unit 3:</b> Agent Challenge 3 - Business Ethics Essay	Students will use Google Docs and type a paper about either unethical or ethical behavior described below. Your paper should have 1000-1200-words that is well organized with an attention-grabbing introduction (e.g., use rhetorical questions), a clear thesis statement, well developed paragraphs and a compelling conclusion. You will also include the use of facts, statistics, quotations, and evidence to support your argument throughout the essay.	K, T, C, A	10%
<b>Unit 4:</b> Agent Challenge 4 - Living & Managing Success	Students will be assigned the task of examining the case about the 'Risk Everything' campaign started by Nike. Inc. for the FIFA World Cup 2014 and the impact on Adidas, the official athletic sponsor for the games. Like its earlier campaigns for the FIFA World Cup events, 'Risk Everything' was an ambush marketing campaign that focused on improving Nike's brand image without the company being the tournament's official sponsor. Adidas was the official sponsor.	K, T, C, A	10%
<b>Unit 5:</b> Agent Challenge 5 - Covid-19 Industry Response	Students will be assigned the task of researching how the sports and entertainment industry has responded to the COVID-19 health crisis. You will need to find specific examples of the different categories of community relations response efforts.	K, T, C, A	10%

## FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Project		K, T, C, A	30

## AAL/AFL/AOL TRACKING SHEET

### Unit 1: The Fundamentals of Sports & Entertainment Marketing – 25 hours.

AAL	AFL	AOL
U1: Vocabulary Log	U1:CH1 The Role of Marketing Activity	Challenge 1 Assignment
U1:CH1 Hosting Olympics	U1:CH2 Similarities and Differences in Marketing - Venn Diagram	Unit 1 Test
U1:CH2 Sell the Team Case Study Assignment	U1:CH2 Marketing Mix Activity	
U1:CH3 Hockey Professionals in the Winter Olympics Forum	U1:CH3 Most Popular Sport	
U1: Learning Log	U1:CH4 Market Segmentation Assignment	
	U1:CH5 Public Relations Assignment	
	U1: Feedback session with Teacher	

### Unit 2: Experiential Marketing – Tapping the Passion – 24 hours.

AAL	AFL	AOL
U2: Vocabulary Log	U2:CH7 Pricing and its role in marketing	Challenge 2 Assignment
U2:CH7 Pricing Match Up activity	U2:CH8 Understanding data collection activity	Unit 2 Test
U2:CH8 Secret Shopper Activity	U2:CH10 CMA Festival Activity	
U2:CH10 Coffee Shop Game Activity	U2:CH11 Theme Park / Resort Assignment	
U2:CH12 Endorsements - Burns Entertainment Assignment	U2: Feedback session with Teacher	
U2: Learning Log		

### Unit 3: Planning the Brand Story – 17 hours.

AAL	AFL	AOL
U3: Vocabulary Log	U3:CH13 The Olympic Challenge assignment	Challenge 3 Assignment
U3: Learning Log	U3:CH14 Stranger Things Product Placement Assignment	
	U3: Feedback session with Teacher	

### Unit 4: Living the Brand Promise & Measuring Brand Performance – 15 hours.

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AAL	AFL	AOL
U4: Vocabulary Log	U4:CH15 Careers in Sports Marketing Assignment	Challenge 4 Assignment
U4: Learning Log	U4:CH16 Live Nation Assignment	
	U4: Feedback session with Teacher	

**Unit 5: Covid 19 – Impact and Response – 14 hours.**

AAL	AFL	AOL
U5:CH17 The impact of Covid 19 Discussion Questions Forum	U5:CH17 COVID-19 and MiLB	Challenge 5 Assignment
U5:CH18 Industry response to Covid 19 Discussion Questions Forum	U5: Feedback session with Teacher	
U5: Learning Log		

**Cumulative Assessments**

AAL	AFL	AOL
		THE FINAL CHALLENGE The Experiential Marketing Event and Report

## 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.