

# R.H. King Academy

## STUDENT COURSE OF STUDY: Interdisciplinary Studies: Sports & Entertainment Marketing

### Course Details

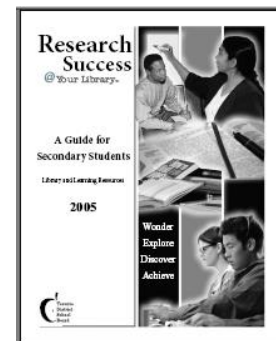
<b>Name of Subject:</b>	Interdisciplinary Studies: Sports & Entertainment Marketing		
<b>Department:</b>	Business	<b>Level:</b> University	<b>Date:</b> August 2018
<b>Course Code:</b>	IDC4U1	<b>Grade:</b> Twelve (12)	<b>Department Head:</b> Mr. Paris
<b>Pre-requisite:</b>	Grade 11 Values Course	<b>Credit Value:</b>	One (1)
<b>Teacher:</b>	Ms. Hanninen, Library, Tel. 416.396.5550 ext. 20020		
<b>Extra Help:</b>	Room A20		
<b>Course Developed:</b>	August 2018		

### MINISTRY OF EDUCATION POLICY

*The Ontario Curriculum, Interdisciplinary Studies: Grade 11 and 12, 2002*

### TEXT BOOK/RESOURCES/OTHER LEARNING MATERIALS

1. Curriculum resources provided by teacher.
2. Students are recommended to have their copy of the Toronto District School Board publication *Research Success @ Your Library 2012*. This is a valuable resource and will be utilized through Grades 9 to 12, in all subject areas.



### Overall Expectations

**INTRODUCTION:** This course explores the important roles that sports and entertainment play in an economy that includes a fast growing service sector. Using diverse resources and research methods, students will obtain an understanding of business fundamentals and how to apply these fundamentals to sports and entertainment in a variety of media. Students develop the practical skills required to organize and manage events as well as determine and access specified target markets through the creation of promotional vehicles. The emphasis is on the implementation of management and marketing theory to produce a successful event, promotion and/product.

By the end of this course, students will be able to do the following:

#### Theory and Foundation

- demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied;
- demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- demonstrate the skills and strategies used to develop interdisciplinary products and activities.

#### Processes and Methods of Research

- 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 and 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.
- technology, including the ability to create effective business communications.

#### Implementation, Evaluation, Impacts, and Consequences

- implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies;
- evaluate the quality of interdisciplinary endeavours, using a variety of strategies;
- analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- analyse and describe how interdisciplinary skills relate to personal development and careers.

**COURSE CONTENT** (please note that this course is subject to change; dates, tasks and concepts sequence will be altered to meet curriculum development, student needs and student/teacher dates).

<b>Unit</b>	<b>Topics*</b>	<b>Assessments*</b>
<b>One</b>	<ul style="list-style-type: none"> <li>• Marketing Mix: Product, Pricing, Place, Promotion, People and Process</li> <li>• Trends</li> <li>• Research Techniques</li> <li>• APA Citation Techniques</li> <li>• ISU – Event Research</li> <li>• Sponsorship</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation(s)</li> <li>• Quizzes</li> <li>• Research Assignment(s)</li> <li>• Unit Test</li> <li>• ISU Assignment</li> <li>• Etc.</li> </ul>
<b>Two</b>	<ul style="list-style-type: none"> <li>• Event/Product Selection</li> <li>• Consumer Markets</li> <li>• Demographics</li> <li>• Business Name(s)</li> <li>• Event Planning</li> <li>• Sponsorship Acquisition</li> <li>• Advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Event Planning Assignment(s)</li> <li>• Quizzes</li> <li>• Presentations</li> <li>• Research Assignment(s)</li> <li>• Event/Product Advertisement Assignments</li> <li>• Etc.</li> </ul>
<b>Three</b>	<ul style="list-style-type: none"> <li>• Event/Product Planning</li> <li>• Ethical Issues</li> <li>• Risk and Uncertainty</li> <li>• Event Writing</li> <li>• ISU</li> </ul>	<ul style="list-style-type: none"> <li>• Research Assignment(s)</li> <li>• Unit Test</li> <li>• Correspondence Assignment(s)</li> <li>• Etc.</li> <li>• ISU Assignment</li> </ul>
<b>Four</b>	<ul style="list-style-type: none"> <li>• Event/Product Planning</li> <li>• Event/Product Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Event</li> <li>• Event/Product Report</li> <li>• Etc.</li> </ul>
<b>Exam</b>		

\* Topics and assessments are subject to change and order.

**Program Planning Considerations**

Some students in this course may have special needs. If a student has any concerns such as hearing, visual, and/or learning challenges, or anything else, which could affect his or her ability to succeed in this course, the student must see the teacher by the end of the first week of classes to discuss accommodations. Private appointments can be arranged to discuss individual needs.

## LEARNING SKILLS

Learning Skills and Work Habits	<p>Sample Behaviour</p> <p>Each learning skill and work habit is evaluated on the report cards using the following scale: E = Excellent G = Good S = Satisfactory N= Needs Improvement</p>
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> <li>• Fulfils responsibilities and commitments within the learning environment;</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines;</li> <li>• Takes responsibility for and manages own behaviour.</li> </ul>
Organization	<p>The student:</p> <ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks;</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals;</li> <li>• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals;</li> <li>• Uses class time appropriately to complete tasks; follows instructions with minimal supervision.</li> </ul>
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group;</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others;</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>• Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.</li> </ul>
Initiative	<p>The student:</p> <ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning;</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks;</li> <li>• Demonstrates curiosity and interest in learning;</li> <li>• Approaches new tasks with a positive attitude;</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them;</li> <li>• Seeks clarification or assistance when needed;</li> <li>• Assesses and reflects critically on own strengths, needs, and interests;</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>

## CLASSROOM ROUTINES & PROCEDURES

1. As this class takes place in a computer lab, **computer lab rules must be strictly followed**. If a lab rule is violated the resulting consequence may include suspension of computer privileges for the entire school network regardless of assignment due dates or course. Make sure you check your workstation, and report anything that looks out-of-the-ordinary at the beginning of class. **You are responsible for taking care of your workstation and every student is responsible for taking care of the computer lab.**
2. Throughout the year you will be working with many different people in groups or pairs. It is expected that you will work hard as a member of your team and be dedicated to its success. Remember that during your lifetime, you will often have to work with people that you did not select yourself, make the best of all the situations and if necessary speak with your teacher.
3. All students are required to check their posted marks and inform the teacher if they feel an error was made in recording the marks in MARKBOOK.

4. Students must be in class at the start of each period, prepared to begin at the start of class. Regular attendance and punctuality is a must. Get into the habit of writing down homework into your student planner. Prepare for each class by reading and doing the homework assigned by the teacher. **Students are responsible for catching up on missed homework and in-class assignments when they have been absent.**
5. All work submitted to the instructor shall be original work done by the student. Plagiarism/cheating is copying, reproduction, or paraphrasing significant portions or someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source, or by failing to use appropriate quotation marks. Plagiarism and/or copyright infringement will immediately receive a zero and will be referred to a vice-principal.
6. Students will be evaluated on all course expectations.
7. There will be three formal reporting periods. The interim, mid-term and final reports will be distributed according to administration (only the last two reports will receive a numerical grade.) The student mark is a cumulative mark representing the standing of the student at the end of the reporting period. Comments will be made about student performance, learning skills, attendance and lates.
8. If a student must be away, he or she must arrange to write the test in advance. Documented explanations will be given due consideration for missed tests. It is **ESSENTIAL** that you communicate with the teacher prior to the test that you will be away. Arrangements will be made to write the test at a time set by the teacher.
9. Assignments are due (printed and assembled) at the beginning of the class on the due date. There is a late penalty of 5% per day for late assignments. Late assignments will not be accepted after classmates' assignments have been marked and returned.
10. There will be short unannounced quizzes, assignments, and homework checks in order to ensure understanding of the subject matter.

## Teaching Assessment & Evaluation Strategy

Task	Weighting	Categories	Category Weight
Tests, quizzes, assignments, work processes, reports, etc.	60%	Knowledge	15%
		Thinking\Inquiry	15%
		Application	15%
		Communication	15%
ISU Assignment(s)	10%	ISU	10%
Exam	30%	Knowledge	7.5%
		Thinking\Inquiry	7.5%
		Application	7.5%
		Communication	7.5%
Total	100%		100%