

# VoCATS Course Blueprint

## Marketing Education

### *6671 Sports and Entertainment Marketing II*

*Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Curriculum and School Reform Services  
Division of Instructional Services*

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*This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact [amichael@dpi.state.nc.us](mailto:amichael@dpi.state.nc.us) for more information.*

## VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about the VoCATS Competency Achievement Tracking System, contact program area staff or VoCATS, Career-Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358, 919.807.3876, email: [rwelfare@dpi.state.nc.us](mailto:rwelfare@dpi.state.nc.us).

### Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	<u>Course Weight</u>  Cognitive  Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments..

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**Marketing Education**  
**COURSE BLUEPRINT for 6671 SPORTS AND ENTERTAINMENT MARKETING II**  
(Recommended hours of instruction: 135-180)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2	3	4	5	6	7	8
	<b>Total Course Weight</b>		<b>61%</b>	<b>39%</b>			
<b>A</b>	<b>MARKETING, ETHICS, AND LEGAL IMPLICATIONS</b>		<b>8%</b>	<b>4%</b>			
<b>SE201.00</b>	<b>Analyze the impact the sports and entertainment marketing industry has on the economy.</b>			<b>4%</b>	<b>C3P</b>	<b>A/E/SS</b>	<b>Core</b>
SE201.01	<i>Describe the value of DECA. (Supplemental)</i>						<b>SUPP</b>
SE201.02	<i>Illustrate the impact of sports and entertainment marketing on the economy.</i>			2%	C3P	A/E/SS	Core
SE201.03	<i>Illustrate the use of the marketing mix in sports and entertainment marketing.</i>			2%	C3P	A/E/SS	Core
<b>SE202.00</b>	<b>Discuss ethical and legal implications of sports and entertainment marketing.</b>		<b>8%</b>		<b>C2</b>	<b>CD/E/SS</b>	<b>Core</b>
SE202.01	<i>Apply ethical principles to the industry.</i>		2%		C2	CD/E/SS	Core
SE202.02	<i>Interpret legal issues pertaining to sports and entertainment management.</i>		3%		C2	CD/E/SS	Core
SE202.03	<i>Discuss personnel issues.</i>		3%		C2	CD/E/SS	Core
<b>B</b>	<b>FINANCE AND EVENT/FACILITIES MANAGEMENT</b>		<b>19%</b>	<b>15%</b>			
<b>SE203.00</b>	<b>Examine the financial aspects of sports and entertainment marketing.</b>		<b>7%</b>	<b>5%</b>	<b>C3P</b>	<b>E/M/SS</b>	<b>Core</b>
SE203.01	<i>Identify revenues in sports and entertainment marketing.</i>		4%		C1	E/M/SS	Core
SE203.02	<i>Identify expenses in sports and entertainment marketing.</i>		3%		C2	E/M/SS	Core
SE203.03	<i>Design a budget.</i>			5%	C3P	M/SS	Core
<b>SE204.00</b>	<b>Synthesize the relationship between event and facilities management.</b>		<b>12%</b>	<b>10%</b>	<b>C3P</b>	<b>A/CD/E/SS</b>	<b>Core</b>
SE204.01	<i>Discuss aspects of facilities management.</i>		4%		C2	CD/E/SS	Core
SE204.02	<i>Discuss aspects of event management.</i>		8%		C2	CD/E/SS	Core
SE204.03	<i>Coordinate an event.</i>			10%	C3P	A/CD/E/SS	Core
<b>C</b>	<b>CONSUMER BEHAVIOR AND SPONSORSHIPS</b>		<b>34%</b>	<b>20%</b>			
<b>SE205.00</b>	<b>Analyze consumer behavior in sports and entertainment marketing.</b>		<b>16%</b>	<b>10%</b>	<b>C3P</b>	<b>E/SC/SS</b>	<b>Core</b>
SE205.01	<i>Analyze factors that influence the consumer's decision-making process.</i>		4%		C2	E/SS	Core
SE205.02	<i>Explain product positioning.</i>		4%		C2	E/SS	Core
SE205.03	<i>Coordinate promotional efforts.</i>		4%		C2	E/SS	Core
SE205.04	<i>Discuss the consumer research process.</i>		4%		C2	E/SC/SS	Core
SE205.05	<i>Explore the consumer research process.</i>			10%	C3P	E/SC/SS	Core

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<b>SE206.00</b>	<b>Examine sponsorships pertaining to the sports and entertainment industry.</b>		<b>18%</b>	<b>10%</b>	<b>C3P</b>	<b>A/E/SS</b>	<b>Core</b>
<i>SE206.01</i>	<i>Explain the concept of sponsorships.</i>		6%		C2	A/E/SS	Core
<i>SE206.02</i>	<i>Describe how to secure sponsorships.</i>		8%		C2	A/E/SS	Core
<i>SE206.03</i>	<i>Evaluate the effectiveness of sponsorships.</i>		4%		C2	A/E/SS	Core
<i>SE206.04</i>	<i>Construct a sponsorship proposal.</i>			10%	C3P	A/E/SS	Core