Middletown Township School District

Curriculum & Instruction Department

Course: Sports and Entertainment Marketing

Department: Business

Term: Half Year

Board Approval	Committee Members	Supervisor	Notes
June 2024	Serena Kirschbaum	Lucinda Van Glahn	

Pacing Calendar

Marking Period 1		Marking Period 2	
Week # and Topic/Unit		Week # and Topic/Unit	
1	Unit 1-Marketing Basics-Introduction	11	Unit 3-Sports and Entertainment Marketing-Sponsorships and Endorsements
2	Unit 1-Marketing Basics-Marketing Mix and Target Market	12	Unit 3-Sports and Entertainment Marketing-Sponsorships and Endorsements
3	Unit 1-Marketing Basics-Branding	13	Unit 4-Promotion, Advertising and Public Relations
4	Unit 1-Marketing Basics-Branding	14	Unit 4-Promotion, Advertising and Public Relations
5	Unit 2-Sports Marketing-Overview	15	Unit 5-Entertainment Marketing
6	Unit 2-Sports Marketing-Overview	16	Unit 5-Entertainment Marketing
7	Unit 2-Sports Marketing-Market Planning	17	Unit 5-Entertainment Marketing
8	Unit 2-Sports Marketing-Market Planning	18	Unit 5-Entertainment Marketing
9	Midterm Project	19	Final Project
10	Midterm Project	20	Final Project

Core Instructional Resources and Materials

- Kaser, Ken, and Boen, Dotty. *Sports and Entertainment Marketing*. South-Western/Cengage Learning

PLEASE NOTE: Any resource or material that falls outside of the approved lists included within the curriculum document must have administrative approval prio to use. These resources or materials must also be noted in the teacher's lesson plan after approval is granted.

Unit # 1	Duration (# of blocks)
Topic: Marketing Basics	10

Alignment to NJSLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.)

Learning Objectives and Activities

- SWBAT answers the following questions:
    - How will the impact of marketing affect the sports and entertainment industry?
    - How do businesses find out their strengths and weaknesses in the marketplace?
    - How do businesses keep their customers?
    - How do stores use the four Ps to create an effective marketing mix?
    - How does sports and entertainment marketing impact the economy?
    - Why is marketing a necessary and beneficial function in business?
- SWBAT demonstrate an understanding of the following:
    - List marketing concepts and techniques
    - Outline the target market and marketing mix
    - Conduct market research
    - Explain the basic elements of a marketing plan
    - Analyze a target market
    - Explain the concept of market segmentation
    - Define brand equity and brand loyalty

- Discuss how businesses can understand their market
- Develop effective strategies to achieve their goals
- Create and execute social media campaigns
- Measure the success of social media marketing

- Learning Activities:
  - Marketing Me Brown Bag Activity
  - The Seven Functions of Marketing Beverage Assignment
  - Case Study: Apple Inc.
  - Target Market Person Activity
  - Marketing Mix Assignment
  - SWOT Activity
  - Insider Report
  - Dual Market Strategy Activity
  - Branding Project
  - The Marketing Mix Cereal Project
  - Creating a Strong Brand Activity
  - Nature Fresh Deodorant Company Project
  - Word Search

Interdisciplinary Connections

NJSLS - Social Studies Standards

- 6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

Career Readiness, Life Literacies, & Key Skills (NJSLS 9):

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- **Climate Change**
  9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
  Diversity, Equity, and Inclusion
- A lesson developed about diversity, equity, and inclusion in public roles and leadership
  History of Disabled and LGBTQ persons
- A lesson focusing on the history and contributions of disabled and LGBTQpublic figures have had an affect in the legal profession
  AAPI
- Students will have a lesson on the impact of AAPI influential speakers

Benchmark, Formative, Summative, and Alternative Assessments

- **Alternative:** Kahoot quizzes on basic principles.
- **Benchmark:** Cumulative midterm exam with multiple choice and short answer questions.
- **Summative:** End-of-unit test on strength and conditioning basics.
- **Formative:** Daily classwork and homework assignments; teacher observations during practical session.

Unit # 2	Duration (# of blocks)
Topic: Sports Marketing	10

Alignment to NJSLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.

Learning Objectives and Activities

- **SWBAT answers the following questions:**
  - Why is it important to understand the global impact of international sports and entertainment events?
  - What is the economic impact of hosting a professional sports team, entertainment venue, or an event in a particular geographical location?
  - What motivates consumers to spend a significant portion of their discretionary income on sports and entertainment activities?
  - What should consumers consider when purchasing a sport or entertainment product?
- **SWBAT demonstrate an understanding of the following:**
  - Analyze the differences between sports and entertainment consumers.
  - Identify sports product and differentiate between sports goods and services.
  - Summarize the significance of discretionary income on the sports and entertainment industries.
  - Calculate discretionary income.
  - Explain the importance of understanding buyer behavior when making marketing decisions.
  - List and describe mean of collecting marketing information for use in decision-making.
  - Recognize the differences among socialization, involvement, and commitment for sport consumers.
- **Learning Activities:**
  - Promoting Team Success Activity
  - Sports Marketing Metric Activity
  - Team Logo Activity
  - Team Branding Assignment
  - Word Search
  - Stadium Revenue Activity
  - Event Marketing Analysis
  - Insider Report

Interdisciplinary Connections

NJSLS - Social Studies Standards

- 6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12. D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12. D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

Career Readiness, Life Literacies, & Key Skills (NJSLS 9):

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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- **Climate XChange**
  9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
  Diversity, Equity, and Inclusion
- A lesson developed about how laws were created to knock down diversity, equity, and inclusion in business
  History of Disabled and LGBTQ persons
- A lesson focusing on the history and contributions of disabled and LGBTQ sports teams and leagues
  AAPI
- Students research the impact of AAPI have on sports teams and leagues

Benchmark, Formative, Summative, and Alternative Assessments

- **Alternative:** Kahoot quizzes on basic principles.
- **Benchmark:** Cumulative midterm exam with multiple choice and short answer questions.
- **Summative:** End-of-unit test on strength and conditioning basics.
- **Formative:** Daily classwork and homework assignments; teacher observations during practical session.

Unit # 3	Duration (# of blocks)
Topic: Sports and Entertainment Marketing-Sponsorships and Endorsements	**5**

Alignment to NJSLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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Learning Objectives and Activities

- **SWBAT answers the following questions:**
  - Why are businesses willing to sponsor events?
  - What do celebrities consider when choosing what products to endorse?
  - How does branding influence consumers buying decisions in the sports & entertainment industry?
- **SWBAT demonstrate an understanding of the following:**
  - Define endorsement.
  - Categorize the different types of sponsorship deals and discuss their restrictions.
  - Explain the benefits of sponsorship to the sponsor.
  - Compare and contrast the benefits of an endorsement for the endorser and endorsee.
  - Discuss consequences of breaching sponsorship/endorsement contract.
  - Describe strategies that businesses employ when attempting to create a brand image.
  - Explore the role of sponsorships and endorsement opportunities through social media.
  - Predict the importance of branding in the sports and entertainment industries.
  - Determine the characteristics of an effective brand name
- **Learning Activities:**
  - Sponsorship Project
  - NCAA Licensing Activity
  - High School Sponsorship Assignment
  - Endorsement Rules Activity
  - Word Search
  - Insiders Reports
  - Current Events
  - Quiz
  - Sports Sponsorship Activation Plan Project

Interdisciplinary Connections

NJSLS - Social Studies Standards

- 6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12. D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12. D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

Career Readiness, Life Literacies, & Key Skills (NJSLS 9):

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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- This unit is designed in compliance with N.J.A.C. 6A:8, which mandates standards for student achievement and provides a framework for curriculum and assessment. It also adheres to N.J.A.C. 6A:30, regarding the evaluation of the effectiveness of educational programs.
- **Climate Change**
  9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
  Diversity, Equity, and Inclusion
- Discussing the inclusion of all endorsement deals are equal
  History of Disabled and LGBTQ persons
- Lesson on how being disabled affects brand deals

Benchmark, Formative, Summative, and Alternative Assessments

- **Alternative:** Kahoot quizzes on basic principles.
- **Benchmark:** Cumulative midterm exam with multiple choice and short answer questions.
- **Summative:** End-of-unit test on strength and conditioning basics.
- **Formative:** Daily classwork and homework assignments; teacher observations during practical session.

Unit # 4	Duration (# of blocks)

Topic: Promotion, Advertising and Public Relations	**5**

Alignment to NJSLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
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Learning Objectives and Activities

- **SWBAT answers the following questions:**
  - What are the most successful advertising mediums for a sport or entertainment venue?
  - How do you successfully market a team or event?
  - Why is public image so important for athletes and entertainers?
- **SWBAT demonstrate an understanding of the following:**
  - Describe the goals of promotion.
  - List and define four elements of promotion.
  - Define publicity and explain its role in creating a positive public image.
  - Describe various types of sales promotions.
  - Summarize the steps in developing a promotional plan.
  - Discuss recent promotional trends and ways to stay current with trends.
  - Recognize the key characteristics of effective promotional campaigns aimed at expanding existing consumer bases.
  - Evaluate public relations and its role in the marketing mix.
  - Compare grassroots marketing techniques to traditional marketing techniques.
- **Learning Activities:**
  - Project: Promotional & Advertising Plan
  - Persuasive Advertising Commercials:
  - High School Sports Promotion Project
  - Broadcast Media Commercial
  - Textbook Case Study: Getting to Know All About You (p. 258)
  - Case Study: Changing NASCAR's Target Market (p. 284)
  - Marketing Campaign Tournament Assignment

Interdisciplinary Connections

NJSLS - Social Studies Standards

- 6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12. D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

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Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- **Climate Change**
  9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
  Diversity, Equity, and Inclusion
- Discussing the inclusion public relations firms that are owned by diverse people
  History of Disabled and LGBTQ persons
  Research different types of cases related to failed PR in the industry

Benchmark, Formative, Summative, and Alternative Assessments

- **Alternative:** Kahoot quizzes on basic principles.
- **Benchmark:** Cumulative midterm exam with multiple choice and short answer questions.
- **Summative:** End-of-unit test on strength and conditioning basics.
- **Formative:** Daily classwork and homework assignments; teacher observations during practical session.

Unit # 5	Duration (# of blocks)
Topic: Entertainment Marketing	**10**

Alignment to NJSLS

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.

Learning Objectives and Activities

- **SWBAT answers the following questions:**
  - What is entertainment marketing?
  - What are the important elements that entertainment entails?
  - What are the impacts of advances in entertainment technology on entertainment marketing?
  - What are three ways that movies are distributed?
- **SWBAT demonstrate an understanding of the following:**
  - Discuss the role of entertainment marketing in promoting movies, music, and TV shows
  - List the challenges of the entertainment industry
  - Research the entertainment industry
  - Create a successful event marketing promotion
  - Measure the effectiveness of event marketing
  - Analyze TV show marketing and promotional strategies
  - Present strategies for integrating products into entertainment content
  - Outline the legal and ethical considerations in product placement
- **Learning Activities:**
  - Evoking Emotions in Entertainment Marketing Activity
  - High Risk, High Reward in Entertainment Marketing Assignment
  - Sponsorship Strategies Handout
  - Entertainment Marketing Confessions Activity
  - Insider Report
  - TV Creation Project
  - Streaming Revolution Activity
  - Word Search
  - Power of Placement Handout
  - Quiz
  - Current Events

Interdisciplinary Connections

NJSLS - Social Studies Standards

- 6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12. D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

Career Readiness, Life Literacies, & Key Skills (NJSLS 9):

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). Innovative ideas or innovation can lead to career opportunities.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- **Climate Change**
  9.4.12.IML.: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
  Diversity, Equity, and Inclusion
- Discussing the inclusion of all diverse people in entertainment
  AAPI
- Students research the impact of AAPI and the entertainment industry

Benchmark, Formative, Summative, and Alternative Assessments

- **Alternative:** Kahoot quizzes on basic principles.
- **Benchmark:** Cumulative midterm exam with multiple choice and short answer questions.
- **Summative:** End-of-unit test on strength and conditioning basics.
- **Formative:** Daily classwork and homework assignments; teacher observations during practical sessions.

Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)
Modifications for Multilingual Learners (ML): ● **Visual Aids**: Use diagrams and images to demonstrate exercises and anatomy. ● **Key Vocabulary**: Introduce and visually display key fitness terms before each lesson. ● **Modeled Instruction**: Demonstrate exercises and techniques clearly, with step-by-step breakdowns. ● **Bilingual Resources**: Provide instructions and fitness materials in students' native languages when possible. ● **Guided Notes**: Offer structured outlines or templates to help students follow along during theory-based lessons. **Supports for Students With IEPs:** ● **Extended Time**: Allow additional time for physical demonstrations and written assessments. ● **Differentiated Instruction**: Tailor exercises to suit individual physical needs or limitations. ● **Small Group Work**: Facilitate smaller groups for personalized coaching and support. ● **Alternate Response Formats**: Accept verbal explanations or video demonstrations of knowledge and skills. ● **IEP Compliance**: Ensure that all modifications and accommodations specified in the IEP are followed. **At-Risk Students:** ● **Re-teaching**: Offer additional instruction or clarification for complex movements or concepts. ● **Small Group Instruction**: Provide targeted support in a smaller, more focused setting. ● **Verbal/Written Supports**: Use oral and written instructions to cater to different learning preferences. ● **Visual Cues**: Utilize visuals and anchor charts to reinforce learning and technique. **Gifted and Talented Students:** ● **Advanced Organizers**: Use concept maps or advanced fitness plans to challenge students. ● **Flexible Grouping**: Allow students to lead small groups or take on more complex training tasks. ● **Enrichment Activities**: Provide opportunities for research and exploration in areas like sports science or advanced nutrition. ● **Beyond-Level Materials**: Introduce advanced texts and scholarly articles related to physiology, biomechanics, or nutrition. **Supports for Students With 504 Plans:** ● **Accommodation Compliance**: Adhere to all accommodations outlined in the student's 504 plan. ● **Assistive Technology**: Use text-to-speech for students who benefit from auditory learning or have difficulty reading. ● **Adapted Materials**: Provide materials that are accessible to students with physical limitations. ● **Visual Supports**: Include anchor charts that outline exercise flows or key movement patterns.