

# Management - Sports/Entertainment: Executing

## Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to understand how to best utilize management skills needed in leading and managing events in order to make successful event executing decisions.</li> <li>Students will demonstrate the ability to apply the importance of personal management skills in order to become and remain a strong and effective manager.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li><a href="#">NBEA Management 1:</a> Analyze the management functions and their implementation and integration within the business environment.</li> <li><a href="#">NBEA Management 3:</a> Analyze the organization of a business.</li> <li><a href="#">NBEA Management 4:</a> Develop personal management skills to function effectively and efficiently in a business environment.</li> <li><a href="#">NBEA Management 5:</a> Examine the role of ethics and social responsibility in decision making.</li> <li><a href="#">NBEA Management 8:</a> Utilize information and technology tools to conduct business effectively and efficiently.</li> <li><a href="#">NBEA Management 9:</a> Analyze a business organization's competitive position within the industry.</li> <li><a href="#">NBEA Management 10:</a> Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.</li> <li><a href="#">NBEA Management 11:</a> Apply operations management principles and procedures to the design of an operations plan.</li> <li><a href="#">NBEA Management 12:</a> Examine the issues of corporate culture</li> </ul>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to successfully execute a planned event.</i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>management execution contains a variety of variables dependent on the situation.</li> <li>the evolution of management theories are always referred to in order to have a better understanding on how to motivate others.</li> <li>the business organization, organizational structure, and management levels of organizations are essential in executing an event.</li> <li>personal management skills are ones that an individual manager has control over in order to limit stress, manage time, communicate more clearly and spearhead personal growth and development.</li> <li>ethics and social responsibility in business has a long term impact on an organization and impacts the internal and external stakeholders.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Do you think you can run an event smoothly?</li> <li>Is decision making in business similar to making decisions in your personal life?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that there are different forms of business</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>understanding why the four basic</li> </ul>	

<p>and managing the global environment.</p>	<p>ownership.</p> <ul style="list-style-type: none"> <li>● that past and current management theories are applied in the business environment.</li> <li>● that there are specific relationships between management skills and level of management.</li> <li>● that time management, stress management and professional growth and development are part of the personal management skills.</li> <li>● that all decision making should include ethical and socially responsible components.</li> </ul> <p><u>vocabulary:</u> executing, decision making, motivation, time management, stress management, ethical standards, corporate social responsibility, management theories, professional growth and development</p>	<p>management functions are needed to be implemented within the business environment</p> <ul style="list-style-type: none"> <li>● applying management theories in management situations</li> <li>● identifying the forms of business ownership, organizational structure and levels of management</li> <li>● developing a sense of the importance of personal management skills such as time management, stress management and personal growth and development</li> <li>● examining the role of ethics and social responsibility in decision making</li> </ul>
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● <i>Solve Problems</i></li> <li>● <i>Make ethical judgments and decisions</i></li> <li>● <i>Access and evaluate information</i></li> <li>● <i>Implement innovations</i></li> <li>● <i>Communicate clearly</i></li> <li>● <i>Adapt to change</i></li> <li>● <i>Manage goals and time</i></li> </ul>

**Stage 2 - Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<b>Science Integration</b>	<b>College, Career, and Civic Life Integration</b>	<b>Technology Integration</b>
<b>District Materials</b>	<b>Distance Learning/Field Trips</b>	<b>Technology Resources</b>