

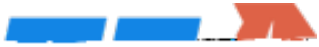
Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
- (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations.
- (2) The student discusses the economics of the sports and entertainment industry. The student is expected to:
- (A) describe United States economic indicators;
 - (B) analyze the relationship between the U.S. economic indicators and the sports and entertainment industry;
 - (C) analyze the global economic impact of the sports and entertainment industry; and
 - (D) describe how cultural and political environments impact the global sports and entertainment industry.
- (3) The student explains the organizational structure within the sports and entertainment industry. The student is expected to:

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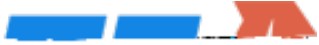
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- (A) analyze how fans have changed in the last 20 years; and
 - (B) compare what attracts men and women to sports or entertainment events.
- (14) The student identifies careers in the sports and entertainment industry. The student is expected to:
- (A) identify sources of information on career and employment-related opportunities;
 - (B) identify career opportunities at the mentorship, internship, entry, mid-management, and upper-management levels; and
 - (C) research a career in the sports and entertainment industry.

Description of specific student needs this course is designed to meet:

Employment of entertainment and sports occupations is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations, adding about 46,000 new jobs. Employment will increase from about 781,700 jobs in 2014 to about 827,700 jobs in 2024. Strong demand from the public for more movies and television shows as well as increasing popularity of and participation in sports will contribute to job growth for the entertainment and sports occupations (Bureau of Labor and Statistics). Texas is home to many sports, entertainment and marketing industries which have a major impact on economic and workforce development. Sports and Entertainment Marketing II is designed to prepare students to apply their knowledge and skills in the field of sports and entertainment marketing.



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- Guest speakers from the marketing industry, specifically from sports, entertainment and recreation marketing fields
- Participation in Career and Technical Student Organizations (CTSO's) leadership conferences and competitive events