

CURRICULUM

FOR

MARKETING I

GRADES 10-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Linda Weissbrod

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Marketing I
Grades 10-12

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

Marketing I Grades 10-12

PACING GUIDE

| Unit | Title | Pacing |
|-------------|--|---------------|
| 1 | Marketing Today and Tomorrow | 3 weeks |
| 2 | Socially Responsible Marketing | 3 weeks |
| 3 | Marketing Begins with Economics | 3 weeks |
| 4 | Basics of Marketing | 3 weeks |
| 5 | Marketing Information and Research | 3 weeks |
| 6 | Marketing Starts with Customers | 3 weeks |
| 7 | Competition Is Everywhere | 3 weeks |
| 8 | E-Commerce and Social Media | 4 weeks |
| 9 | Developing a Marketing Strategy and Marketing Plan | 4 weeks |
| 10 | Developing Successful Products | 4 weeks |
| 11 | Services Need Marketing | 4 weeks |
| 12 | Business-to-Business Marketing | 3 weeks |

ACCOMMODATIONS

| | |
|---|--|
| <p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have students restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide students with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining an agenda book. | <p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have students restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule. |
| <p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. | <p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign a peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have students repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. |

- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Marketing Today and Tomorrow

Target Course/Grade Level: 10-12

Unit Summary Students will learn what marketing is, why businesses need marketing, and gain an understanding of the marketing concept. The changing world of marketing will also be discussed. In this unit the students will learn about marketing in the past, present, and future.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 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.
- 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.
- 9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
- 9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
- 9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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- NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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- A.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - B.** Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Unit Understandings

Students will understand ...

- The impact of marketing on society
- The criticisms of marketing
- The responsibility of businesses within society

Unit Essential Questions

- What has the impact of marketing been on society?
- What are the criticisms of marketing?
- Do businesses have a responsibility to help the community?

Knowledge and Skills

Students will know...

- How marketing affects businesses
- The impact of marketing on individuals
- The ways marketing benefits society
- Three common criticisms of marketing

Students will be able to...

- Explain the role of business in society.
- Explain the nature of trade regulations.
- Explain the need for professional and ethical standards in marketing.
- Describe the use of business ethics in marketing.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will explain the role of business in society
- o Students will explain the nature of trade regulations
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading
- Class Discussions
- Role play simulations

- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Socially Responsible Marketing

Target Course/Grade Level: 10-12

Unit Summary Students will learn the impact that marketing has on society, the criticisms of marketing, and the social responsibility of businesses.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 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.
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Unit Understandings

Students will understand ...

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Unit Essential Questions

- What has the impact of marketing been on society?
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Knowledge and Skills

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EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading

- Class Discussions
- Role play simulations
- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Marketing Begins with Economics

Target Course/Grade Level: 10-12

Unit Summary Economics will be discussed focusing on scarcity, private enterprise, and supply and demand. World economies will be a focus. Types of economic competition will be presented.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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Unit Understandings

Students will understand ...

- The fundamental economic concepts to obtain a foundation for employment in business.
- The various types of economic systems
- The concept of competition

Unit Essential Questions

- What is scarcity?
- What is private enterprise?
- What is the law of supply and demand?
- What are the types of economic competition?
- What is economic utility?

Knowledge and Skills

Students will know...

- The basic economic problem
- How America's private enterprise economy works
- What factors affect supply and demand
- The four types of economic utility

Students will be able to...

- Distinguish between economic goods and services
- Explain the concept of economic resources
- Describe the concepts of economics and economic activity
- Determine economic utilities created by business activities

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

End of Unit Assessment

- o Students will distinguish between economic goods and services
- o Students will explain the concept of economic resources
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students' individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews

- Independent Reading
- Class Discussions
- Role play simulations
- Guest speakers
- Business simulations

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Basics of Marketing

Target Course/Grade Level: 10-12

Unit Summary Changes in today's marketing with current strategies for marketing and a basic understanding of consumers and competition are discussed, along with the varied role of marketing.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

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Unit Understandings

Students will understand ...

- Changes in today’s marketing
- How marketing strategies are created
- Consumers and competition

Unit Essential Questions

- How has marketing changed?
- What does marketing mean to a business?
- What is a marketing segment?
- What is customer/client/business buying behavior?

Knowledge and Skills

Students will know...

- How marketing today differs from marketing in the past
- Why understanding customers is crucial to applying the marketing concept
- How the marketing concept transforms business planning
- The stages of consumer decision making

Students will be able to...

- Explain the nature and scope of channel management
- Explain the relationship between customer service and channel management
- Align marketing activities with business objectives
- Understand how business can use the marketing concept in various types of competition

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will explain the nature and scope of channel management
- o Students will explain the relationship between customer service and channel management
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading
- Class Discussions
- Role play simulations

- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
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 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Marketing Information and Research

Target Course/Grade Level: 10-12

Unit Summary Fundamentals of marketing research and the need for marketing information as well as the management of the information will be a focus. The use of marketing research and the collection of data will also be discussed.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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- 9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RST.9-10.7. 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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

WHST.9-10.1. Write arguments focused on discipline-specific content.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Unit Understandings

Students will understand ...

- Why businesses need market information
- How businesses find and manage marketing information
- How businesses use marketing research

Unit Essential Questions

- Why do businesses need to understand market information?
- How do businesses find and manage marketing information?
- How do businesses use marketing research?
- What type of data can businesses use for the marketing of products and services?

Knowledge and Skills

Students will know...

- The importance of information in making marketing decisions
- The categories of information needed by marketers
- The common sources of internal and external market information
- The steps needed to gather and study data relevant to a problem

Students will be able to...

- Describe the need for marketing information
- Explain the nature of marketing research
- Explain types of primary marketing research
- Explain research techniques

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will explain the types of primary market research
- o Students will explain research techniques
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students' individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading
- Class Discussions

- Role play simulations
- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Marketing Starts with Customers

Target Course/Grade Level: 10-12

Unit Summary Students will gain an understanding of basic consumer behavior, what motivates buyers, and what influences consumer decision making.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

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.

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.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

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.

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Unit Understandings

Students will understand ...

- The importance of understanding consumer behavior
- Consumers' wants and needs
- Important influences on the consumer decision making process
- How consumers and businesses use each of the three types of decision making

Unit Essential Questions

- Why is it important for marketers to understand consumer behavior?
- What motivates buyers?
- What influences consumer decisions?
- What are demographics?

Knowledge and Skills

Students will know...

- What is a customer service mindset
- What are internal and external service standards
- What influences customers/business buying behavior
- Why it is important to reinforce service orientation through communication

Students will be able to...

- Explain customer/business buying behavior
- Discuss levers employees can use to motivate decision making
- Identify a company's unique selling proposition
- Discuss Maslow's Hierarchy of Needs

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

End of Unit Assessment

- o Students will explain customer/business buying behavior
- o Students will identify a company's unique selling proposition
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students' individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading
- Class Discussions
- Role play simulations

- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

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 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Competition Is Everywhere

Target Course/Grade Level: 10-12

Unit Summary Market segmentation is the focus of the unit. Competition for market segments and gaining an understanding of competition within the market will be discussed.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
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Unit Understandings

Students will understand ...

- The concept and strategies utilized to determine and target marketing strategies to a select audience
- How marketing information is used to employ marketing activities
- The use of target marketing in professional selling
- How to evaluate market potential and calculate market share

Unit Essential Questions

- What is market segmentation?
- What is geographic segmentation?
- What are demographics?
- What is market position?

Knowledge and Skills

Students will know...

- Ways to segment markets
- How to identify market segments
- How to develop a customer/client profile
- The difference between direct and indirect competition

Students will be able to...

- Explain market segmentation
- Explain demographics
- Describe the benefits of competition to consumers
- Discuss the types of information businesses need to know about their competitors
- Describe the kinds of activities businesses engage in to gain marketing intelligence

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will explain market segmentation
- o Students will explain the benefits of competition to consumers
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading

- Class Discussions
- Role play simulations
- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: E-Commerce and Social Media

Target Course/Grade Level: 10-12

Unit Summary The definition of e-commerce will be discussed along with the growing importance of e-commerce in marketing and the emergence of social media as a relevant marketing tool. The role of promotion for e-commerce and social media will also be discussed.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 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.
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- WHST.9-10.1.** Write arguments focused on discipline-specific content.
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 - B.** Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Unit Understandings

Students will understand ...

- The definition of e-commerce
- The growing importance of e-commerce and social media
- Virtual marketing and distribution
- The role of promotion for e-commerce

Unit Essential Questions

- What is electronic commerce?
- What is the importance of e-commerce in today’s society?
- What are the distribution problems experienced by e-businesses?
- How can businesses prepare for e-commerce marketing?

Knowledge and Skills

Students will know...

- What e-commerce is
- What countries have the highest numbers of internet users
- What distribution problems may occur and what the solutions to the problems may be
- How businesses can communicate with internet users

Students will be able to...

- Describe the three stages of development for e-commerce businesses
- Discuss the importance of the marketing concept to successful e-commerce
- Identify evidence of the growth of the internet
- Differentiate virtual marketing from traditional marketing

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will explain the stages of development of e-commerce businesses
- o Students will differentiate virtual marketing traditional marketing
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading
- Class Discussions
- Role play simulations

- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Developing a Marketing Strategy and Marketing Plan

Target Course/Grade Level: 10-12

Unit Summary The complete marketing strategy from the elements of the marketing strategy to implementing a successful marketing plan will be discussed.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
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Unit Understandings

Students will understand ...

- Elements of a marketing strategy
- Marketing Mix alternatives
- Analyzing consumer purchase classifications
- Marketing Planning
- Development of a marketing plan

Unit Essential Questions

- What are the four criteria that an effective target market must meet?
- What are the ways to improve a product's marketing appeal?
- What are the four product/service classifications?

- What are the benefits of marketing planning?
- What are the five types of market analysis used in developing a marketing plan?

Knowledge and Skills

Students will know...

- The four criteria an effective target market must meet
- Planning, distribution, pricing, and promotion
- How product/service classifications affect marketing planning
- The steps for developing an effective marketing plan
- How a marketing strategy is incorporated within a marketing plan

Students will be able to...

- Employ marketing information to develop a marketing plan
- Determine strategic marketing planning structure
- Identify product opportunities
- Explain the concept of marketing strategies

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will develop a marketing plan
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
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- Socratic Seminar
- Article reviews

- Independent Reading
- Class Discussions
- Role play simulations
- Guest speakers
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- DECA conferences

RESOURCES

Teacher Resources:

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Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Developing Successful Products

Target Course/Grade Level: 10-12

Unit Summary: The Unit explains ways that companies can develop new products as a part of successful marketing planning.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

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- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- WHST.9-10.1.** Write arguments focused on discipline-specific content.
- A.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - B.** Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Unit Understandings

Students will understand ...

- The definition of a product
- The components of the product mix element
- The products consumers and businesses use
- New product development

Unit Essential Questions

- How are products more than just tangible objects offered for sale?
- What are the three steps of the product design process?
- What are consumer markets, direct demand, business markets, and derived demand? · What are the six steps in new product development?

Knowledge and Skills

Students will know...

- The role of marketers in keeping the focus on consumers
- How even a simple product can have a complex marketing mix
- The business product classification system
- What is meant by a “new” product

Students will be able to...

- Acquire a foundational knowledge of product management to understand its nature and scope
- Generate product ideas to contribute to ongoing business success
- Determine feasibility of product idea
- Develop positioning concept for a new product idea

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will determine the feasibility of a product idea through research
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading
- Class Discussions
- Role play simulations

- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Services Need Marketing

Target Course/Grade Level: 10-12

Unit Summary: Concepts needed to communicate information about services to achieve a desired outcome will be discussed.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

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.

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.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RST.9-10.7.** 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.
- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 - B.** Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Unit Understandings

Students will understand ...

- The growing importance of services to the U.S. economy
- The various ways marketers categorize service businesses
- The how businesses plan and promote services
- The importance pricing and distribution of services

Unit Essential Questions

- Why are service businesses growing more rapidly than goods-producing businesses? · What types of standards might a business use to determine its customers?
- How do customers arise at the decision to use a particular service?

- Will standards differ based on the type of business and type of service?

Knowledge and Skills

Students will know...

- Service organization classifications
- Growth and importance of service industries
- The unique qualities of services
- The importance of service planning and promotion

Students will be able to...

- Describe four important qualities of services that are not shared by products
- Describe the various ways marketer categorize service businesses
- Identify the three types of service standards
- Describe the importance of pricing and distribution of services

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will explain various ways marketers categorize business services
- o Students will explain the importance of pricing and distribution of services
- Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
- Provide final task examples as well as rubrics
- Use various learning styles to target students’ individual needs.
- Think-Pair-Share
- Socratic Seminar
- Article reviews
- Independent Reading

- Class Discussions
- Role play simulations
- Guest speakers
- Business simulations
- DECA conferences

RESOURCES

Teacher Resources:

- Textbook: *Cengage Learning Marketing 4th Edition*
- DECA related materials
 - o Role play situations
 - o Assessments
 - o Event resource booklets
- Magazines
 - o *Fast Company*
 - o *Entrepreneur*
- Learning Activity Packets

Equipment Needed:

- Computer with Microsoft Office
- Projector
- White board

UNIT OVERVIEW

Content Area: Marketing I

Unit Title: Business-to-Business Marketing

Target Course/Grade Level: 10-12

Unit Summary: The concepts and processes needed to obtain, develop, maintain, and improve a product or service will be covered.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 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.
- 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.
- 9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
- 9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
- 9.4.12.IML.7:** Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
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- 9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 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.

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Unit Understandings

Students will understand...

- The reasons businesses buy things from other businesses
- The five major classifications of business consumers
- The roles of purchasing specialists
- The steps in the business purchasing process

Unit Essential Questions

- What are the business-to-business exchanges that need to take place for distribution? · What factors should businesses consider when planning purchases?
- Why should business consumers consider value In addition, to specific costs?

- Why is planning an inventory to satisfy customer needs more difficult for retailers?

Knowledge and Skills

Students will know...

- Reasons for business purchases
- The importance of international purchasing
- Steps in the purchasing process
- Specific plans to satisfy customer needs

Students will be able to...

- Explain the reasons businesses buy things from other businesses
- Explain the role of purchasing specialists
- Identify the steps in the business purchasing process
- Describe how retailers identify customer needs and how to satisfy them

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

- o Students will explain the role of purchasing specialists
- o Students will explain how retailers identify customer needs and how to satisfy the needs · Students will participate in DECA role plays and events and will be evaluated formatively by the instructor. In addition, students will be evaluated formatively based upon performance during class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- One-on-one instruction
- Peer editing
- Provide essential questions
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