

**CURRICULUM**

**FOR**

**MARKETING II**

**GRADES 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 II**  
**Grades 12**

Date of Board Adoption:  
**September 21, 2021**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**

Marketing II Grades 12

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	CO-OP Program Rules/Regulations/Safety	3 weeks
2	Distribution	3 weeks
3	Determining the Best Price	3 weeks
4	Effective Promotion Means Effective Communication	3 weeks
5	Be Creative with Advertising	3 weeks
6	Selling Satisfies Customers	3 weeks
7	Marketing In a Global Economy	3 weeks
8	Managing Risks	4 weeks
9	Financing Marketing Activities	4 weeks
10	Entrepreneurship and Marketing	4 weeks
11	Take Control with Management	4 weeks
12	Planning Your Future in Marketing	3 weeks

## **ACCOMMODATIONS**

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

- 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 II

**Unit Title:** CO-OP Program Rules/Regulations/Safety

**Target Course/Grade Level:** 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.
- 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.
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- 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 ...*

- What the co-op program entails
- Safety rules and regulations
- The changing role of the workplace

### **Unit Essential Questions**

- What is marketing co-op?
- What is the student/employer relationship?
- How is the workplace changing?

## **Knowledge and Skills**

*Students will know...*

- The basic elements of the marketing co-op program
- Why businesses need employees
- Rules and regulations of the co-op program
- How marketing jobs are changing

*Students will be able to...*

- Understand what the marketing program entails
- Analyze why businesses need employees
- Define the marketing concept and its implications
- Discuss the changing role of the workplace

## ***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 analyze business need and discuss the changing role of the workplace
- o Students will define a marketing concept and its implications
- 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 4<sup>th</sup> 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 II

**Unit Title:** Distribution

**Target Course/Grade Level:** 12

**Unit Summary:** Students will learn how marketing impacts distribution, distribution channels, and the roles of retailing, wholesaling, and physical distribution.

**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 impact of marketing on distribution
- The channels of distribution
- The roles of retailing and wholesaling

### **Unit Essential Questions**

- How does marketing effect distribution?
- What are distribution channels?
- How has the role of wholesaling changed?

## **Knowledge and Skills**

*Students will know...*

- How marketing affects distribution
- The channels of distribution
- The role of retailing and how it is changing
- The role of wholesaling and how it is changing

*Students will be able to...*

- Explain the importance of the distribution function
- Identify the differences between producers and consumers
- Explain how the role of wholesaling is changing
- Define retailing and describe ways to distinguish various types of retailers

## ***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 importance of distribution
- o Students will differentiate between producers and 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:**

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- 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 II

**Unit Title:** Determining the Best Price

**Target Course/Grade Level:** 12

**Unit Summary:** The economics of price decisions focused on developing pricing procedures and Market conditions pricing.

**Approximate Length of Unit:** 3 weeks

## *LEARNING TARGETS*

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### **Unit Understandings**

*Students will understand ...*

- The importance of price and how price is used as a marketing tool
- The various goals of pricing objectives
- The concept pricing based on market conditions

### **Unit Essential Questions**

- What is the importance of price?
- What is price important as a marketing tool?
- What are the objectives businesses use in setting prices?
- What factors cause the price of a product to differ?
- What is the importance of credit in pricing products?

## **Knowledge and Skills**

*Students will know...*

- How price is used as a marketing tool
- How businesses develop pricing procedures
- How market conditions affect pricing
- How the government affects pricing

*Students will be able to...*

- Explain the reasons why price is an important marketing tool
- Describe the ways in which the government influences prices
- Explain how businesses establish a price range for a product
- Explain why extending and managing credit is an important part of 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 importance of cost when selecting a marketing tool
- o Students will explain how businesses establish pricing for a product
- 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
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- Learning Activity Packets

### **Equipment Needed:**

- Computer with Microsoft Office
- Projector
- White board

## *UNIT OVERVIEW*

**Content Area:** Marketing II

**Unit Title:** Effective Promotion Means Effective Communication

**Target Course/Grade Level:** 12

**Unit Summary:** Promotion as a form of communication, types of promotion, and the definition and importance of a promotional plan.

**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 ...*

- How promotion is a key element in the marketing mix
- The role of promotion in marketing
- The importance of advertising in marketing

### **Unit Essential Questions**

- What is the key function performed by the promotion element?
- What are the four types of promotion?
- What are the steps for planning the promotion of a product?
- What are the parts of the communication process?

## **Knowledge and Skills**

*Students will know...*

- The role of promotion in marketing
- The types of promotion
- How technology is used in the promotion function
- The advantages and disadvantages of each form of promotion

*Students will be able to...*

- Identify the promotion function as part of the marketing mix
- Explain the three roles of promotion in marketing
- Explain the advantages and disadvantages of each form of promotion
- Explain the factors that affect the marketing mix

## ***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 roles of promotion in marketing
- o Student will explain the advantages and disadvantages of different forms of promotions · 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 4<sup>th</sup> 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 II

**Unit Title:** Be Creative with Advertising

**Target Course/Grade Level:** 12

**Unit Summary:** Advertising is defined, and types of advertising are discussed. The changes in technology and effects on advertising as well the role of advertising agencies.

**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.
- 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.
- 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 two approaches to advertising
- The importance of advertising agencies
- The effect on regulation in advertising

### **Unit Essential Questions**

- What are the differences between brand and product advertising?
- What are the key elements of the advertising plan?
- What are the types of creative formats in advertising?
- What are the types of regulation in advertising?

## **Knowledge and Skills**

*Students will know...*

- Why advertising is an essential part of marketing and how it is applied to the marketing concept
- The steps of the planning process in advertising
- How advertising is regulated

*Students will be able to...*

- Define product advertising and brand advertising
- Describe the major roles at an advertising agency
- Describe the process of setting objectives
- Name the four types of advertising regulation

## ***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 differentiate between product advertising and brand advertising
- o Students will describe the major roles of an advertising agency
- 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 4<sup>th</sup> 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 II

**Unit Title:** Selling Satisfies Customers

**Target Course/Grade Level:** 12

**Unit Summary:** The role of personal selling in marketing, the preparation for selling, and opening, closing, and selling techniques.

**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:**

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

- The value of selling in marketing
- How to prepare for effective selling
- The selling process and sales support

### **Unit Essential Questions**

- What is personal selling?
- Why do salespeople need to develop an understanding of their customers?
- What are the key steps in the selling process?
- What are the various techniques in opening a sale?

## **Knowledge and Skills**

*Students will know...*

- How personal selling adds value to marketing
- When to use personal selling
- How to prepare for personal selling
- The steps in the selling process

*Students will be able to...*

- Explain the advantages and disadvantages of personal selling
- Explain why salespeople need to know their product thoroughly
- Detail the seven steps of the selling process
- Explain why salespeople need support from other areas of the business

## ***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 differentiate between the advantages and disadvantages of personal selling
- o Students will explain the need for salespeople to know their product
- 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 4<sup>th</sup> 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 II

**Unit Title:** Marketing in a Global Economy

**Target Course/Grade Level:** 12

**Unit Summary:** The expanding world economy, international trade, and the international marketplace.

**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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**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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  - 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 important role international trade plays in business
- Why businesses are going global
- The importance of marketing in international trade

### **Unit Essential Questions**

- What can U.S. producers and manufacturers do to compete internationally?
- How should businesses decide which products to export?
- Why can products be in high demand in the U.S. and not popular in other countries?
- How can businesses get involved in international trade?

## **Knowledge and Skills**

*Students will know...*

- The world's largest economies
- The importance of international trade
- The factors in the international economic environment
- International marketing activities

*Students will be able to...*

- Describe the important role that international trade plays
- Explain why businesses expand into international markets
- Define direct and indirect exporting
- Describe the way in which multinational companies compete

## ***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 international trade and international markets
- o Students will explain the ways in which multinational companies compete
- 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 4<sup>th</sup> 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 II

**Unit Title:** Managing Risks

**Target Course/Grade Level:** 12

**Unit Summary:** How businesses assess business risk, identify marketing risks, and manage marketing risks.

**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.
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- 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.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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- 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.
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### **Unit Understandings**

*Students will understand ...*

- The nature of business risk
- Types of business risk
- Classifications of business risk
- How businesses handle risks with marketing planning

### **Unit Essential Questions**

- Why do marketing makers need to be concerned with risks?
- What changes might a business face that pose both risks and opportunities?
- How can a well-developed marketing plan reduce risks?
- What are alternatives for businesses to deal with risks?

## **Knowledge and Skills**

*Students will know...*

- Why businesses take risks and how they are classified
- How changes in the economic environment affect risks
- How businesses manage marketing risks
- Why it is important for marketers to prepare for risks

*Students will be able to...*

- Describe the four ways available for businesses to deal with risks
- Explain how changes in the economic and competitive environment create risks
- Describe the marketing risks associated with each of the mix elements
- Describe other ways to eliminate or control marketing-related risks

## ***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 ways in which businesses deal with risks
- o Students will explain how changes in the economy and the competitive environment create risks
- 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 4<sup>th</sup> 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 II

**Unit Title:** Financing Marketing Activities

**Target Course/Grade Level:** 12

**Unit Summary:** Businesses finance and the effect that marketing has upon businesses overall budget, tools for financial planning, and general marketing financial activities.

**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.
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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 ...*

- How marketing affects businesses finances
- How businesses manage marketing costs
- What planning and operating tools businesses use
- The effects of marketing on a business’s revenue

### **Unit Essential Questions**

- Why does a business need to monitor marketing revenues and expenses?
- Why should a business focus on increasing revenues and reducing costs?
- Why is it important to understand a company’s financial statements and reports?
- How do marketers distinguish between an income statement and a balance sheet?

## **Knowledge and Skills**

*Students will know...*

- The role of marketing in financial planning
- How businesses manage marketing costs
- How businesses use financial tools
- How expenses affect businesses profits

*Students will be able to...*

- Explain how marketing affects a business's financial planning
- Describe the planning and operating tools businesses use
- Detail how marketers develop forecasts, budgets, and financial statements
- Explain how businesses raise revenue through marketing activities
- Describe marketing expenses and types of financing for marketing 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 explain how businesses raise revenue through marketing activities
- o Students will explain marketing expenses and the types of financing available for marketing activities
- 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 4<sup>th</sup> 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 II

**Unit Title:** Entrepreneurship and Marketing

**Target Course/Grade Level:** 12

**Unit Summary:** Forms of business organizations, advantages and disadvantages of each, legal needs, and business planning.

**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.
- 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 importance of entrepreneurship in marketing
- The forms of business organizations
- The characteristics of entrepreneurs
- Preparation needed to become an entrepreneur

### **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...*

- The importance of entrepreneurship to the economy
- The legal needs of entrepreneurs
- Types of business ownership
- How businesses develop plans

*Students will be able to...*

- Describe the importance of entrepreneurship to the U.S. economy
- Identify personal characteristics of entrepreneurs
- Describe the education needed to prepare for entrepreneurship
- Identify business opportunities related to marketing functions

## ***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 entrepreneurship and describe personal characteristics of entrepreneurs · 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 4<sup>th</sup> 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 II

**Unit Title:** Take Control with Management

**Target Course/Grade Level:** 12

**Unit Summary:** The functions of management, the development of the marketing plan, and the role of the marketing manager.

**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.

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**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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- 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 ...*

- Coordination of people and resources
- Management functions and activities
- The use of the marketing plan
- The role of the marketing manager
- How to determine marketing effectiveness

### **Unit Essential Questions**

- Why is the work of managers essential to the success of a business?
- Can an organization meet its goals without satisfying customers' needs?
- What is the role of a marketing manager?

- What are the functions and activities of marketing managers?
- What does a marketing plan provide for a company?

## **Knowledge and Skills**

*Students will know...*

- What it takes to coordinate people and resources
- The functions and activities of managers
- What IS a marketing plan and how to use it effectively
- The roles of the marketing manager
- What the staffing function entails

*Students will be able to...*

- Explain the importance of management in business
- Describe the functions of management
- Describe how a marketing plan serves as a guide for effective marketing management
- Explain how marketing managers determine marketing effectiveness

## ***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 function and importance of management in business
- o Students will explain how a marketing plan can assist in business 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:**

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- 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 II

**Unit Title:** Planning Your Future in Marketing

**Target Course/Grade Level:** 12

**Unit Summary:** The benefits of a career in marketing, employment levels in marketing, and what it takes to prepare for a career in 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...*

- The importance of marketing careers
- Progression levels through marketing jobs
- The foundational skills needed to be successful in a career
- The benefits of marketing education

### **Unit Essential Questions**

- Why are marketing jobs and careers so important for business?
- What are the benefits of getting a marketing education?
- How would you go about preparing for a career in marketing?
- What are the three types of learning experiences in a marketing education program?

## **Knowledge and Skills**

*Students will know...*

- The benefits of a marketing career
- How marketing jobs improve the economy
- Employment levels in marketing
- Skills needed for marketing success

*Students will be able to...*

- Identify the impact of marketing careers on the economy
- Describe the benefits of choosing a marketing career
- Identify the five employment levels for marketing jobs
- Describe the importance of marketing education

## ***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 benefits of a marketing career
- o Students will identify the impact of marketing careers on the economy
- 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?*

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