

Marketing II



Grade 11

Course Description

Marketing II takes a closer look at how economics, business and society factor into marketing planning. You will see how marketing information management allows businesses to effectively plan and brand products. A survey of the popular marketing career areas of Entrepreneurship, Sports Marketing, Hospitality and Tourism, Fashion Marketing will introduce students to the broad scope of marketing careers.

Core Instructional Materials

- **E-Dynamic Learning** <https://tchs.agilixbuzz.com/login?url=/teacher/home/courses>
- **Business U** <https://businessu.org/>
- www.cteonline.org
- **Modern Marketing eTextbook**
<https://edify.stukent.com/app/publication/066732e7-b02c-4e37-ae7e-83014f20c56c/b4b23044-464b-4ca0-908a-888e05543772/add67b35-b165-4e07-b912-c8bd8f801dee/bc0fa4de-1b3a-40fb-ba81-54c05ea886d7/view>

Pacing Chart

Unit 1 Economics, Business and Society	Economic Resources, Political and Economic Philosophies, The Economy and Marketing, The Business Cycle, The Nature of International Trade, Global Analysis and Marketing Strategies, Supply and Demand Theory, Legal and Ethical Issues	10 Days
Unit 2 Marketing Information/Product and Service Management	Marketing Information Systems, Using Technology to Gather Information, Issues and Trends in Marketing Research, The Research Process, Product Development, The Product Life Cycle, Product Positioning, Branding Strategies, Packaging, and Labeling, Warranties, Consumer Laws and Agencies, Consumer Credit	20 Days
Unit 3 Entrepreneurship and Finance	Entrepreneurial Concepts, Trends in Entrepreneurship, Business Ownership, Business Risk Management, The Business Plan, Financial Analysis	25 Days
Unit 4 Marketing Series Survey	Sports Marketing, Hospitality and Tourism, Fashion Marketing, Marketing Careers	20 Days
Unit 5 Skills for Marketing	Technology for Marketing, Personal Interactions, Managing Conflict, Ethics in the Workplace	10 days
Review & Final Exam		5 days

Educational Technology

Standards

Note: Insert additional educational technology standards that align with the specific CTE standards for this course

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ Technology Operations and Concepts

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ Creativity and Innovation

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ Communication and Collaboration

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ Digital Citizenship

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ Research and Information Literacy

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ Critical Thinking, Problem Solving, Decision Making

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

21st Century Life & Career Skills

Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

Learning and Innovation Skills:

➤ Creativity and Innovation

- Use multiple points of view to create alternative solutions.

➤ Critical Thinking and Problem Solving

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

➤ Communication and Collaboration Skills

- Determine an individual's responsibility for personal actions and contributions to group activities.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Model leadership skills during classroom and extra-curricular activities.

➤ Cross-Cultural Understanding and Interpersonal Communication

- Demonstrate the ability to understand inferences.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

➤ Career Exploration

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

WIDA Performance Definitions – Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6- Reaching			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions



WIDA Performance Definitions- Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6- Reaching			
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • General content-related words • Everyday social, instructional and some content-related words and phrases

Differentiated Instruction

Links to District Resources for Differentiation (please click the links below)

- ➔ [Options for Accommodations and Modifications](#)
- ➔ [Matrix of Accommodations and Modifications by Student Group](#)

Key Elements for Differentiation

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Gifted and Talented

Accommodate Based on Students individual Needs: Strategies

Adaption of Material and Requirements

Evaluate Vocabulary

Elevated Text Complexity

Additional Projects

Independent Student Options

Projects completed individual or with Partners

Self Selection of Research

Tiered/Multilevel Activities

Learning Centers

Individual Response Board

Independent Book Studies

Open-ended activities

Community/Subject expert mentorships

Assessments

Formative/Summative/Benchmark/Classroom Assessments

Benchmark Assessment: Midterm and Final Exams in SchoolNet

Unit Assessments, Chapter Assessments, Quizzes

DBQ, Essays, Short Answer

Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

Projects, Portfolio, Presentations, Prezi, Gallery Walks

Homework

Concept Mapping

Primary and Secondary Source analysis

Photo, Video, Political Cartoon, Radio, Song Analysis

Create an Original Song, Film, or Poem

Glogster to make Electronic Posters

Tumblr to create a Blog

Timelines, Maps, Charts, Graphic Organizers

Interdisciplinary Connections

English Literacy <https://www.nj.gov/education/cccs/2016/ela/CompanionG1112.pdf>

- **NJSLSA.R1.** Read closely to determine what the text says explicitly and make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and the style of a text.
- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text. Including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach.
- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Mathematics <https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

- **NJSLS.** Perform arithmetic operations with complex numbers.
- **NJSLS.** Choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions (modeling).

- **NJSLS**. Perform modeling functions:
 - Identify variables in the situation and select those that represent essential features.
 - Formulate a model by New Jersey Student Learning Standards for Mathematics 76 creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables.
 - Analyze and perform operations on these relationships to draw conclusions.
 - Interpret the results of the mathematics in terms of the original situation.
 - Validate the conclusions by comparing them with the situation.

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

- **NJSLS. 6.1.4.C.1.** Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- **NJSLS. 6.1.4.C.2** .Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **NJSLS. 6.1.4.C.3.** Explain why incentives vary between and among producers and consumers.
- **NJSLS. 6.1.4.C.4.** Describe how supply and demand influence price and output of products.
- **NJSLS. 6.1.4.C.10.** Explain the role of money, savings, debt, and investment in individuals' lives.
- **NJSLS. 6.1.4.C.11.** Recognize the importance of setting long-term goals when making financial decisions within the community.

Technology <https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g. camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.PA.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
- 8.1.2.A.5 Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6 Identify the components of a database.
- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.A.4 Construct a worksheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
- 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

<p>Grade:11</p>	<p>Unit/Module:</p> <p>Unit I Economics, Business and Society</p> <p>Unit II Marketing Information/Product and Service Management</p> <p>Unit III Entrepreneurship and Finance</p> <p>Unit IV Marketing Series Survey</p> <p>Unit V Skills for Marketing</p>	<p>Topic:Economics Business and Society Description: A review of political, economic and global analysis and, free enterprise. Legal and ethical issues in business and marketing will also be introduced.</p> <p>Topic: Marketing Information/Product and Service Management Description:An exploration of the marketing research process, it’s limitations, applications and product and service management decisions</p> <p>Topic:Entrepreneurship and Finance Description:Introduction to entrepreneurial concepts, risk management, developing a business plan and financing the business.</p> <p>Topic:Marketing Series Survey Description:An exploration of the sports marketing, hospitality and tourism and fashion marketing</p>
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		Topic: Skills for Marketing Description: Focuses on the current technologies used in marketing, teamwork and interpersonal skills
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New Jersey Student Learning Standards (NJSLs):

- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-RES.1 Plan, organize and manage day-to-day marketing research activities.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.
- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers’ perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.

NJDOE Student Learning Objective	Essential Questions	Skills	Resources	Sample Activities
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<p>Unit I Economics, Business and Society</p> <p>SWBAT Describe the impact of economics, economics systems and entrepreneurship on marketing.</p> <p>MK 1.4 Describe economic indicators that can impact marketing activities.</p> <p>MK 1.6 Apply knowledge of business ownership to establish and continue business operations.</p> <p>MK 1.8 Explain commerce laws and regulations that affect marketing businesses.</p> <p>NJSLS. 6.1.4.C.2 .Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>	<p>How do aspects of an economy such as consumers, businesses, and governments affect the economy and marketing decisions?</p> <p>How would you select an emerging country to market a product and what marketing strategies would you use?</p> <p>How does interdependence of nations create a global marketplace?</p> <p>What are the factors that must be considered for doing international business?</p> <p>What are the advantages and disadvantages to being self employed?</p> <p>Explain the five roles of government in a private enterprise system?</p>	<ul style="list-style-type: none"> ● Identify factors that affect international business ● Understand global marketing strategies ● Explain the theory of supply and demand ● Compare the major types of businesses in the organizational market ● Identify federal regulatory agencies and laws that protect consumers, workers, investors, and the environment 	<ul style="list-style-type: none"> ● Business U <p>Advanced Marketing</p> <ul style="list-style-type: none"> ● eDynamic Learning <p>EDL269 Marketing 2a: Global Business & Trade</p> <p>Economic Measurements Quizlet</p> <p>https://quizlet.com/107293074/chapter-4-economic-measurements-study-guide-flash-cards/</p> <p>Principles of Economics</p> <p>https://opentextbc.ca/principlesofeconomics/chapter/19-1-measuring-the-size-of-the-economy-gross-domestic-product/</p>	<p>Graphic Organizers:</p> <p>Retrieve graphic organizers from the Glencoe.com Online Learning Center</p> <p>Economic Measurements</p> <p>Factors that Affect the Business Cycle</p> <p>Balance of Trade, Barriers, and Trade Agreements</p> <p>Global Marketing Strategies</p> <p>Copyright, Patents and Trademarks</p> <p>Business Functions</p> <p>Roles of Government in Free Enterprise</p> <p>Poster Project: Students will select one of the unit topics to create a poster or Anchor Chart. See Poster Rubric for additional guidelines.</p>
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<p>NJSLS. 6.1.4.C.3. Explain why incentives vary between and among producers and consumers.</p>				
<p>NJSLS. 6.1.4.C.4. Describe how supply and demand influence price and output of products.</p>				

<p>Unit II Marketing Information/Product and Service Management</p> <p>SWBAT Design and conduct research activities to facilitate marketing business decisions.</p> <p>MK-RES 1.3 Understand the legal environmental and language factors of countries and cultural units involved in research activities.</p> <p>MK-RES 2.1 Design quantitative marketing research activities to ensure accuracy, appropriateness, and adequacy of data collection efforts.</p> <p>MK-RES 2.4 Report findings to communicate research information to others.</p> <p>MK-RES 2.5 Interpret research data into</p>	<p>How can research be used to gather information about marketing opportunities?</p> <p>How might marketing research benefit from each of the four P's?</p> <p>What data should be included in a marketing information system?</p> <p>What would happen if marketing research were not used in product development?</p> <p>Why must a company doing business internationally consider different countries' cultures?</p> <p>How can a company conceive and market an exciting new product?</p> <p>What marketing activities have to occur before launching a new product?</p> <p>Why is it important for a product to have a specific brand, package and label?</p> <p>How do warranties and credit affect product and service management?</p>	<ul style="list-style-type: none"> ● Identify procedures for gathering information using technology ● Discuss trends and limitations in marketing research ● Collect and interpret marketing information ● Design and administer a marketing research survey ● Explain how to develop, maintain, and improve a product mix ● Describe product positioning techniques 	<ul style="list-style-type: none"> ● Business U Advanced Marketing, Principles of Management ● eDynamic Learning EDL064 Advertising and Sales Promotion EDL223 Principles of Business, Marketing, and Finance 1a: Introduction EDL224 Principles of Business, Marketing, and Finance 1b: Targeting Your Business Insight Accion Business Resources https://us.accion.org/resource/product-placement-why-it-matters-and-how-get-it/ Study.com https://www.cteonline.org/curriculum/lessonplan/marketing-research-plan/q89q88 	<p>Marketing Research Plan https://www.cteonline.org/curriculum/lessonplan/marketing-research-plan/q89q88</p> <p>External Market Research Quiz https://www.cteonline.org/curriculum/lessonplan/marketing-research-plan/q89q88</p> <p>Marketing Controls: Market Research, Test Marketing & Marketing Statistics Video & Quiz https://study.com/academy/lesson/marketing-controls-market-research-test-marketing-marketing-statistics.html</p> <p>Create, Administer and Report School Store Customer Survey</p> <p>Develop a QR Code to link to survey</p>
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<p>information for decision-making.</p> <p>SWBAT Use information systems and tools to make marketing research decisions.</p> <p>MK-RES 3.2 Collect secondary marketing data to ensure accuracy and adequacy of information for decision-making.</p> <p>MK-RES 3.3 Process data to translate marketing information into useful insights/knowledge.</p>		<ul style="list-style-type: none"> ● identify the four stages of the production life cycle ● Discuss the nature, scope and importance of branding in product planning ● Identify the major provisions of product safety legislation 		
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<p>Unit III - Entrepreneurship and Finance</p> <p>SWBAT Describe the impact of economics, economics systems and entrepreneurship on marketing.</p> <p>MK 1.6 Apply knowledge of business ownership to establish and continue business operations.</p> <p>MK 1.8 Explain commerce laws and regulations that affect marketing businesses</p> <p>SWBAT Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>MK 2.1</p> <p>MK 2.2 MImplement accounting procedures to track money flow and to determine financial status.</p> <p>MK 2.4 Determine needed resources for a new marketing project or business venture.</p>	<p>How do entrepreneurs make major contributions to our economy?</p> <p>What role do entrepreneurs and small business play in the domestic and global economies?</p> <p>What are the advantages and disadvantages of each of the four forms of business organization?</p> <p>Explain the nature and scope of risk management.</p> <p>What are the ways government regulations can result in economic risks?</p> <p>Explain the importance of a business plan.</p> <p>What determines the location of a business?</p> <p>Why should costs, demand and the competition be considered when planning prices?</p> <p>How do you determine the start-up costs for a business?</p> <p>Why do so many new businesses fail?</p>	<ul style="list-style-type: none"> ● Understand the importance of small business in various economies ● Identify the legal steps to take in establishing a business ● various ways businesses can manage risk ● Construct a marketing plan ● Prepare an income statement, balance sheet and cash flow statement ● Determine start-up costs for a business 	<ul style="list-style-type: none"> ● Business U Advanced Marketing, Principles of Entrepreneurship ● eDynamic Learning EDL223 Principles of Business, Marketing, and Finance 1a: Introduction EDL224 Principles of Business, Marketing, and Finance 1b: Targeting Your Business Insight Study.com https://docs.google.com/document/d/1xf7MJ2RIHYVovF95Ld06znc5BH2xGqLkGf84QHNivrk/edit# 	<p>Vocabulary Activity, NoteTaking/Graphic, Organizer Activities</p> <p>Graphic Organizers: Product Development, New Product Research, Stages in the Product Life Cycle, Types of Brands, Functions of Packaging, Risk Management, Discovery Project Worksheet</p> <p>http://glencoe.mheducation.com/sites/dl/free/007895312x/903044/C34_011_ME_A_FF_U11.pdf</p> <p>Discovery Project, Financing the Business</p> <p>http://glencoe.mheducation.com/sites/dl/free/007895312x/903039/Ch36_eMarketing_Worksheet.pdf</p>
<p>22 Page</p>				

<p>Unit IV Marketing Series Survey</p> <p>1. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways</p> <p>MK 5.1 Acquire self-development skills for success in marketing careers</p> <p>MK 5.2 2 Develop personal traits to foster career advancement in marketing.</p> <p>MK 5.5 Utilize career-advancement activities to enhance professional development in marketing careers.</p>	<p>How do DECA’s Competitive Events contribute to every student being college and career ready?</p> <p>How do the Marketing series events prepare emerging leaders and entrepreneurs in marketing, finance, hospitality and management?</p>	<p>Students will complete a written competitive event following guidelines provided in the DECA Guide.</p> <p>https://www.deca.org/wp-content/uploads/2019/07/2019_DECA_Guide.pdf</p>	<ul style="list-style-type: none"> • DECA Guide https://www.deca.org/wp-content/uploads/2019/07/2019_DECA_Guide.pdf • eDynamic Learning EDL034 Sports and Entertainment Marketing • Business U Sports Marketing, Advanced Marketing Occupational Outlook Handbook https://www.bls.gov/ooh/ 	<p>DECA Competitive Events https://www.deca.org/high-school-programs/high-school-competitive-events/</p>
<p>Unit V Skills for Marketing</p> <p>SWBAT Communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>MK-COM 1.4 Manage stressful marketing communications situations.</p> <p>MK-COM 1.5 Manage stressful marketing communications situations</p>	<p>What types of specialized software might business use to operate more efficiently?</p> <p>How will technology impact marketing in the future?</p> <p>How are computer applications used in business and marketing?</p> <p>Why are ethics, managing conflict, and teamwork</p>	<ul style="list-style-type: none"> • Explain how the internet and the world wide web can increase business productivity. • Describe the software programs that are influencing and reshaping marketing. 	<p>Technology Trends in Marketing 2020 https://www.clickz.com/five-technology-trends-changing-digital-marketing-in-2020/260448/</p> <p>What is Digital Marketing? https://www.marketo.com/digital-marketing/</p>	<p>Article Summary -Technology Trends in Marketing 2020</p> <p>Vocabulary Key terms Graphic Organizer-definition and illustration</p> <p>PowerPoint Presentation - students will research an interpersonal skill building activity and present finding to class.</p>

<p>SWBAT Plan, organize and lead marketing staff to achieve business goals.</p> <p>MK-MGT 1.1 Implement organizational skills to facilitate work efforts.</p> <p>3. Plan, manage and monitor day-to-day marketing management operations.</p> <p>MK-MGT 2.1 , Implement organizational skills to improve efficiency and workflow.</p> <p>MK-MGT 2.3 Utilize business systems to expedite workflow and enhance a business's image.</p>	<p>important parts of interpersonal relationships?</p> <p>What factors do you think are responsible for successful interactions with others?</p>	<ul style="list-style-type: none"> • Manage conflicts using appropriate negotiation skills. • Identify skills needed to be a good team member and provide leadership 	<p>Teachnology-Understanding Interpersonal Relationships</p> <p>https://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=3&lsn_id=22614</p>	<p>Think Pair Share Activity -Interpersonal Relationships</p>
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Vocabulary

Unit I

International trade, Imports, Exports, Balance of Trade, Free Trade, Tariff, Quota, Embargo, Protectionism, World Trade Organization, North American Free Trade Agreement, European Nation Licensing, Contract Manufacturing, Joint Venture, Foreign Direct Investment, Multinationals, Mini-Nationals, Globalization, Adaptation, Customization, Food and Drug Administration, Consumer Product Safety Commission, Equal Employment Opportunity Commission, Occupational Safety and Health Administration, Securities and Exchange Commission, Environmental Protection Agency, Federal Trade Commission, Flextime, Telecommuting, Ad Council, Green Marketing, Ethics

Unit II

Problem Definition, Primary Data, Secondary Data, Survey Method, Sample, Observation Method, Data Analysis, Validity, Reliability, Forced Choice Questions, Open Ended Questions, Brand, Brand Name, Trade Name, Brand Mark, Trade Character, National Brands, Brand Extension, Brand Licensing, Mixed Brand, Co-Branding, Package, Mixed Bundling, Price Bundling, Blisterpacks, Aseptic Packaging, Cause Packaging, Label, Brand Label, Descriptive Label, Warranty, Express Warranty, Full Warranty, Limited Warranty, Implied Warranty, Warranty of Merchantability, Warranty of Fitness for a Particular Purpose, Disclaimer, Credit, 30- Day Accounts, Installment Accounts, Budget Accounts

Unit III

Entrepreneurship Franchise, Sole Proprietorship, Unlimited Liability, Partnership, Unlimited Liability, Partnership, General Partnership, Limited

Unit III continued

Limited Liability Company, Doing Business As, Articles of Incorporation, Business Risk, Economics Risks, Natural Risks, Human Risks, Insurance Policy, Extended Coverage, Fidelity Bonds, Performance Bonds

Unit IV

Gross Impression, Market Segmentation, Sponsorships, Publicity, Anti-Trust, Audience, Club Option, Player Option, Collective Bargaining Agreement, Endorsement, Event Management, Apparel Industry, AQL, Base Fabric, Book Inventory, Bill of Lading, Contractor, Cutting Order, Fabrication, Lead Time, Modular Manufacturing, Pantone, SMV, Thread Run, Yarn Dip, ADR, Allocation, Alternative Availability, Chatbot, Loyalty program, Rack Rate, Yield Management

Unit V

Word Processing Programs, Database Programs, Spreadsheet Programs, Desktop Publishing Programs, Graphics and Design Program, Presentation Software, HTML, ERP, HTTP, URL, Self Esteem Initiative, Time Management, Assertiveness, Flexibility, Ethics, Equity, Negotiation, Empathy, Teamwork, Cross-training, Consensus, agreement

Partnership, Limited Liability, Corporation, Stockholders, Foreign Corporation	
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Unit Project (Choose 1)

Unit Project (Suggested)	Unit Project (Suggested)
<p>Unit I Discovery Project - Risks and Rewards Review economic indicators, complete a SWOT Analysis to determine how you would invest \$100,000.</p> <p>Unit II Students will design, create and present a prototype for a new product</p> <p>Cereal Marketing Project http://www.mybusinessed.com/marketingPDFs/cerealmarketingproject.pdf</p>	<p>Unit III Students will complete a written competitive event following guidelines provided in the DECA Guide. https://www.deca.org/wp-content/uploads/2019/07/2019_DECA_Guide.pdf</p> <p>Unit IV DECA Role Play- Manager/Bicycle Store Marketing Essentials CH 11 pg 268</p>

Rubric(s)

Insert rubric(s) referenced in course guide.

Unit 1 Rubrics

Discovery Project Risks and Rewards Rubric

http://glencoe.mheducation.com/sites/dl/free/007895312x/903030/U02_MIPR.pdf

Unit II Rubric

Prototype Presentation Rubric

<https://static.globalinnovationexchange.org/s3fs-public/asset/document/Products%20&%20Services%20-%20Detailed%20Rubric.pdf?ocDhMvdQLP.J7dfUiLHS1ZNYLGIy8pvT>

Cereal Marketing Project

<http://www.mybusinessted.com/marketingPDFs/cerealmarketingproject.pdf>

Unit III Rubric

Financing the Business Discovery Project Evaluation Rubric

http://glencoe.mheducation.com/sites/dl/free/007895312x/903032/Ch36_DPWR.pdf

Unit IV

Management Skills Project Rubric

http://glencoe.mheducation.com/sites/dl/free/007895312x/903024/Ch11_DPWR.pdf

Structured Learning Experience:

Video chats with Amaninic, The Marketing Queen

<https://www.amaninic.com/>

Velocity - TCHS School Store

Bloomberg Mentoring

Six Flags, BUSINESS & MARKETING EDUCATION

- Challenge - students can participate in the challenge and email entries to NJspecialevents@sixflags.com! Teachers will be notified of winning projects and tickets will be mailed.
- Worksheets - Download FREE worksheets with fun activities to do while walking through the park!
- Meet a Member of the Marketing Team - Showcase Theater (PRE-REGISTRATION REQUIRED) email NJspecialevents@sixflags.com to schedule a time to meet a member of our team!

Field Trip Ideas:

NJ DECA Blue/Gold Region Career Development Conference

NJ DECA State Career Development Conference

Macy's Group Student Tours <https://www.visitmacysusa.com/article/macys-group-student-tours>

Six Flags, Business & Marketing Education Day <https://www.sixflags.com/greatadventure/special-events/spring-physics-day>