



**Marketing II
June 2022 Revised**

In Partnership with

Fairleigh Dickinson University

Grades 11 - 12

Dr. Mark Toback, Superintendent

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Approved by the Wayne Township Board of Education at the regular meeting held in June, 2022.

**Wayne School District
Curriculum Format**

School Based Enterprise - Throughout Marketing II, students will take part in several school-based activities that require them to apply their work outside the classroom and participate in several real-world applications of their knowledge in the school and in the community. The Barnes & Noble project takes the students around a month to complete. Students are tasked with assessing consumer behaviors and analyzing demographic and behavioral studies to assist in Barnes and Noble to find its place in the digital world; and a way to sustain a competitive advantage using its bookstores. The next unit students will spend a month creating public service announcements in collaboration with Wayne Alliance (The Wayne Alliance mission is to provide tools intended to educate the public and provide insight to the necessary skills that will enhance understanding of the benefits resulting from making healthy drug-free choices. The PSA's will be developed through research and student surveys with the goal of targeting the concerns that our students see in our community. The next project, which works in partnership with the WV PTO, focuses on the Spirit Sale. This initiative is designed to unite Wayne Valley student body through social media, sale of merchandise and a school-wide fashion show. Students will collect data of student interests, analyze past sales data, utilize social media to promote the new items. Students will also manage and host a school wide fashion show with models to showcase the new items. This project has raised the sales and profits of the PTO tremendously. In addition students will also be promoting the school store and using the research methods to decide on products.

Through these projects students will spend roughly 4 months working on the school-based activities which puts their knowledge and content to practice in real-world applications where they can see the results of their work.

Content Area/ Grade Level/ Course:	Business Education 11th & 12th Marketing 2
Unit Plan Title:	MODULE 1: Review of Marketing 1 Principles and Marketing Strategy
Time Frame	Review and Strategy Lecture: 1 Month Real World Application/Assembly of Project: 1 Month
Anchor Standards/Domain*	
Standard 8	
8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts	
Career Readiness, Life Literacies, and Key Skills Practices Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study	
Standard 9	
9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	
9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	

9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Unit Summary Goal:

Strategic Planning and the Marketing Process (Module 1) reviews all introductory activities for a Marketing Plan including: marketing research concepts and data, examining company resources (Capital, People, Patents/Trademarks, Brand Name, Distribution) as examples to focus on Marketing Strategy and developing/restructuring a detailed Marketing Plan for a new company. Students will be able to begin a Strategic Plan for a company that needs strategic restructuring.

This Unit Examines:

This Module reviews the parts of a “Marketing Plan” and the application of each strategic planning tool. We will review fundamental principals from Marketing 1, and some related decisions about the Resources, Strategic Marketing Objectives, Analysis, Implementation, and Evaluation, and go over the essential elements of writing a proper mission statement. We will review PEST, SWOT, and PORTERS 5 Forces, but will now ask the students to perform these analysis on their new company.

Unit Overview

Review prior studies on Marketing Fundamental topics:

- Advanced Marketing Research and Consumer Behavior
- Managing Information and Behavioral Studies
- New Product Development, Package Design, Utilization
- Effective Pricing Strategies
- Advanced Selling and Channels of Distribution
- Advanced Promotions, Branding, Ethics, Psychological Persuasion, Manipulation and Advertising
- Product Life Cycle
- Swot Analysis
- Porters 5 Forces

Standard Number(s)

Standard 8.2

- 8.2.12.ED.4 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standard 9.1

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save. (e.g., commercials, family, culture, society).
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2

- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- 9.2.8.CAP.16: Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.

Standard 9.3

- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 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-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 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-SAL.1 Access, evaluate and disseminate sales information

Standard 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Intended Outcomes - {Essential Questions}

At the end of the course of study, students will be able to answer the following essential questions:

- How can comprehension and implementation of strategic marketing concepts, or corporate restructure/revision (of a Marketing Plan) provide success in the business world?
- What are the advanced Marketing principles?
- What are the buying patterns of consumers?
- What are the methods of gathering information to develop analysis?
- What are the methods of gathering marketing information through surveys, computer analysis and analyzing statistics?
- What is the process of developing a product and organizing the correct management structure to successfully market this product?
- What are the different methods of pricing, price skimming, price penetration, high pricing, low pricing and volume pricing?

- How do you develop an understanding of the channels of distribution including wholesaling, retailing, manufacturing, and consumer buying.
- How do you develop design and packaging systems for new products?
- How do you manage advertising and sales promotion?
- How do you develop strategies for failing products?
- How do you develop a need for community relief and successfully communicate, sell , and market the new venture?

Enduring Understandings

Upon Completion of this unit students will be able to understand:

- How to write a Marketing Plan for a new product
- How to write an effective Mission Statement
- The “Objective, Analysis, Implementation, and Evaluation” section of a strategic marketing plan including:
 - Innovation. Image, Profitability Market share, Sales, Perception, Social Responsibility(Pest, SWOT, Porters 5 Forces, Target Marketing, ROI, Sales Numbers, Customer Response, Expansion, Salespeople, Competitor Response, Developing the best marketing mix (the 4 P’s), Tactics, Executive Summary and Table of Contents
 - MARKET PENETRATION. PRODUCT DEVELOPMENT. MARKET DEVELOPMENT. DIVERSIFICATION. Vertical integration, Horizontal integration.
- Students will understand the buying powers of consumers.
- Students will understand the process of developing a new product.
- Students will understand the price of a product and can determine if consumers will buy it or not.
- Students will understand the different methods used in marketing research.
- Students will understand the 4 channels of distribution and how they are used.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Write a proper Mission Statement
- Understand the process of creating the marketing plan and essential sections
- Describe the marketing objective, analysis, implementation, and evaluation process and the major approaches to those sections
- Recognize the importance of environmental scanning and analysis including SWOT, PORTERS, and PEST.
- Define key terms: Marketing Plan, Executive Summary, Mission Statement, Objectives (Innovation, Image, Profitability Market share, Sales, Perception, Social Responsibility), Analysis (PEST ANALYSIS, SWOT ANALYSIS, PORTERS 5 FORCES), Implementation, Target Market, Evaluation (ROI, Sales Numbers, Customer Response, Expansion, Salespeople, Competitor Response) SWOT Analysis, PEST Analysis.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
E T A	Global Awareness	E, A	Creativity and Innovation

E T A	Environmental Literacy
E T A	Health Literacy
E T A	Civic Literacy
E T A	Financial, Economic, Business, and Entrepreneurial Literacy

E, A	Critical Thinking and Problem Solving
E A	Communication
E,T ,A	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will understand buying powers of consumers.
- Students will understand the process of developing a new product.
- Students will understand the price of a product and can determine if consumers will buy it or not.
- Students will understand the different methods used in marketing research.
- Students will understand the 4 channels of distribution and how they are used.

Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

Performance tasks in support of activities:

- i. Small- and large-group activities
- ii. Discussions
- iii. Lectures
- iv. Demonstrations
- v. Teamwork
- vi. Brainstorming
- vii. Simulations
- viii. Oral and written reports
- ix. Comparative analyses
- x. Interviews
- xi. Community/business observations
- xii. Use of business partners

Teaching and Learning Activities

<i>Suggested Activities</i>	<p>Suggested:</p> <ul style="list-style-type: none"> ● Warm-up exercises at the beginning of class ● Class discussions ● Completion of exercises, problems, and activities – guided, individual, and collaborative ● Research-based, real-world activities ● Assignments utilizing Chromebooks ● Develop the ability to analyze markets ● Develop a marketing plan
<i>Differentiation Strategies</i>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate</p>

	<p>Differentiated checklists and rubrics (if appropriate)</p> <p>Chunked assignments</p> <p>Extended time,when appropriate</p> <p>Level of independence</p> <p>Study Guides for Quizzes and Tests</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
<p><i>School Based Enterprise</i></p>	<p><u>Strategy: Barnes & Noble</u></p> <p><i>Strategy Lecture: 1 Month</i></p> <p><i>Real World Application/Assembly of Project: 1 Month</i></p> <p>Barnes & Noble Strategy Assignment - Objectives</p> <ul style="list-style-type: none"> ● Students will research and analyze the retailers following challenges: <ul style="list-style-type: none"> ○ Pressure on the brick-and-mortar retail business ○ Fierce online competition from Amazon and Apple ○ Difficulty in launching a digital content and device business (Nook) ○ Finding its place in the digital world; and a way to sustain competitive advantage using its bookstores. <p>Barnes & Noble Strategy Assignment - Project Overview</p> <ul style="list-style-type: none"> ● Students will analyze Marketing Research and Consumer Behavior <ul style="list-style-type: none"> ○ Research the economic (changes) directly affecting book retailers. ○ How has the industry changed due to the introduction of the digital? ● Students will analyze Demographic and Behavioral Studies <ul style="list-style-type: none"> ○ Research the complete and specific demographic and behavioral information for the following target consumer: <ul style="list-style-type: none"> ○ Conventional book readers ○ Digital readers ● Students will analyze Selling and the Channels of Distribution <ul style="list-style-type: none"> ○ What channels does a physical book go through for distribution? ○ Who are the suppliers of these materials? ○ Who are the buyers in the retail book industry ○ What effects does the shift to digital have on the Suppliers and the Buyers? ● Students will analyze Product Life Cycle <ul style="list-style-type: none"> ○ Complete a full product life cycle analysis of the traditional hard cover book with sales statistics over the past 10 years. ○ Complete a full product life cycle analysis of the digital E-reader with sales statistics for each of the leading brand names. ● Students will create a Competitor Analysis <ul style="list-style-type: none"> ○ Brick and Mortar: <ul style="list-style-type: none"> ■ Identify BN’s major competitors in brick and mortar book retailing ○ Review the strengths and weaknesses of these competitors. <ul style="list-style-type: none"> ■ Digital Readers: ○ Compare the strengths and weaknesses of BN’s major competitors in e-books, specifically Amazon, Apple and Google.

	<ul style="list-style-type: none"> ○ Pay particular attention to any weaknesses in competitors' business models that BN can use to build competitive advantage over these competitors. ● Students will complete a SWOT Analysis <ul style="list-style-type: none"> ○ Identify Barnes & Noble's Strengths capable of providing a competitive advantage and evaluate their sustainability. ○ What are the major BN Weaknesses that need to be addressed? ○ What are the major Opportunities and Threats facing Barnes & Noble? ○ You are responsible for adding this information on slides 14-15 of the shared presentation <p>Barnes & Noble Strategy Assignment - Process</p> <ul style="list-style-type: none"> ● Based upon their research, students will develop recommendation #1 to improve the business and reignite sales <ul style="list-style-type: none"> ○ Students will analyze the connection: How does recommendation #1 drive sales in the physical stores, and increase digital content (traffic on BN.com and NOOK) ● Based upon their research, students will develop recommendation #2 to improve the business and reignite sales <ul style="list-style-type: none"> ○ Students will analyze the connection: How does recommendation #1 drive sales in the physical stores, and increase digital content (traffic on BN.com and NOOK)
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Resources	
<ul style="list-style-type: none"> ● AdAge.com ● Business magazines ● DECA activities ● Newspapers ● Internet ● Use of other instructional aids such as transparencies ● Handouts ● Guest speakers 	

Content Area/ Grade Level/ Course:	Business Education 11th & 12th Marketing 2
Unit Plan Title:	MODULE 2: Marketing Society, Ethics, and Social Responsibility
Time Frame	Marketing Society, Ethics, and Social Responsibility Lecture: 1 Month Real World Application/Assembly of Project: 1 Month

Anchor Standards/Domain*	
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Standard 8

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Career Readiness, Life Literacies, and Key Skills Practices Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study

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9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Unit Summary Goal:

Marketing Society, Ethics, and Social Responsibility (Module 2) introduces Marketing's role in Business ethics and the concept of social responsibility is examined in detail. Marketing's role in the economy is reviewed in the context of the general economic principles that affect consumer behavior and marketplaces. The factors of production, types of economy and the concept of entrepreneurship are introduced. Business ethics and the concept of social responsibility are examined in detail.

This Unit Examines:

This Module examines "Marketing Society, Ethics, and Social Responsibility" and the importance of ethical practices and social responsibility as members of a global community. We will examine different marketing principles and concepts and how they affect the global economy. A specific focus on Ethics, Ethical Behavior, and Ethical Business Practices are examined in this unit. Business ethics are guidelines for good behavior. Ethical businesses are community-conscious.

Standard Number(s)

Standard 8.2

- 8.2.12.ED.4 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Career Readiness, Life Literacies, and Key Skills Practices

- Act as a responsible and contributing community members and employee
- Attend to financial well-being.
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- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

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- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Essential Question(s)

What responsibilities do marketers have to be honest, socially responsible, and ethical?

What concepts and strategies are utilized to support ethical behaviors, human rights, and honest advertising?

Enduring Understandings

Upon Completion of this Unit Students will be able to understand:

- Understand and Identify different factors in The Political-Legal Environment:
- Recognize that Ethical Issues in Marketing concerning the Marketing Mix (4 P's) Marketers are bound by an ethical code to treat consumers fairly. Marketing is influenced by fundamental economic laws and principles.
- Understand how ethical concepts take place in the 4 P's of Marketing
- Become familiar with The Four-Step Pyramid of Corporate Social Responsibility, Ethical Issues in Marketing concerning the Marketing Mix (4 P's)
- Understand that there are many Pro's and Con's to Marketing including unethical business practices.

		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
		21st Century Skills	
X	Global Awareness	E T A	Creativity and Innovation
	Environmental Literacy	E T A	Critical Thinking and Problem Solving
	Health Literacy	E T A	Communication
X	Civic Literacy	E T A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will be able to:

- Contribute this lesson to strategic marketing planning and new product development planning
- The government plays a critical role in enforcing the free enterprise system and providing for the health, safety, and welfare of its citizens.
- Understand that Business ethics are guidelines for good behavior and Ethical businesses are community-conscious.
- Students will understand the following KEY CONCEPTS: Pro's and Con's of Marketing, Marketing and public awareness, Social Responsibility in Marketing, Ethical and Unethical Business Practices in Marketing, The Four-Step Pyramid of Corporate Social Responsibility, Ethical Issues in Marketing concerning the Marketing Mix (4 P's) How do ethical concepts take place in the 4 P's of Marketing, The Political-Legal Environment:
- Research and understand different consumer interest groups such as: National Coalition against Misuse of Pesticides, PETA, Special-interest groups, American Association of Retired People (AARP), Self-regulatory groups, Direct Marketing Association, Council of Better Business Bureaus, John F. Kennedy's Statement of Consumer Rights
 - The right to choose freely
 - The right to be informed
 - The right to be heard
 - The right to be safe

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Ethics and Social Responsibility Assignment /Corporate Social Responsibility Case Study/Web Marketing Topics/E-Commerce Articles/Ad Tracking, Ad Analysis/Industry Case Studies (Fashion, Beauty, Technology, Music, Auto, Food, Retail, E-Commerce, Finance) /E-Commerce Cases

Teaching and Learning Activities:

- Lectures
- Demonstrations
- Visual Aids
- Individual Instruction
- Powerpoint Presentations (via Google Slides)
- Use of collaborative learning when conducting marketing research and developing advertising promotions.
- Use of computers to perform current event research on AdAge.com, various other tasks on the Internet, thereby enhancing marketing, new promotions, and campaign concepts learned in class.
- Reinforcement strategies are utilized when the students make sales presentations. They themselves become the teachers thereby enhancing their own understanding and learning.
- Working in groups in a diversified multi-level (grade and skill) classroom provides students with the opportunity to help one another. It also enhances the student's ability to work in a realistic setting, better preparing them for the workplace.
- Learning principles of marketing concepts.
- Projects enhance students' learning by combining a variety of different concepts learned in the course into one assignment.

Suggested Activities

- Suggested Activities:
 - Small- and large-group activities
 - Teamwork Discussions
 - Visual Merchandising Projects
 - Demonstrations
 - Brainstorming
 - Simulations
 - Oral and written reports
 - Homework and class-work
 - Tests and quizzes

Differentiation Strategies

- Helping students individually find different solutions suitable to their personality
- Implement teaching strategies and means of identifying the most important criteria used by employers in the workplace in a way that best meets their daily qualifications or workplace criteria.
- Preparing and offering employers the highest-quality students who are prepared with the best solutions, an exclusive idea, or tools for solving a task
- Emphasizing the unique value-added elements that each student has to offer a different employer based upon education, experience, and personality
- A more project based focused approach will allow all students to be differentiated at all times.
- Vary assessments (allow students to choose assessment type when possible)
- Flexible groupings (ie: whole groups to small groups to pairs to independent)
- Vary text and materials presented to students
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Equipment Needed

- 1-to-1 Desktop Computers with Hard Wired Internet, Microsoft Office, Adobe Photoshop, Google Classroom, Green Sheet Photography Kit, TV camera and video editing equipment.

- Students and faculty will have access to wireless capabilities within the Computer Lab (classroom 221)
- Computer Lab (classroom 221) is used exclusively for Marketing I, II, and III class time.
- Computer Lab (classroom 221) will remain open during off periods so Marketing students and faculty can have full access to the tools, software, internet software, and extensive list of software applications and Internet software widely used by businesses today.
- Computer Lab (classroom 221) will be equipped with projectors, conference room table, color printer, refillable printer cartridges.
- Periodicals-research and job search articles selected by each student form the professional literature in their individual majors.
- Web Sites—Internet searches involving sites for all job search databases.
- Computer Lab (classroom 221) will remain open during off periods so Marketing students and faculty can have full access to the tools, software, internet software, and extensive list of software applications and Internet software widely used by businesses today.
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- Web Sites—Internet searches involving sites for all job search databases.

School Based Enterprise

Module 2 Community Relations, Wayne Alliance

Social Responsibility and Community Relations Lecture: 1 Month

Real World Application/Assembly of Project: 1 Month

Wayne Alliance Project - Objectives

- Review current substance abuse statistics plaguing teens
- Survey students to collect data on real problems facing teens
- Host openable focus groups where students can share their views on this problem, and on what could be done to improve it
- Launch 'non-traditional' marketing campaign titled "The Valley High" designed spotlight the problem in our community
- Engage students in Omni Channel interactive experience through Social Media
- Public Relations team will increase awareness throughout school district
- Fundraising opportunity for Wayne Alliance
- Approval Needs and Campaign Recap
- Differentiate from traditional Anti Drug Campaigns that students view as "stale" "immune" "difficult to relate to"
- The first of its kind "*Students helping Students*" campaign seeks to be relatable and realistic
- Persuade students to rethink decisions before acting recklessly
- Leave positive long-term impact using real life / relatable scenarios
- Create a respectable open dialogue between students and staff on the topic of substance abuse, bullying, and insecurities

Wayne Alliance Project - Overview

- Campaign designed by Marketing II students in partnership with the Wayne Alliance to spotlight substance abuse problem in our community
- Current statistics in Wayne prove the need for a campaign of this nature
- Students feel immune to dramatic campaigns, seek more realistic connection

- 8 print PSA's, and 2 movie posters will display on campus and on social media
- 4 video PSA's will premiere during homeroom periods
- Interactive omni channel social media campaign, cast interviews, and behind the scenes look will correspond with each print PSA
- Public relations team will present at board meeting and 8th grade orientation
- Fundraising opportunity for Wayne Alliance with formal dinner

Wayne Alliance Project - Process

1. Conduct Student Survey
 - a. Take a closer, realistic look at substance abuse in our community
 - b. Examine specific topics affecting teens in our community
2. Host Small Focus Groups
 - a. Small group discussions will provide strategies for our campaign
3. The Idea
 - a. Campaign Development, Demographics, Logo Proposal
 - b. Design and Present 2 Movie Posters and 8 Print PSA's
 - c. Showcase real students, in relatable predicaments
 - d. Film 4 (3 - 5 minute) Short Film PSA's
 - e. Premiere in homeroom
4. Social Media Campaign
 - a. Develop interactive campaign designed to get students involved
 - b. *Valley is One* Instagram Account
 - c. *Valley is One* YouTube Channel
5. Design extensive Public Relations campaign
 - a. Board meeting January 4th
 - b. 8th grade orientation January 9th
6. Engage Students - Interactive Experience
 - a. Students can interact or "comment" on each video PSA
 - b. Students can pledge sobriety for duration of the campaign
 - c. Participate in round table discussion with professionals
7. Wayne Alliance Fundraiser

Resources

<http://www.p21.org/>

<https://www.careertech.org/cctc>

<https://www.careertech.org/career-ready-practices>

<http://www.state.nj.us/education/cte/career/Marketing/index.html>

<https://www.deca.org/>

<https://www.deca.org/high-school-programs/school-based-enterprises/>

<https://www.deca.org/wp-content/uploads/2017/08/SBE-Chapter-Certification.pdf>

[https://www.northbergen.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=8131&dataid=9585&FileName=Marketing%20Structured Learning Experience%20Curriculum.pdf](https://www.northbergen.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=8131&dataid=9585&FileName=Marketing%20Structured%20Learning%20Experience%20Curriculum.pdf)

<https://www.ama.org/Pages/default.aspx>

<http://www.state.nj.us/education/cte/career/>

<http://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

<https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

http://lwd.dol.state.nj.us/labor/wagehour/lawregs/child_labor_law.html

PMIEF, Project Management Institute Educational Foundation, <https://pmief.org/library/resources>

Content Area/ Grade Level/ Course:	Business Education 11th & 12th Marketing 2
Unit Plan Title:	Module 3: Sports and Entertainment Marketing
Time Frame	<i>Sports and Entertainment Lecture: 1 Month</i> <i>Real World Application/Assembly of Project: 1 Month</i>
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
Standard 8	
<p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p>Career Readiness, Life Literacies, and Key Skills Practices Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study</p>	
Standard 9	
<p>9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy</p>	
Unit Overview	
<p>Understanding the role of marketing in Entertainment Properties. Understanding the role of marketing in sports.</p>	
Standard Number(s)	
Standard 8.2	
<ul style="list-style-type: none"> 8.2.12.ED.4 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials. 	
Career Readiness, Life Literacies, and Key Skills Practices	
<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee Attend to financial well-being. Consider the environmental, social and economic impacts of decisions Demonstrate creativity and innovation. 	

- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standard 9.1

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save. (e.g., commercials, family, culture, society).
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2

- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- 9.2.8.CAP.16: Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.

Standard 9.3

- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 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-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 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-SAL.1 Access, evaluate and disseminate sales information

Standard 9.4

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

At the end of the course of study, students will be able to answer the following essential questions: Students will understand:

- How do you use Entertainment Properties to market another product?
- How do you pair Entertainment with PR, and Creative Launches?
- How can you find a connection between the Brand, the Target Audience, and the Entertainment Proposition?
- How do you develop ideas and plans for integrating the Brand with the Entertainment World?
- What are the Digital Elements of Entertaining through, TV, Applications, Radio, Social Networking?
- What are the roles of the Sports Industry Business, Operations, Player Personnel?
- How are venues and stadiums managed?
- How do teams use Co-Branding, Endorsements and Sponsorship Opportunities?
- How is Sports Marketing Merchandise Managed?
- What is the role of Media & Community Relations?
- What are Demographic Studies, Community Relations and Event Planning?
- What are the roles of the Sports Industry Business, Operations, Player Personnel?
- How are venues and stadiums managed?
- How do teams use Co-Branding, Endorsements and Sponsorship Opportunities?
- How is Sports Marketing Merchandise Managed?
- What is the role of Media & Community Relations?
- What are Demographic Studies, Community Relations and Event Planning?

Enduring Understandings

- Students will understand how to use PR to their advantage when launching a new product.
- Students will understand the connection between the brand, the target market and how it fits into the entertainment world.
- Students will understand how to create an idea for the entertainment world.
- Students will understand how to use different forms of media to get the message out.
- Students will understand how venues and stadiums are managed.
- Students will understand how teams work with companies to endorse teams and players.
- Students will understand how the media plays a role in getting the message out.
- Students will understand how the sports industry is managed through business practices.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
E T A	Global Awareness	E, A	Creativity and Innovation
E T A	Environmental Literacy	E, A	Critical Thinking and Problem Solving
E T A	Health Literacy	E A	Communication
E T A	Civic Literacy	E,T ,A	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will understand how to use PR to their advantage when launching a new product.
- Students will understand the connection between the brand, the target market and how it fits into the entertainment world.
- Students will understand how to create an idea for the entertainment world.
- Students will understand how to use different forms of media to get the message out.

Assessments (Pre, Formative, Summative, Other)*Denote required common assessments with an **

Performance tasks in support of activities:

- Small- and large-group activities
- Discussions
- Lectures
- Demonstrations
- Teamwork
- Brainstorming
- Simulations
- Oral and written reports
- Comparative analyses
- Interviews
- Community/business observations
- Use of business partners
- Homework and classwork

Teaching and Learning Activities*Suggested Activities*

Suggested:

- Warm-up exercises at the beginning of class
- Class discussions
- Completion of exercises, problems, and activities – guided, individual, and collaborative
- Research-based, real-world activities
- Assignments utilizing Chromebooks
- Entertainment Marketing Project

Differentiation Strategies

Resources based on skill level

Craft additional prompts to support reading and writing comprehension and extension

Additional readings and resources provided for support and extension

Guided reading questions/notes

Flexible groups based on formative assessment or student choice

One:One conferring with teacher

Choice of reading, when appropriate

Differentiated checklists and rubrics (if appropriate)

Chunked assignments

Extended time, when appropriate

Level of independence

Study Guides for Quizzes and Tests

[Differentiation Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)

School Based Enterprise

Sports and Entertainment Marketing

Sports and Entertainment Lecture: 1 Month

Real World Application/Assembly of Project: 1 Month

Sports and Entertainment Marketing - Objectives

- Students will provide a '360-degree look' at College basketball, particularly an NCAA Championship Campaign that will include a school, a brand and a celebrity.
- Students must choose a School, a Celebrity, and a Brand to develop a 3 way branding deal.
- must prove how this will benefit each entity.
- Class objective:
 - Increase ticket sales for your selected team
 - Increase sales of your product
 - Increase popularity of your spokesperson

Sports and Entertainment Marketing - Overview and Process

- **Campaign Development and Marketing Research:**
 - Students will:
 - Introduce School, Celebrity, and Brand
 - Provide a DETAILED Demographic and Behavioral Analysis of
 - Teams Fans
 - Brands Consumers:
 - Celebrities Fans
 - Students will create a SWOT analysis for the three entities (combined swot) Show how S's W's O's and T's align
 - Identify the common, repetitive, and consistent Demographic and Behavioral facts that line up with each other through a **linear chart** which will be the basis of your campaign development.
- **Facilities and Facility Suppliers**
 - Students will
 - Create an illustrated model of the exterior of the facility
 - Design special features will the exterior and interior of the facility
 - Analysis of economic effects this campaign will generate through:
 - DIRECT, INDIRECT, and INDUCED effects
 - Students will create 3 separate travel packages for: 1)Students 2)Parents 3)Alumni
- **Event Supplier**
 - Students will:
 - Create a 3-d digital design for 5 pieces of custom made merchandise
 - Price each product appropriately using your knowledge of pricing principles
 - Work with the Social Media director to add a 'Merchandise' page to the campaign website

- Create a pricing analysis for each product will calculate the fixed and variable costs associated with your product or service. How much is the "cost of goods", i.e., a cost associated with each item sold or service delivered
- **Event Information (Public Relations):**
 - Students will:
 - Creation of ONE MAJOR fundraising event that will take place in the school's stadium
 - It will include an appearance from your celebrity
 - It will incorporate your brand
 - Design and develop comprehensive event details
 - Create a print ad advertising this event
 - You must include a detailed financial analysis of how you are making money from this event
 - Estimated ticket sales/Estimated price per ticket/Estimated cost of event/Estimated expenses for anyone who is paid for the event/ Profit earned from the event after expenses are paid
- **Athlete Community Service, Social Responsibility, and Media Coverage:**
 - Students will:
 - Present a list of the starting team and 'what they are known for'
 - Attempt to **market** each player individually through: Endorsements, Social Responsibility, Reputation
 - Develop ONE community event (social responsibility) that the team players would be a part of integrating the brand and celebrity
 - Select a media network (ex: ESPN, CBS Sports, etc.) that will run a 'Spotlight Series' on your charity event
 - Advertise the event with a print ad and be able to explain the event
 - The print ad must include:
 - Who will host it? When will it air and what network, What to watch for , Mobile or social media access and to the event , Incorporate the brand and celebrity (suggestion: website link to the series on celebrity or brand's website?) , Where will the print ad appear and why did you choose the network?
 - Provide a brief demographic analysis of the network viewers and why it fits the demographic profile of our team's fans
 - Provide a brief demographic analysis of the magazine's readers where the print ad will run and why it fits the demographic profile of our team's fans.

Resources

- AdAge.com
- Business magazines
- DECA activities
- Newspapers
- Internet
- Google Apps for Education
- Use of other instructional aids such as transparencies
- Handouts

- Guest speakers

Content Area/ Grade Level/ Course:	Business Education 11th & 12th Marketing 2
Unit Plan Title:	Module 4: Fashion Marketing
Time Frame	<i>Fashion Lecture: 1 Month</i> <i>Real World Application/Assembly of Project: 1 Month</i>
Anchor Standards/Domain*	
<p>Standard 8 8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p>Career Readiness, Life Literacies, and Key Skills Practices Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind 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. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study</p> <p>Standard 9 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy</p>	
Unit Overview	
Understanding the role of marketing in the fashion industry..	
Standard Number(s)	
<p>Standard 8.2</p> <ul style="list-style-type: none"> • 8.2.12.ED.4 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials. <p>Career Readiness, Life Literacies, and Key Skills Practices</p> <ul style="list-style-type: none"> • Act as a responsible and contributing community members and employee • Attend to financial well-being. • Consider the environmental, social and economic impacts of decisions • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Model integrity, ethical leadership and effective management. • Plan education and career paths aligned to personal goals. 	

- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Standard 9.1

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save. (e.g., commercials, family, culture, society).
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- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
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- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2

- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
- 9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
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- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
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- 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-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 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.
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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Intended Outcomes - {Essential Questions}

At the end of the course of study, students will be able to answer the following essential questions: Students will understand:

- What is fashion brand management?
- What is fashion merchandising, buying, branding and communication?

- How do you segment mass markets, fads, and high fashion?

Enduring Understandings

- Students will understand how different types of fashion is perceived in the market.
- Students will understand the difference between a trend and a fad.
- Students will understand how to segment a market.
- Students will understand how to promote apparel sales.

		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
		21st Century Skills	
E T A	Global Awareness	E, A	Creativity and Innovation
E T A	Environmental Literacy	E, A	Critical Thinking and Problem Solving
E T A	Health Literacy	E A	Communication
E T A	Civic Literacy	E,T ,A	Collaboration
E T A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will understand how different types of fashion are perceived in the market.
- Students will understand the difference between a trend and a fad.
- Students will understand how to segment a market.
- Students will understand how to promote apparel sales.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Performance tasks in support of activities:

- i. Small- and large-group activities
- ii. Discussions
- iii. Lectures
- iv. Demonstrations
- v. Teamwork
- vi. Brainstorming
- vii. Simulations
- viii. Oral and written reports
- ix. Comparative analyses
- x. Interviews
- xi. Community/business observations
- xii. Use of business partners
- xiii. Homework and classwork

Teaching and Learning Activities	
<p><i>Suggested Activities</i></p>	<p>Suggested:</p> <ul style="list-style-type: none"> ● Warm-up exercises at the beginning of class ● Class discussions ● Completion of exercises, problems, and activities – guided, individual, and collaborative ● Research-based, real-world activities ● Assignments utilizing Chromebooks ● Store positioning project
<p><i>Differentiation Strategies</i></p>	<p>Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Chunked assignments Extended time, when appropriate Level of independence Study Guides for Quizzes and Tests Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students</p>
<p><i>School Based Enterprise</i></p>	<p><u>Fashion Marketing</u> <i>Fashion Lecture: 1 Month</i> <i>Real World Application/Assembly of Project: 1 Month</i> Marketing 2 in partnership with PTO Spirit Wear Sale Initiative - Objective</p> <ul style="list-style-type: none"> ● Initiative to unite Wayne Valley student body through Social Media, Sale of Merchandise, and School Wide Fashion Show ● New Product Development: <ul style="list-style-type: none"> ○ Survey students and host focus group to collect data on diverse population ○ Analyze 2017 sales data in order to design and refine and propose new Product Line ○ Design Product Line ○ Introduce 22 products in new product line ● Host 2018 “Cross Curricular” Fashion Show Event ● Enhance “Valley is One” Campaign on social media <p>Marketing 2 in partnership with PTO Spirit Wear Sale Initiative - Procedure</p> <ul style="list-style-type: none"> ● Product <ul style="list-style-type: none"> ○ Design new merchandise line to incorporate old logo, new logo, and test

new theme

- Price:
 - Prices for products range from low to high
 - Financing the campaign and fundraising options
- Place:
 - Showcase entire product line at student fashion show
 - Students will have access to order forms via Instagram - A link to the live order form will be on our “Valley is One” Instagram account
- Promotion:
 - Social media, print advertisements, etc
 - Enhance “Valley is One” Campaign on social media
 - Advertising and social media platform to promote event

Resources

- AdAge.com
- Business magazines
- DECA activities
- Newspapers
- Internet
- Google Apps for Education
- Use of other instructional aids such as transparencies
- Handouts
- Guest speakers

