



Marketing III
Revised June 9, 2022.

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 on June 9, 2022.**

Section 1: Marketing III Curriculum

Marketing III Capstone:

- Classroom Instruction
- Project/Portfolio base learning
- Work Based (Structured learning Experience) Learning Opportunities (optional)
- DECA School Based Enterprise (School Store) (optional)
 - (<https://www.deca.org/high-school-programs/school-based-enterprises/>)

The course will be broken down into four Modules:

- Capstone Structured Learning Experience Education Module 1 - Developing a Career Portfolio
- Capstone Structured Learning Experience Education Module 2 - SLE as a Capstone Experience (optional)
- Capstone Structured Learning Experience Education Module 3 - Analysis of Project/Portfolio Based Learning and Workplace Readiness (optional)
- Capstone Structured Learning Experience Education Module 4 - DECA School Based Enterprise (optional)

Structured Learning Experience/Career Education can provide a Capstone experience for Marketing students in a wide variety of Marketing Career Areas. A year-long structured learning experience/Structured Learning Experience education placement for a student interested in a Marketing career supported by instruction on workplace readiness skills, can be a valuable career exploration and preparation experience. These elements are linked by a planned program of activities which provides the student with an opportunity to apply knowledge and skills learned in the classroom in a real world setting, and to acquire new skills at the work site. Add school store enterprise and community based projects.

Standard 9: 21st Century Life and Careers

In today's global economy, students need to have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

- **Mission:** 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.
- **Vision:** Integrate 21st Century Career and Technical Education (CTE) programs to foster a population that:
 - Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
 - Uses effective communication and collaboration skills and resources to interact with a global society.
 - Is financially literate and financially responsible at home and in the broader community.
 - Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
 - Seeks to attain skill and content mastery to achieve success in a chosen career path.

Marketing teachers will serve in the roles of teacher, supervisor, program administrator, counselor, and student organization advisor. The program design is a one-year program for Juniors or Seniors composed of a class period, and proposed (under review at FDU) to earn 3 college credits through Fairleigh Dickinson University upon successful completion of the program. Students will work during class time, and will develop an appropriate schedule to work 'on-site' with participating employers after school for an agreed upon amount of time, OR, if an agreement cannot be reached, students can opt to consult with their employer via Google Hangouts, and use class time to work on tasks. Designing a program which can deliver the many benefits of Structured Learning Experience education that requires new thinking, imagination, and a commitment to try new ideas if Structured Learning Experience Career Education is to realize its potential in the secondary schools of the 21st century.

To participate in College Marketing III (Capstone/Structured Learning Experience) with DECA Enterprise, students must:

- Complete Marketing I and Marketing II

Content Area/ Grade Level/ Course:	Business Grades 11-12 Capstone Marketing III Capstone Structured Learning Experience (optional) DECA Enterprise (optinal)
Unit Plan Title:	Capstone /Structured Learning Experience Module 1 - Developing a Career Portfolio

Time Frame:

MP1

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:

- MP1 will be IN-CLASS preparation for student field work. Students will not be working until MP2, MP3 and MP 4. Examine the job outlook for the marketing industry and how it aligns with STEM and other high-growth industries: Advertising, Promotions, and Marketing Managers
- Conduct a Career self-assessment: Students will gather information to make informed career decisions: A look at values, interests, personality, and aptitude.
- Participate in Job search strategies with emphasis on the written and oral communications necessary to market one's potential.
- Focus is then placed on developing effective cover letters and resumes, application correspondence, follow-up correspondence and interviewing techniques.
- Instruct 'Project Management' concepts and skills that students will apply to project base learning and portfolio creation activities.

This Unit Examines:

- Ability to demonstrate career development and transition skills, including the ability to understand and apply career development theory, the job procurement process, and all forms of communication used in the successful pursuit of a career.
- Ability to understand organizational procedures and policies as related to how the employer's process and use employment documents.
- Ability to use self-assessments to identify strengths, weaknesses, transferable skills, and prime marketable characteristics.
- Ability to organize and write an effective cover letter and application letter.
- Ability to exercise judgment and logical decision making in selecting from alternative techniques for producing written job search documents.
- Ability to understand the comparative advantages and disadvantages of using the electronic portfolio, excel, employment databases, and internet.
- Ability to understand current employer preferences concerning written job search procedures, content, and techniques as revealed through current research.
- Ability to read and research participating companies and the SLE/Structured Learning Experience program
- Development of occupational competence.
- Development of higher level, transferable knowledge and skills related to Marketing Careers.

- Development of core academic skills through application in the workplace.
- Development of career knowledge and awareness.

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., 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

Essential Question(s)

How can I best prepare for my future career in Marketing?
 What are the expectations, rules and regulations of the career internship program?
 How do I effectively complete paperwork that is required for career internship placement?
 What steps should be taken to effectively lay the foundations for a career choice?
 Based on research and career portfolio updates, what career internship placement best fits my personal interest, abilities, aptitudes, achievements and goals?
 What are the recommended educational and career preparation opportunities related to my internship placement?
 How do I update my career portfolio to implement my individualized career plan related to my career internship?
 How do you develop and assemble a resume to send to potential internship mentors?
 How do I write an effective cover letter to potential internship mentors?
 What speaking and listening skills are essential for effective communication during an interview for my internship?
 How do different areas of Marketing relate to each other?
 How does one manage information and utilize technology effectively?
 In the age of information, how can data be best stored, retrieved, and organized for reporting and analysis, in order to improve business operations?
 How can I effectively use the Internet to gather a variety of research from valid/reliable sources?
 What professional organizations are available to provide accurate information in answering questions regarding different areas of Marketing?
 What resources are available to help individuals find jobs, own businesses, and receive training?
 What are the critical skills needed for success in the 21st century?
 How can the use of electronic resources increase productivity in school and the workplace?
 How do students determine the most effective form of business communication?
 How important are aesthetics in communications?
 In today's competitive job environment, what can I do to increase my appeal to business?
 Is there such a thing as a recession-proof career?
 Am I preparing myself for a career that is in demand now or in 5, 10, or 20 years from now?
 How do stereotypes and discriminatory behaviors impact job opportunities?
 How do interpersonal skills affect one's employability and advancement opportunities within various work settings?
 What are strategies for managing different types of employers?
 What are strategies for managing conflict within a work team?
 How does the ability to work with diverse people and in diverse settings affect work and productivity?
 How can high school training influence one's marketability for employment opportunities?

Enduring Understandings

Marketing Career clusters, Career planning, Career preparation, Collaboration Communication, Conflict management, Critical thinking, Project Management, Education and training, Employer expectations, High-growth jobs, High performance teams, Interests, Inventory and ordering, Job interviews, Job outlook, Job retention, Digital Portfolios, Excel, Resumes, Interview Skills, Follow up communication, Post-secondary options

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

Check all that apply.
21st Century Themes

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.

21st Century Skills

X	Global Awareness	ETA	Creativity and Innovation
	Environmental Literacy	ETA	Critical Thinking and Problem Solving
	Health Literacy	ETA	Communication
X	Civic Literacy	ETA	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Students will review careers in Marketing, and learn how to prepare for them.
- Students will participate in a review of Marketing Fundamentals **to apply in the workplace:**
 - The Marketing Mix: Product Development, Pricing Strategies, Distribution Functions, Promotional Strategies, Channels of Distribution, Product Life Cycle, Careers in Marketing, Merchandising, Promotional Merchandise, Supply Chain Management, Pricing Strategies
- Students can obtain one-on-one career development advice is available as well as small group workshops designed to help students explore together possible career paths.
- Students will understand the importance of preparing for their resume, resume writing and interviewing skills are also taught on a small group basis with one-to-one follow up.
- Students can obtain proficiency in interviewing skills is tested through mock interviews that are videotaped and critiqued.
- This coordination of efforts will allow students to experience "one stop" services for the students and the best opportunities.
- Students will work closely with student professional organizations and individual departments, the Wayne Township Business Advisory Board sponsors speakers from the business community, drawn from recent graduates as well as more established professionals.
- Business Awareness Activities will expose students to a range of possible career paths and job opportunities.
- Students have the chance to learn first hand how to best position themselves by graduation day to obtain the most meaningful job.
- Demonstrate career development and transition skills, including the ability to understand and apply career development theory, the job procurement process, and all forms of communication used in the successful pursuit of a career.
- Understand organizational procedures and policies as related to how the employer's process and use employment documents.
- Use self-assessments to identify strengths, weaknesses, transferable skills, and prime marketable characteristics.
- Organize and write an effective cover letter and application letter.
- Exercise judgment and logical decision making in selecting from alternative techniques for producing written job search documents.
- Understand the comparative advantages and disadvantages of using the electronic portfolio vs. hard copy resume, employment databases, such as LinkedIn, Monster.com, Hotjobs.com, and internet.
- Understand current employer preferences concerning written job search procedures, content, and techniques as revealed through current research.
- Understand the responsibility business has to society.
- Describe social demands and environmental concerns that affect business.
- Developing Knowledge of Self and Others (working with a team)
- Evaluate personal self-image.
- Evaluate personal behaviors.
- Use knowledge of others to improve one's leadership skills.
- Understand how characteristics, relationships and context interact in leadership roles.
- Analyze the complex relationship between the leader and the employee
- Developing Leadership Skills and Practices
- Understand the functions of effective leadership.
- Communicate effectively in pairs, small groups, teams, and large groups.
- Analyze and refine decision-making skills.
- Evaluate the relationship between personal vision and the group vision.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- A cross-functional steering team of Marketing teachers, local business leaders, administration, alumni, parents or guardians, and school personnel consult with the program and assess the students.
- We will actively involve alumni, the local business community, non-profit organizations, government officials, students, and faculty in a continual review of the programs' curricula to ensure that students' needs receive primary consideration in program delivery.
- Student/Employer checklist
- Other considerations for assessments could include:
 - Time on task required for employer
 - Active learning during task for employer
 - Prompt feedback, response time
 - Is students meeting high, attainable expectations
 - Faculty-student-employer contact
 - Structured Learning Experience, collaborative learning
 - Respect for diverse talents, ways of learning
 - Dealing with different types of leaders (Autocratic, Democratic, Laissez Faire)

Suggested Teaching and Learning Activities:

- An examination of job search strategies with emphasis on the written and oral communications necessary to market one's potential. Special focus is placed on developing effective application correspondence, follow-up correspondence and interviewing technique
- Critiques: Analyze and critique sample application letters and cover letters. Summarize the strengths and weaknesses of each example.
- Follow-up: Write interview follow-up letters according to the content and organization guidelines studied.
- Job Search Documents: Write an application letter and a cover letter for a position you would like to apply for in the program.
- Interview Skills: Interview will be rehearsed and recorded for feedback and critique.
- Feedback on resume' and application letter writing.
- Exams
- Teacher/coordinators with appropriate occupational experience as well as professional preparation for operating a school-supervised work education program.
- At the onset, an accurate and realistic description of the job for the student as well as accurate expectations by the employer of the skills the student brings to it.
- Strong links between job training and related instruction, which includes an individualized, written training plan that is correlated to the students' in-school curriculum.
- Project Management concepts to support the creation of project based portfolios.

Suggested Activities

- Sample Activity 1: Overview of your Personal Strategy
 - Self-Audit: Knowing Yourself
 - Values: the things that are important , like achievement, status, and autonomy
 - Interests: what they enjoy doing, i.e., playing golf, taking long walks and hanging out with friends
 - Personality: a person's individual traits, motivational drives, needs and attitudes
 - Aptitudes: the activities you are good at, such as writing, computer programming, and teaching. An aptitude may be a natural skill or one you acquired.
 - Job Audit: Knowing the Market
 - The Person/job fit
 - Self-Assessment Basics
 - Functional/transferable skills checklist
 - Major strengths identification worksheet
 - Dimensions of occupational needs checklist
 - Professional goals
 - Selecting traits, skills and abilities for emphasis

- Sample Activity 2: Job Analysis
 - Specific Position Requirements available to students in the program
 - Employment opportunities
 - Current employer-emphasized job requirement
- Sample Activity 3: Application Letter / Cover Letter
 - Types: solicited and unsolicited
 - Résumé/application letter relationships
 - Organizational patterns
 - Criteria for content selection
 - Evidence and interpretation
 - Writing/readability guidelines on style
 - Format considerations
 - Follow-up Correspondence
 - Types and functions, Content, Organization
- Sample Activity 4: The Job Interview
 - Five stages
 - Types of interviews
 - Pre-Interview: what employers look for
 - What applicants need to find out
 - Eight deadly sins of job interviews
 - Negatives leading to rejection
 - Professional image and interview etiquette
 - Ten most frequently asked interview questions
 - Handling illegal or inappropriate questions
 - Salary negotiations
 - Interview close
 - Post-Interview debriefing
- Sample Activity 5: On-line Searches (Of company they will be employed with)
 - Employer databases
 - Electronic portfolios
 - Salary databases
 - Current research among employers

Instruct and apply project management concepts by using the educator resources from PMIEF, Project Management Institute Educational Foundation, <https://pmief.org/library/resources>

Differentiation Strategies

- Enabling each student to stand out by offering unique opportunities with employers, unlocking benefits of different career paths
- 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 all student 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](#)

<i>Equipment Needed</i>	<ul style="list-style-type: none"> • 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. • 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.
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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.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 <u>Anchor Companion Standards (Reading and Writing Grades 9-10)</u> <u>Anchor Companion Standards (Reading and Writing Grades 11-12)</u>	

Content Area/ Grade Level/ Course:	Business Grades 11-12 Capstones Marketing III Capstone Structured Learning Experience Education (optional) DECA Enterprise (optional)
Unit Plan Title:	Capstone Structured Learning Experience Education Module 2 - Coop as a Capstone Experience
Time Frame:	MP2 and MP3 and MP 4.

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

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Unit Summary:

- The Structured Learning Experience portion of the course will run during MP2 and MP3. It is an extension of the Marketing instruction the students received in Marketing I, Marketing II, and the first marking period of Marketing III.
- The major components of this unit are:
 - Job placements where students perform work related to acquired skills with the opportunity to develop additional competencies and contribute to the productivity of the business organization.
 - Certified Structured Learning Experience education teacher-coordinators with appropriate occupational experience to provide planned, supervised instruction.
 - Worksite training supervisors who can share occupational expertise with students.
 - Accurate and realistic descriptions of the jobs to be performed by students, as well as realistic employer expectations of the skills the students bring to the job.
 - Individualized, written training plans that are correlated to the students' school-based instruction and on-the-job training (work-based).
 - Evaluations that are formal and informal assessments of the students' progress on the job, including feedback and follow-up to assist students in improving performance.
 - Parents/guardians who have a full understanding of their responsibilities in the program.
 - Instruction in all aspects of the Marketing industry the student is preparing to enter, which provides a broad base of knowledge of all facets of the business operation.
 - This unit is studied in Marking Period 1
 - Strong commitment by school administration for the program.
- Internship positions involve working in a responsible capacity in a company or organization that will provide students with an exposure to their major field of study.
- Students participate in an internship experience, which integrates their academic experience in the field of Marketing with practical on-the-job experience.
- This unit focuses on career exploration and employability skills with concurrent Structured Learning Experience education placement.
- Job shadowing, short term internships, simulations, collaborative projects involving the business community, and school based enterprises are an important part of the unit.
- Students work in a company that they interviewed for in MP1, for approximately 5 months, giving them on-the-job experience before graduation that not only prepares them for today's business environment, but also for tomorrow's business challenges.
- Alumni, local business community, non-profit organizations, government officials, and faculty provide a continual review of the programs' curricula to ensure that students' needs receive primary consideration in program delivery.

- Close relationships with local business in the community provide opportunity for professional work experience for students.
- Through the assistance of Dorian Aimi and Jennifer Piro, the students are now ready to be assigned to an approved worksite.
 - At the worksite, students work directly with a supervisor or a mentor, to observe, assist, and accomplish work tasks.
- Structured Learning Experience education students usually progress from observing and performing simple tasks to performing tasks requiring more responsibility and more complex skills.
- **Benefits to employer**
 - Expanding a well-prepared labor pool
 - Recruiting and training future employees
 - Meeting current labor shortages Cultivating business opportunities with schools
 - Fostering a positive public image
 - Screening of trainees
 - Training programs with curricula geared to their specific employment area
 - A motivated source of temporary or seasonal employees
- **Benefits to students**
 - Examine their own entrepreneurial traits, how those traits fit within the Company structure, and explore potential ways to fund their venture
 - Learn problem-solving techniques, Retail stocking, Skills, Soft skills, STEM, Technical skills, The 4Cs, Working priorities, Workplace skills
 - Participate in academic and professional development opportunities specially designed for Business Structured Learning Experience students.
 - Develop workplace readiness skills through on-the-job training.
 - Opportunity to allow students to apply what they learned in the classroom to the job
- **DECA Program provides opportunities**
 - For career preparation
 - To improve and demonstrate leadership skills
 - To receive on-the-job experience

This Unit Examines:

- This Unit will focus on Structured Learning Experience education, a method of instruction that enables students to combine academic classroom instruction (school-based learning component) with occupational instruction through learning on the job (work-based learning component) in a career area of choice.
- Emphasis is placed on the student's education and employability skills. A Marketing Career Cluster which includes 5 potential areas for employment:
 - Marketing Management Pathway
 - Professional Sales Pathway/8659
 - Merchandising Pathway
 - Marketing Communications Pathway
 - Marketing Research Pathway
- Each are complemented with a Career Cluster Frame which provides a broad overview for each Career Cluster, including Essential Knowledge and Skills, the types of educational topics studied within a particular Career Pathway, and a listing of sample Career Specialties or occupations.
- Rather than a structured class which meets on the regular class schedule, the related classroom instruction time is spent on an individualized basis with each student working on a task given by the employer
- Dorian Aimi and Jennifer Piro will schedule seminar meetings occurring during study or advisement time, before, or after the school day.
- The teacher-coordinator plans and leads the seminar and supervises the student's' Structured Learning Experience education experience.
- Participation Criteria:
 - Students enroll in Structured Learning Experience Career Education with various levels of preparation.
 - Some may require additional preparation in seeking employment, employability skills, or workplace competencies before participating in Structured Learning Experience education.
 - Some may have prior experience in the workplace.
 - Analysis of other Work Based Experiences may play a role.
- Selecting students for the Structured Learning Experience education component of the program who are prepared to participate and benefit from the program while providing assistance for those not adequately prepared adds value to the program.

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., 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

National DECA Curriculum Standards

Essential Question(s)

What are the suggested strategies for communicating with my mentor to establish yearly and monthly goals and objectives?
 How will I determine and meet my mentor’s expectations?
 What are desirable personal qualities, interpersonal skills and appearance standards of an effective employee?
 How can interpersonal skills and conflict resolution lead to career retention and advancement?
 What information is required to demonstrate work-related skills and knowledge learned through a weekly internship log?
 How can I assess my work related strengths and areas to be improved?
 What time management skills will assist me in effectively communicating and meeting my internship, school, personal, and extracurricular schedules?
 What are characteristics of an effective team and how will I determine my role as an effective team member throughout my internship?
 How will I know if my employer is satisfied with my Marketing Campaign

Enduring Understandings

Analyze data, Collaborative discussions, Conflict resolution, Communication, Competition, Creativity and innovation, Critical thinking, Decision making, Following written and verbal instructions, Formulating answers from personal experiences, Goal-setting, Identify behaviors, Interpersonal skills, Organizing information, Prioritizing, Problem solving, Research skills, Role-playing, Self-assessment, Time management, Work collaboratively, Working in groups, Project Management

<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	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Students and Teachers will work closely with employers to ensure an effective match between positions and students.
- Students examine their own entrepreneurial traits, how those traits fit within the Company structure, and explore potential ways to fund their venture
- Problem-solving techniques, Retail stocking, Skills, Soft skills, STEM, Technical skills, The 4Cs, Working priorities, Workplace skills
- Participate in academic and professional development opportunities specially designed for Business Structured Learning Experience students.
- Develop workplace readiness skills through on-the-job training.
- Opportunity to allow students to apply what they learned in the classroom to the job
- Enhance classroom instruction by providing practical work experience that is relevant to students’ career goals
- Gain direct knowledge about the workplace
- Integrate Workplace Readiness Skills including Communication, Professionalism, and Technology
- Introduces students to the key elements involved in organizing and operating a business, while empowering them to solve problems and address local needs through the entrepreneurial spirit.
- Meeting-specific, student-friendly materials and resources are presented to increase student interaction and emphasize Wayne Valley’s experiential approach to learning.
- Can graduate high school with part-time Structured Learning Experience work experiences.

- Benefits to employers...
- Expanding a well-prepared labor pool • Recruiting and training future employees • Meeting current labor shortages
Cultivating business opportunities with schools • Fostering a positive public image • Screening of trainees • Training programs with curricula geared to their specific employment area • A motivated source of temporary or seasonal employees
- Identify what they will be doing in an approved College Marketing III (Capstone Structured Learning Experience Education) with DECA Enterprise company
- Share important information about prior knowledge, beliefs, and attitudes of that company
- Build relationships with employers, employees, and others in their group.
- Determine entrepreneurial traits and choose a business team.
- Explore potential ways to fund their venture.
- Students will acquire the knowledge and skills to gather, analyze and apply information and ideas from employers.
- Students will acquire the knowledge and skills to communicate effectively beyond the classroom.
- Students will acquire the knowledge and skills to recognize and solve problems in the workplace.
- Students will acquire the knowledge and skills to make decisions and act as responsible members of society.
- Students' interaction with one another
- Students' ability to focus on public speaking, sales, and the sales process
- Students' ability to work independently on problems
- Students' ability to answer correctly when called upon
- Students' ability to find and use the right tools to solve problems, research, and perform analysis

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Small- and large-group activities: *Brainstorming/ Simulations*
- Discussions on Real- Life tasks in the workplace
- Lectures/Demonstrations/Teamwork
- Oral and written reports (Ms. Aimi will ask for a weekly report from the students perspective)
- Oral and written reports (Ms. Aimi will ask for a weekly report from the employers perspective)
 - Comparative analyses
- Interviews
 - Student and Employer
 - Community/business observations
- Use of classmates for feedback and analysis of daily tasks
- Students' interaction with one another
- Students' ability to focus on Workplace Performance
- Teacher observation/ Student response/ Self evaluation
- Students' ability to work independently on problems in the workplace
- Students' ability to find and use the right tools to solve problems, research, and perform analysis
- A cross-functional steering team of Marketing teachers, local business leaders, administration, alumni, parents or guardians, and school personnel consult with the program and assess the students.
- We will actively involve alumni, the local business community, non-profit organizations, government officials, students, and faculty in a continual review of the programs' curricula to ensure that students' needs receive primary consideration in program delivery.
- Student/Employer checklist
- Job shadowing, short term internships, simulations, collaborative projects involving the business community, and school based enterprises.
- Other considerations for assessments could include:
 - Time on task required for employer
 - Active learning during task for employer
 - Prompt feedback, response time
 - Is students meeting high, attainable expectations
 - Faculty-student-employer contact
 - Structured Learning Experience, collaborative learning
 - Respect for diverse talents, ways of learning
 - Dealing with different types of leaders (Autocratic, Democratic, Laissez Faire)

Suggested Teaching and Learning Activities:

- Quality SLE placements in which the student is allowed to perform work that both provides opportunities to develop new competencies and contributes to the productivity of the organization.
- Close supervision at the worksite by a training supervisor, as well as a mechanism by which the supervisor can share his own professional expertise with the SLE student.
- Frequent and specific informal and formal evaluations of the students' progress by the teacher/coordinator, with feedback and follow-up to improve performance.
- Structured Learning Experience exploration and employability skills with concurrent Structured Learning Experience education
- Job shadowing and internship leading to more in depth occupational preparation and Structured Learning Experience education the second year.

Suggested Activities

- Students will develop an appropriate schedule to work 'on-site' with participating employers after school for an agreed upon amount of time, OR, if an agreement cannot be reached, students can opt to consult with their employer via Google Hangouts, and use class time to work on tasks. Students will work during class time, and Dorian Aimi and Jennifer Piro will assist the students in any task the employer requires.
- Students will be required to complete the following documents:
 - Weekly Evaluation Form (for Student)
 - Weekly Evaluation Form (for Employer)
 - Weekly Goals
 - Checklist for Structured Learning Experience Education Program (Application, Consent, Experience, Medical, Approvals, Permissions)
 - Acceptance Form from Employer
 - Training Agreement
 - Teacher Recommendations
 - Interview/Appointment Sheet
 - Weekly Survey
 - Absenteeism/Transfer/Termination
 - Obligations/ Permission/ Training Plan
 - Guidance Recommendations/Background Information
 - Work/Visitation Log
 - Confidentiality Statement/ Criteria for Enrollment
 - Survey/ and Student Evaluation Form

Differentiation Strategies

- Enabling each student to stand out by offering unique opportunities with employers, unlocking benefits of different career paths
- 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 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 all student 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, TV Camera, Video Editing Equipment, Green Screen Photography Kit
- 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.

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.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

Anchor Companion Standards (Reading and Writing Grades 9-10)

Anchor Companion Standards (Reading and Writing Grades 11-12)

Content Area/ Grade Level/ Course:	Business Grades 11-12 College Marketing III Capstone Structured Learning Experience Education (optional) DECA Enterprise (optional)
Unit Plan Title:	Capstone Structured Learning Experience Education Module 3 - Analysis of Project Based Learning and Workplace Readiness and/or Structured Learning Experience
Time Frame:	MP4

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:

- In this unit:
 - Students are required to write a report about their work at the completion of the Marketing Structured Learning Experience.
 - The writing of the report will be achieved in the semester following the work and is a writing-intensive experience.
 - The report will be a detailed analysis of Workplace Readiness, Project Based Learning, Marketing Principles, and 21st Century Skills in the Workplace.
 - The document provides a simple means for the student to report to faculty, classmates, and their employer on both the content and value of their work assignment
 - Gives the student a chance to reflect on the work in both a personal and professional manner.
 - The report and presentation are formal academic assignments and a personal opportunity to use and enhance their skills as a communicator and presenter.
 - Students will use their report to review what they have learned, detail what they have accomplished, and gauge their personal growth.
 - Also, especially if they produce a professional product, they might offer their report as a writing sample to a potential employer.
 - Students will be given guidelines for writing their report from Dorian Aimi and Jennifer Piro
 - Students will be graded on their ability to follow these guidelines.
 - It is also important, though, that they treat these guidelines as starting points rather than ending ones.
 - Students will be given questions to consider in a particular section of their report.
 - Their responses to these questions should be thoughtful and expansive rather than just simple one-sentence answers.

- Further, they should see these questions as starting points that will lead them to other related questions of their own design.
 - Any report guidelines they are given should be viewed as a substantive framework that awaits their interpretation and elaboration, not as a simple Q-and-A or fill-in-the-blank exercise.
 - Before being turned in to their faculty supervisor, it should first be reviewed by their employer.
 - The employer plays a large role in this assignment:
 - The employer should be considered the "owner" of the report content.
 - Students must be certain that their employer will allow the content of their report to become public, and they should also view the employer's review of their report as standard practice—just as a project manager reviews and endorses the written work of his or her team members.
 - In addition to generating detail, making their report stylish, and treating it as a personal and professional product, the students will be asked to present this material to their classmates.
 - Students will invite their employer into school to view the presentation.
 - Presentations will all be delivered on the same day, and “Q&A” reception will follow with all employers.

This Unit Examines:

- Students presentation skills
- Students ability to write a detailed report and analysis on the following:
 - A student's analysis on their personal **WORKPLACE READINESS**
 - The combined general knowledge, skills and attitudes identified by employers as being fundamental for an individual's entry into employment.
 - The exploration of this Marketing education program
 - Does this endeavor produce a quality workforce by developing academic, technological, personal, and technical skills through application experiences within a broad context of careers.
 - Workplace education programs that can be pre-employment school based programs supported by more in depth skill development in career education programs at the secondary level
 - The extent of change within jobs
 - Should an employee be prepared to learn and gain new knowledge throughout their career.
 - A student's analysis on **PROJECT BASED LEARNING**
 - Learning by doing has been a long standing practice in education.
 - Just as Structured Learning Experience education applies that concept to learning at the worksite, project based learning in the classroom replicates the type of learning and decision making which occurs on the job.
 - Two factors emphasize the need for incorporating project based learning into Structured Learning Experience Career Education programs.
 - It is widely understood that learning does not occur in isolation – that students learn within the context of their world.
 - Learning is partly a social process which takes place within the context of culture, community and past experiences.
 - Students use what they already know to construct new knowledge and solutions to problems.

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.
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- Plan education and career paths aligned to personal goals.
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- 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.
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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.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
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- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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- 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)

How has my career internship experience impacted my future career goals?

What entrepreneurial resources can I use to develop a business plan for my future?

What are the components of a career/educational plan?

How will postsecondary and lifelong learning impact my career retention and advancement?

Enduring Understandings

Project Based Learning, Workplace Readiness, Presentation Skills, Writing a Marketing Report, Internship Summary, Final Career Portfolio, Annual report, Business Plan, Analysis of Company structure, Marketing, Personal action plan, Pitch, Project Management

<p><i>Check all that apply.</i> 21st Century Themes</p>		<p><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</p>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Use and benefits of project based learning
 - Places the focus of teachers and students on the learning process rather than the retention and repetition of facts.
- Students will be able to describe their work duties, outline specific responsibilities and tie them into any larger projects with which they were involved.
- Students will be able to detail and present the following:
 - Their specific day-to-day responsibilities and activities.
 - Their daily routine activities, record keeping methods, and any job description provided by the employer.
 - Duties they took on or were assigned beyond the standard job description.
 - Activities in coordination with project teams or co-workers.
 - Specific technical functions of their position.
 - The academic background necessary for any project they worked on.
 - The goals of any project they were involved in.
 - Key data, equations, or software that they generated or used.
 - Analysis and application of data to your particular project.
 - Documents, reports, or presentations that they were required to complete.
 - The results of this higher level of learning.
 - Present Resport in front of Ms. Aimi, Mrs. Piro, students, and their employer

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- An evaluation of their Structured Learning Experience is important for our program
- As a way to evaluate the student's experience, we will elaborate on areas such as the following:
- The assessment others made of your work, especially if you were given a written evaluation.
 - Contributions that the work experience made to their career development, goals, and growth.
 - Contributions of the work experience to their selection of future coursework, either because they foresaw new needs due to the work or because a co-worker made recommendations.
 - Assessment of which courses they completed that were the most or the least applicable to your internship/Structured Learning Experience. (Specific business) courses and principles studied in these courses.
 - Noteworthy distinctions between their education and on-the-job experience.
 - Whether the internship/Structured Learning Experience made good use of their technical background.
 - Their level of personal satisfaction with the internship/Structured Learning Experience and whether or not they would recommend it to others.
 - Their assessment of how the internship/Structured Learning Experience could be improved for others.
- Use of project based learning

Suggested Teaching and Learning Activities:

- Ms. Aimi and Mrs. Piro introduce the theme of the report and presentation, emphasizing that this is an important business skill
- Ms. Aimi and Mrs. Piro go over all aspects of the report and presentation .
- Asks students to work in small groups to list good and bad presentation delivery techniques that they have experienced this year, and in Marketing II
- Teacher prompts students to think of presentations they have witnessed.
- Preparing for Oral Presentations:
 - Objectives: Audience, Objectives and Structure.
 - Presentation Techniques
- Teacher instructs students to use the worksheet to make notes of the errors made while watching the video.
 - The main errors to identify are as follows:
 - Problems using the equipment – evidence of lack of preparation
 - Appearance
 - Does not introduce himself
 - Reads slides
 - Too much text on slides
 - Does not say what information he is trying to convey clearly
 - Does not give an outline of the structure of his (Executive Summary) presentation to the audience so they know where he is going with it
 - Size, Color, Style of Font
 - Eye contact: Looks down when reading from notes instead of at the audience
 - Stumbling over some words “basically, um, like”
 - Standing with his back to the audience and blocking the projector when explaining graphs
 - Voice too quiet at times/Monotone when reading
 - Sources not acknowledged
- Contributing to discussion, noting key errors.he main points to identify are as follows:
- Confident with presenter kit – evidence of good preparation

Ms. Aimi and Mrs. Piro set appointments for the student to do a presentation that represents the final report in slide show (powerpoint) in front of class and employer

Ms. Aimi and Mrs. Piro organize a “Q&A” presentation reception with ALL employers at the high school

Suggested Activities

- The final presentation (could) contain the following materials:
 - Presentation Outline
 - Introduction. (Student Name, Training Company, and training department etc).
 - Brief information about company/organization where a student worked and the department.
 - Work description: Training program, Work breakdown, Tasks assign to the student during Coop training, Student roles in each task, Brief description of each task and where it was fully accomplished, partially accomplished, or not accomplished., Reasons of incompleteness for the tasks that are partially accomplished or not accomplished.
 - Gained Benefit a. Problems faced. b. Solutions or attempted solutions. c. Experience gained. d. Skills and techniques learned.
 - Conclusion and Recommendations:
 - a. Overall evaluation of the training period. b. Evaluation of the training organization. c. Recommendations for future trainees.
- Use pictures/figures/charts wherever is required
- Presentation grading The grading criteria of the presentation include the following points
- Introduction of the subject:
 - How well did the student introduce the material?
- Clarity of presentation:

	<ul style="list-style-type: none"> ○ Did the student present the material in organized and clear slides? ● Depth of knowledge: <ul style="list-style-type: none"> ○ Did the student show that he really understood her work and cover the materials? ● Presentation skills: Did the student use a clear voice, spoke loudly enough and spoke at a good speed? Did the student try to use eye contact? ● Summary and Conclusion: <ul style="list-style-type: none"> ○ How well did the student summarize and conclude her presentation? ● Questions and Answers: <ul style="list-style-type: none"> ○ How well did the student handle questions at the end of her presentation? ● Time management: <ul style="list-style-type: none"> ○ Did the student finish her presentation on time?
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Differentiation is by application to discussions – <ul style="list-style-type: none"> ○ less able students should still be able to contribute and the teacher should encourage this, while the more able will contribute actively to discussions, giving good justification and reasons behind suggestions and points of view. ● Enabling each student to stand out by offering unique opportunities with employers, unlocking benefits of different career paths ● 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 all student 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
<p><i>Equipment Needed</i></p>	<ul style="list-style-type: none"> ● 1-to-1 Desktop Computers with Hard Wired Internet, Microsoft Office, Adobe Photoshop, Google Classroom ● 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.
<p>Resources</p>	
<p>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/</p>	

<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

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)