



Marketing I
June 9, 2022 Revised

In Partnership with

Fairleigh Dickinson University

Grades 10 - 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)

CTE note:

This course will not be offered to students to fulfill the personal financial literacy graduation requirement, or as an elective."

Approved by the Wayne Township Board of Education at the regular meeting held on June 2022

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Business Grades 10-12 Marketing I
Unit Plan Title:	Unit 1: The Marketing Environment
Time Frame:	1 Month
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, Preparation and Training 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 Summary Goal:	
The Marketing Environment (Unit 1) introduces all introductory activities for the “MARKETING MIX”: Product Development, Pricing Strategies, Distribution Functions, Promotional Strategies, What is Marketing, The Marketing Environment: Creation, Maintenance, Satisfaction, Complete PEST Analysis/SWOT/Porter's 5 Forces Analysis and understand the difference between Traditional Selling vs. The Marketing Concept.	
This Unit Examines:	
This unit examines the definition of “Marketing” and The Marketing Environment. We will cover some related decisions about the Marketing Mix (4 P’s of Marketing) and what occurs at each stage of the Marketing Mix, as well as the Creation, Maintenance, and Satisfaction functions. We examine Careers in Marketing, and well as the Marketing Concept vs. The Traditional Selling Concept. We begin to cover an introductory analysis of PEST, SWOT, and PORTERS 5 Forces.	
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>	

- 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.).

Standard 9.2

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 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.

Standard 9.3

- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
- 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

What is Marketing?

How is the marketing mix influential in the sales success of a product?

Why are all the functions of marketing important to the success of a business?

What strategies can I use to determine and target marketing strategies to a select audience?

Why is marketing an important part of our culture and economic system?

How does marketing affect a business's success?

Enduring Understandings

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

- Introductory Marketing Principles
- 4 P's of Marketing
- The Marketing Concept
- Careers in Marketing
- The Marketing Environment:
 - Creation, Maintenance, Satisfaction
 - PEST Analysis
 - SWOT analysis
 - Porter's 5 Forces
 - Traditional Selling vs. The Marketing Concept

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

<i>Check all that apply.</i> 21 st 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> 21 st 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	<input type="checkbox"/> E <input type="checkbox"/> T <input type="checkbox"/> A	

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

Students will be able to:

- Define and understand the definition of Marketing as the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.
- Understand that The 4 P's of marketing are fundamental to effective practice in this discipline.
- Compare and contrast consumer behaviors on each element of the marketing mix
- Understand the types of Careers in Marketing
 - Advertising, Public Relations Marketing Research Customer Service E-Commerce Hospitality Marketing International Marketing Sales Fashion Merchandising Financial Services Food Marketing, Restaurant Management Retail Management Sports Marketing Travel/Tourism Marketing and be able to learn each job description
- What are the 4 P's of Marketing?
- What is another name for the "4 P's"?
- List 2 processes that occur at each phase of the "4 P's"

- The Marketing Environment:
 - Creation, Maintenance, Satisfaction
 - PEST Analysis/SWOT/Porter's 5 Forces Analysis
 - Traditional Selling vs. The Marketing Concept
- Understand the purpose and goal of the Marketing Concept (Creation, Maintenance, and Satisfaction)
- Students will understand the following Key Concepts: Marketing, Product, Price, Place, Promotion, Marketing Mix, The Marketing Environment, Creation, Maintenance, Satisfaction, PEST Analysis/SWOT/Porter's 5 Forces Analysis, Traditional Selling vs. The Marketing Concept
- Develop strategies to gain and maintain market share in the Marketing environment

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

- “Careers” Introductory Job Posting Project /4 P’s Analysis Case Study and Presentation /Taste Test Project/Window Display Project, In Store Design Layout Project “JEFFERIES” /Ad Tracking, Ad Analysis / Chapter Exam

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.

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Suggested Activities: <ul style="list-style-type: none"> ○ Small- and large-group activities ○ Teamwork Discussions ○ Visual Merchandising Projects ○ Demonstrations ○ Brainstorming ○ Simulations ○ Oral and written reports ○ Homework and class-work ○ Tests and quizzes
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> • 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.

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>
[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 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:	Unit 2: Strategic Planning and the Marketing Process

Time Frame: 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, Preparation and Training 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 (Unit 2) introduces 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 develop a detailed Marketing Plan for a new product. Students will be able to begin a Strategic Plan and Planning for a new product.

This Unit Examines:

This unit examines the parts of a “Marketing Plan” and the application of each strategic planning tool. We will cover 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 began to cover an introductory analysis of PEST, SWOT, and PORTERS 5 Forces in Unit 1, but will now ask the students to perform these analysis on their new products.

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.).

Standard 9.2

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
- 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.

Standard 9.3

- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
- 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 comprehension and implementation of strategic marketing concepts (and a Marketing Plan) provide success in the business world?

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.

<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 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.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Chapter 2: Strategy: The complete Marketing Plan

Marketing Environment: PEST

Resources: *Capital, Trademarks, Patent, People, Distribution*

4 steps for implementing a new Corporate Strategy: *Analysis, Objective, Implementation, Evaluation*

Levels of Planning and Strategy: Corporate Level, Functional Level, Business Unit Level

Marketing Plan

1. Executive Summary and Table of Contents
2. Environmental Analysis
3. SWOT Analysis
4. Marketing Objectives
5. Marketing Strategies
6. Marketing Implementation/Action Program
7. Financial Projections/Evaluation and Control

SWOT Analysis: History of SWOT, Specify Strengths, Weaknesses, Opportunities, Threats

Chapter Exam

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.

<p><i>Activities</i></p>	<ul style="list-style-type: none">● Suggested Activities:<ul style="list-style-type: none">○ Small- and large-group activities○ Teamwork Discussions○ Visual Merchandising Projects○ Demonstrations○ Brainstorming○ Simulations○ Oral and written reports○ Homework and class-work○ Tests and quizzes
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none">● 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
<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, 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,

	<p>and extensive list of software applications and Internet software widely used by businesses today.</p> <ul style="list-style-type: none"> • 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.
--	---

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>
[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 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:	Unit 3 Consumer Behavior and Psychological Manipulation
Time Frame:	1 Month
Anchor Standards/Domain*	
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 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, Preparation and Training 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:

Consumer Behavior and Psychological Manipulation (Unit 3) introduces the idea of the connection between marketing, promotion and psychology. In this unit we will explore the communication information between seller and potential buyer and the influence that the study of Consumer Behavior and Psychological Manipulation has on attitudes and behavior—and develop the concept of promotion through studying the consumer.

This Unit Examines:

This unit examines “Consumer Behavior” and the application of each strategic marketing research tool. We began to cover an introductory analysis of the Types of Relationships a Person May Have with a Product and Consumption Activities, as well as a detailed look at Psychological Manipulation, subliminal messaging, color theory, puffery, omission, and psychological selling tricks. We will cover some related decisions about Demographic/Behavioral information, and go over the essential elements of purchase behavior for different target markets. A specific focus will be placed on the connection between Consumer Behavior, Psychology, Sociology and the relationships people may have with products.

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.).

Standard 9.2

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

- 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.

Standard 9.3

- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 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-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.

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

Essential Question(s)

How can the study of consumers, and consumer behavior affect purchase behavior and sales for a company?

Enduring Understandings

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

- The definition of Consumer Behavior
- The psychological influences that may affect the buying decision process.
- The study of economics, people and differences within and across cultures, the origins of behavior, perspectives, and traditions, human thinking and behavior including Personality and acquired tastes, and Cultural and interpersonal influences on consumption—including Fads, fashions, and pop culture
- The major motivators in the buying process.
- The stages of the buying decision process and the factors that affect this process
- The stages of the consumer buying decision process along with Demographic and Behavioral Research.
- How situational influences such as Motivation, Perceptions, Personality, Lifestyle, Knowledge may affect the consumer buying decision process.
- The psychological influences or manipulation such as color, puffery, omission and how it may affect the buying decision process.
- The major motivators in the buying process include: Reciprocity, Scarcity, Humor, Greed, Commitment, Consensus, and Authority.
- How to look at Subliminal Advertising and its effects on the subconscious

<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	
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:

- Understand the definition of Consumer Behavior
- Examine the Consumer, Consumer behavior, Environmental factors, Buyer's response as well as how to identify Marketing and Environmental Stimuli.
- Properly research and conduct a Demographic and Behavioral analysis.
- Understand different Motivations, Perceptions, Personality, Lifestyle, and Knowledge that consumers may have.
- Define key terms: Consumer Behavior, Psychology, Sociology, Relationship Marketing, Database Marketing, Orientations in the Study of Consumer Behavior: Sociology, History and geography, Psychology, Anthropology, Love, Self-Concept Attachment, Nostalgic Attachment, Interdependence, Consumption Activities: Consuming as Experience, Consuming as Integration, Consuming as Classification, Consuming as Play, Omission, Puffery, Reciprocity, Scarcity, Humor, Greed, Commitment, Consensus, and Authority, Subliminal Advertising
- Carefully examine: Psychological Manipulation, Puffery, Persuasion, The Elaboration Likelihood Model, Central/Peripheral Persuasion Routes, 5 Roles Emotion Plays in How Our Minds Work, Attention/Memory/Attitudes/Motivation/ Behavior, Categories of psychological “tricks” advertisers use: Emotion/Fun/Fear/Vanity, Unconscious Shortcuts, Authority/Identification/Contrast Principle.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Chapter 3: Segmentation Assignment / Consumer Behavior Orientation Poste / Psychological Selling Tricks Poster / Tricks of the Trade / Color Psychology/ Note Packet - Chapter 3 / Test Chapter 3 /Chapter 3: 1/2 Review /AdAge /Personal Logo Presentation /Taste Test Project / Window Display Project, In Store Design Layout Project “JEFFERIES”

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.

Activities

- Suggested Activities:
 - Small- and large-group activities

	<ul style="list-style-type: none"> ○ Teamwork Discussions ○ Visual Merchandising Projects ○ Demonstrations ○ Brainstorming ○ Simulations ○ Oral and written reports ○ Homework and class-work ○ Tests and quizzes
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● 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 ● <u>Differentiation Strategies for Special Education Students</u> ● <u>Differentiation Strategies for Gifted and Talented Students</u> ● <u>Differentiation Strategies for ELL Students</u> ● <u>Differentiation Strategies for At Risk Students</u>
<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, 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.

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>
[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 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:	Unit 4 Marketing Research, Segmentation, Targeting, and Positioning
Time Frame:	1 Month
Anchor Standards/Domain*	
<p>Standard 8</p> <p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – 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</p> <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, Preparation and Training 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>	

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:

Segmentation, Targeting, and Positioning - STP (Unit 4) covers the “tools” you will routinely use in marketing. We begin by learning about important techniques that are used in gathering market research and information. How do you identify, research, and select the appropriate target market? We will focus on different types of segmentation, and how to apply those to the proper marketing strategy. A key to having an effective marketing strategy is understanding what motivates your consumer; and the critical concepts used to effectively sell products to consumers. We will address Marketing Research, the Marketing Mix, Test Marketing, and conducting a Focus Group.

This Unit Examines:

This unit examines “Segmentation, Targeting, and Positioning - STP” and the application of each strategic marketing research tool. We will cover “segmentation” in detail and the difference between primary and secondary markets. In addition, some related decisions about Demographic/Behavioral information, and go over the essential elements of purchase behavior for different target markets as well as a detailed look at types of segmentation in markets by identifying the effect of languages and cultural diversity.

Standard Number(s)

Standard 8.2

- 8.2.12.C.7 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.).

Standard 9.2

- 9.2.5.CAP.7: Identify factors to consider before starting a business.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 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.

Standard 9.3

- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.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-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.

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 we use Segmentation, Targeting and Positioning (STP) to develop marketing Strategies? How does the correct Positioning of a product lead to consumption?

Enduring Understandings

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

- How to conduct proper marketing research for different market segments.
- How to evaluate different marketing segments and the segmentation process
 - Segmentation, Targeting, and Positioning.
- The factors that influence the selection of specific marketing segments for use as target markets.
- How to conduct proper Marketing Research and apply it to an appropriate Marketing Mix
- The stages of Test Marketing, and conducting a Focus Group
- How to locate Demographic, Behavioral information using the US Census Bureau
- The different types of Segmentation including: Benefits-Sought Segmentation, Behavior/Usage Segmentation, Psychographic Segmentation, Geographic Segmentation, Demographic Segmentation, Situation Segmentation

<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	
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:

- Apply the concepts of segmentation and positioning.
- Understand the definition of Segmentation, Targeting, and Positioning
- Understand how to evaluate marketing segments.

- Identify the factors that influence the selection of specific marketing segments for use as target markets.
- Understand positioning and properly position a product
- Understand that market segmentation classifies people in a given market into smaller groups.
- Four methods of segmenting a market are demographics, geographics, psychographics, and buying behavior.
- Properly research and conduct a Demographic and Behavioral analysis.
- Key Terms: Marketing Research, Marketing Mix, Test Marketing, Focus Group, Positioning, Segmentation, Demographic, Behavioral, US Census Bureau, Benefits-Sought Segmentation, Behavior/Usage Segmentation, Psychographic Segmentation, Geographic Segmentation, Demographic Segmentation, Situation Segmentation

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Chapter 4: Consumer Behavior Profile (questions below) / Assignment #1: Company Portfolio Assessment / Assignment #2: Segmented Print Advertisements /Assignment #3: Company Target Market Profile /Assignment #4: iTunes Apps Demographic Analysis /Soft Skills: Speaking, Active Listening, Critical Thinking, Judgment and Decision Making, Social Perception /Chapter Exam

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.

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 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

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

Content Area/ Grade Level/ Course:		Business Grades 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:		Unit 5: New Product Planning and the Product Life Cycle
Time Frame:		1 Month
Anchor Standards/Domain*		
Standard 8		
<p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – 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, Preparation and Training 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 Summary Goal:		
New Product Planning and Product Life Cycle Management (Unit 5) covers the 5 steps of the product life cycle and what occurs at each stage. We begin by learning about each step, then analyzing what occurs at each stage in detail while looking at the Product Life Cycle Chart, Product Portfolios, Product Line Extensions, and how to illustrate this on the PCL chart.		
This Unit Examines:		
This unit examines “Product Life Cycle Management” and the application of this extremely important analysis in Marketing. The study of the Product Life Cycle of a product, or a company’s portfolio will cover the stages that each product will go through from development to withdraw from the market as well as a detailed look at idea generation, idea screening, concept development and testing, and types of product line extensions.		
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

- 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Standard 9.3

- 9.3.MK.6. Select, monitor and manage sales and distribution channels.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 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-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
- 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 is the product life cycle used in marketing?

What concepts and strategies do we utilize to determine the life cycle of a product?

In order to meet customer needs and wants with products, services or ideas that customers can and will buy, what concepts and processes do we need to develop, maintain and improve a product or service mix in response to market opportunities?.

Enduring Understandings

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

- The process of New Product Planning and examine each stage of the Product Life Cycle
- How to evaluate different stages of the PCL including:
Development/Introduction/Launch/Growth/Maturity/Saturation/Decline/Withdrawal
- The factors that influence Product Life Cycle Management including fads, failed products, and competitors
- The stages of the Product Life Cycle Chart
- The different stages that products go through from development to withdraw and how to apply each change in life cycle to the Marketing Mix (product, price, place, promotion)
- What a product portfolio is and how companies can grow extensive portfolios through research and new product development.
- The stages of new product development and areas that companies can diversify in including: Me Too, Improved Products, Extensions, and Never Before

<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 will be able to:

- Perform all introductory activities for Product Life Cycle Management
- Understand the definition and phases of Product Life Cycle Management and the Product Life Cycle Chart including:
Development/Introduction/Launch/Growth/Maturity/Saturation/Decline/Withdrawal
- Research the stages products go through from development to withdrawal from the market as it applies to the marketing mix
- Graph a Product Line Extension
- Define a Group of Extensions as a product portfolio
- Focus on marketing, sales, design, planning, production, quality requirements, packaging, shipping, and disposing of the product
Understand that each product has a different life cycle, and length is difficult to determine
- Identify when a product needs support, redesign, reinvigorating, withdrawal, etc.
Contribute this lesson to strategic marketing planning and new product development planning

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

What Women Want Rebrand Presentation -02/14 /Category Extension Group Project /Category Extension Individual Grade / Assignment #1 (PLC Poster and Roster) /Assignment #2 (Review) /Assignment #3 (Minnetonka) /PLC Notes /PLC Test PLC Case Study Assignment /Taste Test Project Window Display Project, In Store Design Layout Project “JEFFERIES”

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.

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Suggested Activities: <ul style="list-style-type: none"> ○ Small- and large-group activities ○ Teamwork Discussions ○ Visual Merchandising Projects ○ Demonstrations ○ Brainstorming ○ Simulations ○ Oral and written reports ○ Homework and class-work ○ Tests and quizzes
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● 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, 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.

	<ul style="list-style-type: none"> • 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.
--	--

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>
[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 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:	Unit 6:Pricing
Time Frame:	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, Preparation and Training 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:

Pricing (Unit 6) covers the elements of effective pricing policies and key terms that lead to profitability will be explored in detail. Specific pricing strategies such as ODD Pricing, Non-Price/Price Competition, Relationship Pricing, High/Low/Implicit/Explicit Pricing, Quantity/Trade/Cash Discounts, Loss Leader, Bait and Switch, Steps in Determining Price, Market Skimming/Market Penetration Pricing, Zone Pricing and others will be learned. In addition, key metrics such as gross profit margin, elasticity and inelasticity, and markup will be introduced.

This Unit Examines:

This unit examines “Pricing” and the application of this extremely important analysis in Marketing. The study of developing the proper price point of a product is unique and intricate. We cover the dangers of pricing the product too high or too low and provide students with an understanding of how pricing decisions affect many variables such as demand, profitability, and consumer perceptions. Analysis of additional pricing strategies and how we can connect that back to chapter 3 (consumer behavior, and demand) as well as proper marketing research, are important tools available to marketers, retailers, and managers in many fields.

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.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Standard 9.2

- 9.2.5.CAP.7: Identify factors to consider before starting a business.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 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.

Standard 9.3

- 9.3.MK.6 Select, monitor and manage sales and distribution channels.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
- 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 does pricing affect marketing decisions? What factors affect price decisions? How is the cost of a product determined? What is the difference between price and value?

Enduring Understandings

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

- The process of pricing and examine different pricing strategies
- That there are many factors affecting pricing decisions.
- How to identify different factors in pricing and how it is critical for the success or failure of a product
- That Price is the value placed on a good or a service.
- What high/low pricing is, and how to establishes an image
- How competitive pricing can be, and how different firms employ varying criteria to determine pricing objectives, policies and strategies.
- That pricing could be an analysis of ‘what is everyone else charging’ ‘what do consumers expect to pay’ ‘what benefits are my consumers looking for with this brand?’

<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 will be able to:

- Perform all introductory activities for price that involves setting and adjusting product and service prices to maximize profit and to ensure customer satisfaction. Profit optimization; identifying a price point that allows for the appropriate pricing in the target market
- Understand the definition of ODD Pricing, Non-Price/Price Competition, Relationship Pricing, High/Low/Implicit/Explicit Pricing, Quantity/Trade/Cash Discounts, Loss Leader, Bait and Switch, Steps in Determining Price, Market Skimming/Market Penetration Pricing, Zone Pricing
- Research how pricing decisions affect many variables such as demand, profitability, and consumer perceptions. Analysis of varying pricing strategies and interpretation of customer demand are important tools available to marketers, retailers, and managers in many fields.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assignment #1 Questions Involved in Pricing Assignment #2 Pricing Principle Advertisement /Pricing Notes/Pricing Test Taste Test Project / Window Display Project, In Store Design Layout Project “JEFFERIES”

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.

<ul style="list-style-type: none"> Projects enhance students' learning by combining a variety of different concepts learned in the course into one assignment. 	
<i>Activities</i>	<ul style="list-style-type: none"> Suggested Activities: <ul style="list-style-type: none"> Small- and large-group activities Teamwork Discussions Visual Merchandising Projects Demonstrations Brainstorming Simulations Oral and written reports Homework and class-work Tests and quizzes
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> 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
<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.

Resources	
<p>http://www.p21.org/</p> <p>https://www.careertech.org/cctc</p> <p>https://www.careertech.org/career-ready-practices</p> <p>http://www.state.nj.us/education/cte/career/Marketing/index.html</p> <p>https://www.deca.org/</p> <p>https://www.deca.org/high-school-programs/school-based-enterprises/</p> <p>https://www.deca.org/wp-content/uploads/2017/08/SBE-Chapter-Certification.pdf</p> <p>https://www.northbergen.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=8131&dataid=9585&FileName=Marketing%20Structured Learning Experience%20Curriculum.pdf</p> <p>https://www.ama.org/Pages/default.aspx</p> <p>http://www.state.nj.us/education/cte/career/</p> <p>http://www.state.nj.us/education/aps/cccs/career/curriculum.htm</p> <p>https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm</p> <p>http://lwd.dol.state.nj.us/labor/wagehour/lawregs/child_labor_law.html</p> <p>PMIEF, Project Management Institute Educational Foundation, https://pmief.org/library/resources</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	

Content Area/ Grade Level/ Course:	Business Grades 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:	Unit 7: Distribution Channels
Time Frame:	1 Month
Anchor Standards/Domain*	
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	

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, Preparation and Training 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:

Channels of Distribution (Unit 7) focuses on two specific aspects of the “Place” component of the marketing mix. Physical distribution (the movement of goods from place to place) is examined to identify the various transportation elements available in conjunction with warehousing and inventory management methods. Channels of distribution, the venues where goods and services are made available to customers, are presented as essential elements of providing utility to purchasers/users.

Use marketing research concepts and data to create up to date sales information and focus on the different Channels of Distribution for specific target markets, geographical territories, calculate sales data, and perform analysis

This Unit Examines:

This unit examines “Distribution Channels” and the application of this extremely important analysis in Marketing. The study of Distribution channels and/or businesses involved in transporting various goods provide efficient means of bringing products to consumers includes many different ‘intermediaries’. We cover the concept of a channel of distribution as the path a product takes from the producer or manufacturer to the final user. An analysis of how channel members in the distribution of consumer products are manufacturers/producers, agents, wholesalers, retailers, and consumers as well as proper marketing research, and other important tools that link the seller to the buyer.

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.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Standard 9.2

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Standard 9.3

- 9.3.MK.6 Select, monitor and manage sales and distribution channels.
- 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-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.

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)

What effect does distribution have on marketing a product?
 What different types of distribution channels are available to different products?
 What factors are used to determine distribution methods?
 How is efficiency related to product distribution?

Enduring Understandings

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

- That the purpose of a distribution plan is to specify the most efficient way to transport and merchandise a company's products.
- Different factors in effective inventory management procedures can make or break a firm's profitability.
- That distribution channels are different for different types of products and services depending upon demand.
- Push pull marketing and how it applies to channel management
- Introductory Marketing principles on this topic including: Manufacturer, Wholesaler, Retailer, Consumer, Fads, Product Update, Define Seller's Market, Define Buyers Market, 4 Channel Intermediary String, Marketing Intermediaries, Inter Channel Conflict, Producer Distributor Fit, Resale Value, Department Store, Supermarket, Hypermarket, Specialty Store, Discount House, Factory Outlet

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 be able to:

- Contribute this distribution lesson to strategic marketing planning and new product development planning
- Perform a sample channel distribution system for a chosen product
- Understand that channel of distribution is the path a product takes from the producer or manufacturer to the final user.
- Research the nature and scope of transportation systems and logistical services
- Define key terms: Manufacturer, Wholesaler, Retailer, Consumer, Fads, Product Update, Define Sellers Market, Define Buyers Market, 4 Channel Intermediary String, Marketing Intermediaries, Inter Channel Conflict, Producer Distributor Fit, Resale Value, Department Store, Supermarket, Hypermarket, Specialty Store, Discount House, Factory Outlet
- Focus on channel members and how the distribution of consumer products impact manufacturers/producers, agents, wholesalers, retailers, and consumers.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assignment #1 Channels of Distribution Poster /Assignment #2 Failed Product Presentation /Channels of Distribution Notes /Channels of Distribution Test /Taste Test Project /Window Display Project, In Store Design Layout Project “JEFFERIES”

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.

<i>Activities</i>	<ul style="list-style-type: none"> ● Suggested Activities: <ul style="list-style-type: none"> ○ Small- and large-group activities ○ Teamwork Discussions ○ Visual Merchandising Projects ○ Demonstrations ○ Brainstorming ○ Simulations ○ Oral and written reports ○ Homework and class-work ○ Tests and quizzes
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Helping students individually find different solutions suitable to their personality

	<ul style="list-style-type: none"> ● 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
<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, 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.
<p>Resources</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/>
<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>
[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 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:	Unit 8: Branding and Advertising Strategy
Time Frame:	1 Month

Anchor Standards/Domain*

Standard 8

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – 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, Preparation and Training 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:

Branding and Advertising (Unit 8) covers the concept of Branding and Advertising. Creative strategies will be explored in detail. Specific information on brands, branding and brand strategies will highlight the concept of brand loyalty, brand recognition, and brand preference. We will capture how popular brands can be and look at consumer awareness, and the general concept of branding (ideas, emotions attached to a distinct identity, name, logo), we now move to specific expectations from branding — name recognition, market share, sales, etc.

This Unit Examines:

This unit examines “Branding” and the application of this extremely important analysis in Marketing. The study of Branding includes many aspects of the creative property including the leverage a brand offers a company and how valuable a powerful brand is for sales and marketing departments. In addition, this section will cover the concepts and laws governing trademarks, patents, and copyrights.

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.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.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2

- 9.2.5.CAP.7: Identify factors to consider before starting a business.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 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.

Standard 9.3

- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 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-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.

- 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 a powerful brand contribute to the profitability of a firm?
 How to build a brand?
 What types of brand names are memorable?

Enduring Understandings

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

- The process of Branding and examine the steps needed to develop a powerful brand
- That branding creates an identity, providing a creative image, translating information, expressing benefits and features to customers, ensuring safe use, and protecting the product.
- That a brand is one of a company’s most important assets and a powerful tool in the marketing and selling process and can include a trade name, brand name, brand mark, trade character, and trademark
- Term ‘brand’ as a name, term, design, or symbol (or a combination of these elements) that identifies a product or service.
- The functions of packaging include promoting and selling the product
- The definition of Branding, Advertising, and Marketing.
- The following KEY CONCEPTS: Trademarks, Logo’s, Packaging, Preference, Licenses, Brand, Branding, Brand Recognition, Brand Preference, Brand Insistence, Name Brand Association, Types of Brand Name, Co Branding.
- The steps of studying and creating an identity, providing a creative image, translating information, expressing benefits and features to customers, ensuring safe use, and protecting the product.

<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 will be able to:

- Contribute this branding lesson to strategic marketing planning and new product development planning
- Perform the steps needed to design, develop, and create a powerful logo

- Research the steps of developing a powerful brand
- Go through the steps of studying and creating an identity, providing a creative image, translating information, expressing benefits and features to customers, ensuring safe use, and protecting the product.
- Focus on branding and how it creates an identity, providing a creative image, translating information, expressing benefits and features to customers, ensuring safe use, and protecting the product.
- Understand A brand is one of a company’s most important assets and a powerful tool in the marketing and selling process and can include a trade name, brand name, brand mark, trade character, and trademark
- Become familiar with the term ‘brand’ as a name, term, design, or symbol (or a combination of these elements) that identifies a product or service.
- Understand the functions of packaging include promoting and selling the product
- Students will be able to understand the definition of Branding, Advertising, and Marketing.
- Students will understand the following KEY CONCEPTS: Trademarks, Logo’s, Packaging, Preference, Licenses, Brand, Branding, Brand Recognition, Brand Preference, Brand Insistence, Name Brand Association, Types of Brand Name, Co Branding.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assignment #1 Types of Brand Names/Assignment #2 Advertising Icon/Assignment #3 Headlines and Slogans/Advertising Notes/Advertising Test/Taste Test Project/Window Display Project, In Store Design Layout Project “JEFFERIES”

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.

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 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)

	<ul style="list-style-type: none"> • 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, 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.

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>
- [Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)
- [Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

<p>Content Area/ Grade Level/ Course:</p>	<p>Business Grades 10-12 Marketing I</p>
--	--

	DECA Enterprise (optional)
Unit Plan Title:	Unit 9: Sales and Visual Merchandising
Time Frame:	1 Month
Anchor Standards/Domain*	
<p>Standard 8</p> <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> <p>Standard 9</p> <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, Preparation and Training 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 Summary Goal:	
Sales and Visual Merchandising (Unit 9) covers the will be explored in detail. Specific subtopics will be introduced on this topic. The goal of this unit will be to introduce Visual Merchandising as the marketing mix involves the coordination of all of the physical elements in a place of business that are used to project the right image to its customers. Design, Placement will be examined as well as types of Grouping, types of Displays, Types of shopping centers, retail locations, and how to display merchandise. A specific focus will be placed in interior and exterior design and merchandising including window displays, entrances, store layouts (advantages and disadvantages)	
This Unit Examines:	
This unit examines “Sales,Online, and Visual Merchandising” and the application of this extremely important analysis in Marketing. The study of Visual Merchandising brings up the essential question of profits and how merchandise displays or designs can increase profit for a store in terms of foot traffic . We cover interior and exterior architecture and design . We also cover the usage of Digital Merchandising on website pages and design. Analysis of real estate, types of shopping centers, types of retail stores, types of window displays, digital formats, as well as proper marketing research, are important tools available to merchandisers.	
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).
- 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.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2

- 9.2.5.CAP.7: Identify factors to consider before starting a business.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 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.

Standard 9.3

- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
- 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)

What is Visual Merchandising?

Enduring Understandings

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

- That effective selling strategies respond to client needs and wants through planned, personalized communication that influences purchase decisions and ensures satisfaction. Visual Merchandising and selling is a systematic, scientific process that requires a commitment to a consultative attitude
- That Layout, Selling space, Merchandising/Personnel/Customer space, Visual Merchandising/Merchandisers Shelving, Aisles, Loss Leaders, Impulse/Staple Goods, Straight/Curving Traffic Pattern, Closed/Open/Architectural/Point-of-purchase displays, Store Interior, Floor and wall coverings, Lighting, Colors, Store fixtures all contribute to profit.
- Many different factors in Visual Merchandising such as ambiance, lighting, display, balance, symmetry,
- That different types of Merchandising displays can encourage consumer spending
- Effective sales strategies and How can you communicate a product’s benefits to a customer.
- Sales strategies for various target audiences

<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 will be able to:

- Understand the definition of Visual Merchandising
- Review the goals of an effective merchandising display?
- The demographic group of consumers this retail store has targeted to aim its marketing efforts and merchandise toward.
- Examine How the products are set up and organized
- Learn how a store designs its Lighting, Colors, Sounds, Wall Colors, Shelving, Merchandise Display Racks has a large impact on sales
- Compare and contrast a stores website from their physical location brick and mortar
- Identify different types of Layouts, Selling space, Merchandising/Personnel/Customer space, Visual Merchandising/Merchandisers Shelving, Aisles, Loss Leaders, Impulse/Staple Goods, Straight/Curving Traffic Pattern, Closed/Open/Architectural/Point-of-purchase displays, Store Interior, Floor and wall coverings, Lighting, Colors, Store fixtures
- Focus on effective sales strategies? How can you communicate a product’s benefits to a customer? How can one tailor sales strategies for various target audiences? What does effective customer service look like?
- Define Key terms: Layout, Selling space, Merchandising/Personnel/Customer space, Visual Merchandising/Merchandisers Shelving, Aisles, Loss Leaders, Impulse/Staple Goods, Straight/Curving Traffic Pattern, Closed/Open/Architectural/Point-of-purchase displays, Store Interior, Floor and wall coverings, Lighting, Colors, Store fixtures

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assignment #1 Mannequin Visual Merchandising Displays /Assignment #2 Compare and Contrast Assignment (Store vs. Website) /Visual Merchandising Notes / Visual Merchandising Test/Taste Test Project /Window Display Project, In Store Design Layout Project “JEFFERIES” / Visual Merchandising – Store Layout Project

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.

<p><i>Activities</i></p>	<ul style="list-style-type: none">● Suggested Activities:<ul style="list-style-type: none">○ Small- and large-group activities○ Teamwork Discussions○ Visual Merchandising Projects○ Demonstrations○ Brainstorming○ Simulations○ Oral and written reports○ Homework and class-work○ Tests and quizzes
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none">● 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
<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, 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,

	<p>and extensive list of software applications and Internet software widely used by businesses today.</p> <ul style="list-style-type: none"> • 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.
--	---

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>
[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 10-12 Marketing I DECA Enterprise (optional)
Unit Plan Title:	Unit 10: Marketing Society, Ethics, and Social Responsibility
Time Frame:	1 Month

Anchor Standards/Domain*

Standard 8

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – 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, Preparation and Training 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:

Marketing Society, Ethics, and Social Responsibility (Unit 10) introduces Marketing's role in Business ethics and the concept of social responsibility are 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 unit 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.
- 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.).
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- 9.1.8.CR.2: Compare various ways to give back through strengths,

- passions, goals, and other personal factors.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.
- 9.1.2.CAP.4: List the potential rewards and risks to starting a business.

Standard 9.2

- 9.2.5.CAP.7: Identify factors to consider before starting a business.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 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.

Standard 9.3

- 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.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-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
- 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)

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.

Check all that apply. 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	
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 **

Chapter 11: 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.

Activities

- Suggested Activities:
 - Small- and large-group activities
 - Teamwork Discussions

	<ul style="list-style-type: none"> ○ Visual Merchandising Projects ○ Demonstrations ○ Brainstorming ○ Simulations ○ Oral and written reports ○ Homework and class-work ○ Tests and quizzes
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● 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
<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, 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.

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>

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

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