

COURSE TITLE

Marketing

LENGTH

Full Year
Grades 11 – 12

DEPARTMENT

Business Education
Barbara O'Donnell, Supervisor

SCHOOL

Rutherford High School

DATE

September 10, 2018

MARKETING

I. Introduction/Overview/Philosophy

This course introduces students to the fundamentals of marketing, retailing, and selling/service businesses as well as basic economic concepts. Topics covered will include supply and demand, competition, business cycles, market segmentation, distribution, human resources, the sales process, promotion, public relations, business ethics and social responsibility, and price planning and strategies. The goal of this course is to enable students to understand and apply marketing, management, and entrepreneurial principles to make economic decisions, and to exhibit social responsibility in a global economy. “Hands-on” learning activities that increase student involvement and add a sense of personal meaning for students will be utilized throughout the course. Learning to work as part of a team, sometimes as a responsible leader and sometimes as a team player, will be emphasized. Part of this process includes learning to communicate effectively. Listening, reflecting, providing constructive feedback, and carefully considering the ideas of others are important skills to take to the workplace and students will gain an understanding of this throughout the course.

II. Objectives

Course Outline:

- A. Marketing Essentials
 - 1. Definition of marketing
 - 2. Seven functions of marketing
 - 3. Marketing mix
 - 4. Target market
 - 5. Market Segmentation
- B. Economic Essentials
 - 1. Factors of production
 - 2. Types of economies
 - 3. Economic Measurements
- C. Global Economics
 - 1. International trade
 - 2. Factors affecting international trade
 - 3. Global marketing strategies
- D. Free Enterprise System
 - 1. Principles of free trade
 - 2. Supply and demand
 - 3. Types of Business Enterprise
- E. Business Ethics
 - 1. Financial decision making and responsibility
 - 2. Fair management practices
 - 3. Ethical awareness of e-commerce
 - 4. Environmental issues
- F. Business Organization Concepts

1. Entrepreneurship
 2. Sole Proprietorship
 3. Partnership
 4. Corporation
 5. Risk Management
- G. Human Resource Concepts
1. Communication skills
 2. Interpersonal skills
 3. Management skills
 4. Human Resource Responsibilities
- H. Distribution Concepts
1. Channels of distribution
 2. Physical distribution
 3. Stock and inventory control
- I. Buying and Pricing Merchandise
1. Price planning
 2. Pricing Strategies
 3. Calculating prices and discounts
- J. Product Planning
1. Planning product lines
 2. Sustaining sales
 3. Package labels
 4. Warranties
- K. Promotion
1. Logos
 2. Promotional Concepts and Strategies
 3. Visual Merchandising and Display
 4. Advertising
 5. Print Advertisements
- L. Marketing Research
1. Marketing information systems
 2. Types of marketing research
 3. Trends in marketing research
 4. Marketing research process
 5. Conducting marketing research
- M. Financial Concepts
1. Understanding financial statements
 - a. Balance sheet
 - b. Income statement
 - c. Start up costs
 2. Invoicing
- N. Business Plans
1. Components of a business plan
 2. SWOT analysis
- O. Careers in Marketing
- P. Computer Applications in Marketing

Student Outcomes:

After completing this course, the student will demonstrate the ability to:

- understand the economic and social responsibility of living in a free market and competitive society.
- develop a business plan that includes: a target market description, logo, marketing mix description, marketing research, management plan, advertising/promotion plan, visual merchandising display, risk management plan, and financial statements.
- organize a business and prepare the necessary policies to run a business including organization, merchandise selections, service, pricing, promotion, and employee selection and training.
- communicate effectively.
- incorporate the use of various computer applications to successfully manage business operations.
- compose various business correspondences such as letters, email, press releases, and financial statements.
- develop public speaking skills.
- foster a realistic understanding of a career in the 21st century.
- acquire an understanding and appreciation of business ethics.
- understand the importance of keeping abreast of current event topics and how these topics relate to them as socially responsible citizens.

New Jersey Student Learning Standards**CAREER READY PRACTICES*****CRP1 Act as a responsible and contributing citizen and employee***

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

CRP2 Apply appropriate academic and technical skills.

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

CRP4 Communicate clearly and effectively and with reason.

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

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

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

CRP6 Demonstrate creativity and innovation.

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

CRP7 Employ valid and reliable research strategies.

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

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

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

CRP9 Model integrity, ethical leadership and effective management.

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

CRP11 Use technology to enhance productivity.

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

CRP12 Work productively in teams while using cultural global competence.

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

TECHNOLOGY

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATIVELY AND TO CREATE AND COMMUNICATE KNOWLEDGE.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**STANDARD 9.3: CAREER AND TECHNICAL EDUCATION
MARKETING CAREER CLUSTER****CAREER CLUSTER: MARKETING (MK)**

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.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways."

9.3.MK.6 Select, monitor and manage sales and distribution channels.

9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.

9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

PATHWAY: MARKETING COMMUNICATIONS (MK-COM)

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.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.

PATHWAY: MARKETING MANAGEMENT (MK-MGT)

9.3.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.

9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.

9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.

9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.

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.

PATHWAY: MARKETING RESEARCH (MK-RES)

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.

PATHWAY: PROFESSIONAL SALES CAREER PATHWAY (MK-SAL)

9.3.MK-SAL.1 Access, evaluate and disseminate sales information

9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants.

9.3.MK-SAL.3 Plan, organize and lead sales staff to enhance sales goals.

BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER

Pathway: Business Management

9.3.12.BM.1 Business Management and Administration: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in business.

9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

Pathway: General Management

9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision-making.

Pathway: Operations Management

9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions

9.3.12.BM-OP.2 Develop and maintain positive customer relationships.

Pathway: Business Finance

9.3.12.FN-BF.2 Manage the use of financial security to ensure business stability.

9.3.12.FN-ACT.3 Process, evaluate and disseminate financial information to assist business decision-making.

III. Proficiency Levels

This course is open to grades 11 and 12. There is no prerequisite for this course.

IV. Methods of Assessment

Student Assessment

The teacher will provide a variety of assessments during the course of each marking period. The assessments may include, but are not limited to: tests and quizzes on content, group work/projects, simulations, current event analyses, multi-media presentations, and oral presentations.

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an on-going basis.

V. Grouping

There is no prerequisite for this course.

VI. Articulation/Scope & Sequence/Time Frame

This is a full-year course. Students taking this course may be interested in taking other business-related courses.

VII. Resources

Marketing Essentials, Glencoe-McGraw Hill Copyright 2009, New York, NY Lois Schneider Farese, Grady Kimbrell, Carl A. Woloszyk

Marketing Essentials workbooks

Online Videos/DVDs

Supplemental texts (marketing, computer applications, finance, etc.)

Guest speakers

Newspapers, magazines, and online periodicals

VIII. Suggested Activities

Integrate computer technology/applications/ case studies, role-playing, and visual design projects.

IX. Methodologies

The following methods of instruction are suggested: lecture, discussion, group projects, role playing, case studies, demonstration, class presentations, current events, visual design projects, and Web 2.0 platforms.

X. Interdisciplinary Connection

The course incorporates real world mathematical computations, reading comprehension, writing skills, speaking skills, and computer applications. In addition, the study of domestic and global economics allows students to learn about U.S. History and how government plays a role in economics.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Differentiated teacher feedback on assignments
- Study Guides
- Re-teaching and review
- Exemplars of varied performance levels
- Use of technology
- Testing accommodations
- Student topic by interest
- Authentic assessments
- Teacher modeling
- Cooperative learning groups
- Guided note-taking
- Student driven
- Real world problems and scenarios
- Step by step instructions
- Preferential seating
- Vocabulary practice
- Pre-selected sources
- References and videos posted online

Differentiation for Enrichment

- Differentiated teacher feedback on assignments
- Topic selection by interest
- Flexible grouping

- Student driven
- Use of technology
- Authentic assessments
- Cooperative learning groups
- Real world problems and scenarios
- Enhanced expectations for independent study
- Higher order thinking skills
- Inquiry based instruction
- Create a website or video to use for the presentation of a project
- Exemplars of innovative and highly conceptual works that involve greater complexity in their creation.
- Additional references, videos, and other resources posted online
- Use of technology

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|---|----------------|---|--|---|
| <p>Marketing</p> <ul style="list-style-type: none"> • Define marketing • 4 P's of marketing • Marketing functions • Target market • Market segmentation • Demographics • Market segmentation • Logos | 6 Weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Study guides • Testing accommodations • Guided note taking • Preferential seating • Vocabulary practice • Differentiated teacher feedback • Exemplars • Cooperative learning groups • Real world applications • Use of technology • Authentic assessments • Student topic by interest • Reteaching and review (when and if applicable) • Reference videos posted online <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Differentiated teacher feedback • Exemplars • Cooperative learning groups • Real world applications • Authentic assessments • Student topic by interest • Flexible grouping • Use of technology | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP6, CRP7, CRP9, CRP11, CRP12</p> <p>8.1.12.A.2</p> <p>9.3.MK.2, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10, 9.3.12.BM-MGT.2</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Google forms for vocabulary review, seven functions review • Vocabulary practice • Guided notes • Workbook sheets • Real world current event reviews <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Ice Cream Project: Students create an original ice cream flavor, write a marketing plan using the 4 Ps and then present it to the class. • Culminating year-long Project (Rubric #1): Students will write an executive summary for a business plan to include the 4 Ps and target market. Then, design a logo to fit the company. They will create their own business idea and build on it throughout the school year. |

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|--|----------------|---|--|---|
| <p>Economics</p> <ul style="list-style-type: none"> • Resources • Economic systems • Economic Indicators • Business cycle | 3 Weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Guided note taking • Study guide • Use of technology • Authentic assessments • Cooperative learning groups • Preferential seating • Vocabulary practice • Differentiated feedback on assignments • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Additional resources provided • Differentiated feedback on assignments • Inquiry based instruction • Use of technology • Authentic assessments • Cooperative learning groups | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP9, CRP11, CRP12</p> <p>8.1.12.A.2</p> <p>9.3.MK.1, 9.3.MK.4, 9.3.MK-COM.2</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Google forms for vocabulary review, economic indicators review • Vocabulary practice • Workbook sheets • Guided notes • Real world current event reviews <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Students will work in groups to research an economic indicator and present it to the class. They will need to explain its relationship to the business cycle. • Benchmark: Students will edit/revise and add to their Culminating year-long Project (Rubric #1). |

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|---|----------------|--|--|---|
| International Business <ul style="list-style-type: none"> • International trade • Protectionism and trade barriers • Free trade and trade alliances • Globalization • Customization • Adaptation | 2.5 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Guided notes • Study guide • Use of technology • Vocabulary practice • Preferential seating • Differentiated feedback on assignments • Real world scenarios • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Differentiated teacher feedback • Exemplars • Cooperative learning groups • Real world applications | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP7, CRP9, CRP11, CRP12 9.3.MK.1, 9.3.12.BM.4, 9.3.12.BM-MGT.2, 9.3.12.BM-OP.1</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice • Workbook sheets • Guided notes • Real world current research on business practices in foreign countries <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. |
| Free Enterprise System <ul style="list-style-type: none"> • Principles of free enterprise • Supply and demand • Functions of business • Business ethics | 2.5 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Study guide • Use of technology • Vocabulary practice • Preferential seating • Differentiated feedback on assignments • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Differentiated feedback on assignments | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP9, CRP11 9.3.MK.1, 9.3.MK.7, 9.3.12.BM.1, 9.3.12.BM-MGT.2, 9.3.12.FN-ACT.3, 9.3.MK-MGT.5</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Google forms and quizlet for vocabulary review • Vocabulary practice • Workbook sheets – supply and demand practice • Guided notes <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. |

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|--|----------------|---|---|--|
| <p>Marketing Research</p> <ul style="list-style-type: none"> • Horizontal management • Vertical management • Self-managed teams • Management functions • Effective management techniques • Mission statements | 3 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Study guide • Testing accommodations • Guided note taking • Preferential seating • Vocabulary practice • Differentiated teacher feedback • Exemplars • Teacher modeling • Cooperative learning groups • Real world applications • Preselected sources • Authentic assessments • Student topic by interest • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Differentiated teacher feedback • Exemplars • Cooperative learning groups • Real world applications • Authentic assessments • Higher order thinking skills | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12</p> <p>Standard 8.1</p> <p>8.1.12.A.2</p> <p>8.1.12.E.1</p> <p>9.3.MK.4,</p> <p>9.3.MK.5</p> <p>9.3.MK-MGT.2</p> <p>9.3.MK-MGT.3</p> <p>9.3.MK-MGT.4</p> <p>9.3.12.BM.4</p> <p>9.3.12.BM-MGT.2</p> <p>9.3.12.BM-OP.2</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Google forms and quizlet for vocabulary review • Vocabulary practice • Workbook sheets • Guided notes • Real world scenarios <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #2): Students will develop a management plan and a mission statement for the business they are creating. |

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|--|----------------|--|--|---|
| Finance <ul style="list-style-type: none"> • Importance of financial records • Balance sheet • Income statement • Invoices • Mark-ups | 2.5 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Testing accommodations • Guided note taking • Preferential seating • Vocabulary practice • Teacher modeling • Real world applications • Authentic Assessments • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world applications • Authentic assessments • Higher order thinking skills • Exemplars of innovative and highly conceptual works that involve greater complexity in their creation. | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12 8.1.12.A.2 9.3.MK.2, 9.3.MK.3 9.3.12.BM.1, 9.3.12.FN-BF.2, 9.3.12.FN-ACT.3</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Practice Work in packets completing financial statements, vocabulary review, and math problems surrounding business finances. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #3): Students will develop an income statement for the business they are creating. They will research real costs (from renting space to buying supplies) and estimate sales/revenue to determine net income or loss for their business plan. • Benchmark: Students will edit/revise and add to their Culminating year-long Project (Rubric #2). |
| Communication <ul style="list-style-type: none"> • Communication process • Communication and global trade • Non-verbal communication • Listening • Written communication | 3 Weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Differentiated teacher feedback on assignments • Reteaching and review (when applicable) • Preferential seating • Use of technology • Testing accommodations • Cooperative learning groups • Teacher modeling • Student driven • Vocabulary practice • Real world problems and scenarios • References and videos posted online | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP6, CRP9, CRP11, CRP12 8.1.12.A.2 9.3.MK.9 9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4, 9.3.MK-COM.5 9.3.MK-MGT. 7</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice and hands on student communication activities, and reflection. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #4a): students will create a 30 second advertising video • Culminating year-long Project (Rubric |

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|------------|----------------|---|----------------|--|
| | | <ul style="list-style-type: none"> • Step by step instructions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Differentiated teacher feedback on assignments • Student driven • Topic selection by interest • Flexible grouping • Additional references, videos, and other resources posted online. • Exemplars of innovative and highly conceptual works that involve greater complexity in their creation. • Create a website or video to use for the presentation of a project. • Enhanced expectations for independent study. • Inquiry based instruction • Higher order thinking skills | 9.3.12.BM.OP.2 | #4): Students will develop a business letter to come from their business to a client/vendor or other person/company of their choice. The letter will be assessed on format (including letterhead), content, and professionalism. |

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| <p>Management</p> <ul style="list-style-type: none"> • Define market research • Types of marketing research • Research process • Primary and secondary data • Primary and secondary data • Marketing surveys | 3 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Study guide • Testing accommodations • Guided note taking • Preferential seating • Vocabulary practice • Use of technology • Differentiated teacher feedback • Cooperative learning groups • Real world applications • Preselected sources • Authentic assessments • Student topic by interest • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Differentiated teacher feedback on assignments • Additional references, videos, and other resources posted online. • Inquiry based instruction • Higher order thinking skills | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12</p> <p>8.1.12.A.2 8.1.12.E.1 9.3.MK.2 9.3.MK.8 9.3.MK.9 9.3.MK.10 9.3.MK-COM.3 9.3.MK-COM.5 9.3.MK-MGT.6 9.3.MK-RES.1 9.3.MK-RES.2 9.3.MK-RES.3 9.3.12.BM-OP.1</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice, case studies on companies and their marketing research success and failures, and reflection. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #5): Students will develop and issue their survey, analyze survey results, and write a marketing research plan for their company based on the survey results. This will also serve as the benchmark for Quarter 3. |

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
|--|----------------|---|--|---|
| <p>Risk Management</p> <ul style="list-style-type: none"> • Define risk management • Types of risk • Handling business risks • Types of insurance | 2 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Testing accommodations • Guided note taking • Preferential seating • Vocabulary practice • Use of technology • Differentiated teacher feedback • Cooperative learning groups • Real world applications • Preselected sources • Authentic assessments • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Differentiated teacher feedback on assignments • Higher order thinking skills • Exemplars of innovative and highly conceptual works that involve greater complexity in their creation. | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP8, CRP9, CRP11, CRP12</p> <p>9.3.MK.1 9.3.MK.10 9.3.MK-COM.1 9.3.12.BM-OP.1</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice both online and with the use of handouts. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #6): Students will write a risk management plan for their business plan. |

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|--|----------------|---|---|--|
| <p>Selling</p> <ul style="list-style-type: none"> • Types of selling • Goals of selling • Preparing for the sale (business-to-business and retail) • Selling process • Approaching the customer • Determining the customer needs • Communication/ Questioning techniques | 2 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Testing accommodations • Guided note taking • Preferential seating • Vocabulary practice • Use of technology • Reteaching and review (when and if applicable) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Flexible grouping | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p>9.3.MK.6</p> <p>9.3.MK.9</p> <p>9.3.MK.10</p> <p>9.3.MK-COM.1</p> <p>9.3.MK-COM.5</p> <p>9.3.MK-SAL.1</p> <p>9.3.MK-SAL.2</p> <p>9.3.MK-SAL.3</p> <p>9.2.12.BM-OP.2</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice both online and with the use of handouts. • Role Play <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. |

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|--|----------------|--|--|--|
| <p>Promotion</p> <ul style="list-style-type: none"> • Promotional Mix (Sales promotion, personal, advertising, direct marketing, and public relations) • Types of trade and consumer promotion • Press Release | 2 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Reteaching and review (when applicable) • Preferential seating • Use of technology • Testing accommodations • Cooperative learning groups • Teacher modeling • Student driven • Vocabulary practice • Real world problems and scenarios • References and videos posted online • Study Guide • Step by step instructions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Higher order thinking skills • Exemplars of innovative and highly conceptual works that involve greater complexity in their creation. • Student driven | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP9, CRP11, CRP12 9.3.MK.9 9.3.MK-COM.1 9.3.MK-COM.4 9.3.MK-COM.5 9.3.MK-MGT.7</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice and handouts to identify promotion mix parts <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #7): Students will write a press release pertinent to their business plan. |

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|---|----------------|--|--|---|
| <p>Visual Merchandising and Display</p> <ul style="list-style-type: none"> • Elements of visual merchandising • Types of display • Display design and preparation • Artistic Elements of a display | 2.5 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Reteaching and review (when applicable) • Preferential seating • Use of technology • Testing accommodations • Cooperative learning groups • Teacher modeling • Vocabulary practice • Real world problems and scenarios • Study Guide • Student choice • Authentic assessment <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Student driven • Use of technology • Topic selection by interest • Exemplars of innovative and highly conceptual works that involve greater complexity in their creation. • Higher order thinking skills • Authentic assessment | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p>8.1.12.A.2</p> <p>9.3.MK.9</p> <p>9.3.MK-COM.1</p> <p>9.3.MK-COM.4</p> <p>9.3.MK-COM.5</p> <p>9.3.MK-MGT.7</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice and handouts to practice concepts. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #8): Students will create a visual merchandising display of their choice for their business plan. |

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|--|----------------|--|---|---|
| <p>Advertising Media</p> <ul style="list-style-type: none"> • Purpose of advertising • Types of media • Print Advertisements • Advertising Layout • Advertisement campaign | 2.5 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Reteaching and review (when applicable) • Preferential seating • Use of technology • Testing accommodations • Cooperative learning groups • Teacher modeling • Vocabulary practice • Real world problems and scenarios • Study Guide • Student driven • Authentic assessment <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Student driven • Use of technology • Topic selection by interest • Exemplars of innovative and highly conceptual works that involve greater complexity in their creation. • Authentic assessment | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP6, CRP11, CRP12</p> <p>8.1.12.A.2</p> <p>9.3.MK.9,</p> <p>9.3.MK-COM.1,</p> <p>9.3.MK-COM.4,</p> <p>9.3.MK-COM.5</p> <p>9.3.MK-MGT.7</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary practice • Labeling ads <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Cumulative Test on Vocabulary and Concepts from the Unit. • Culminating year-long Project (Rubric #9): Students will create a print advertisement and write an ad campaign plan to accompany it. |

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|---|----------------|---|---|---|
| <p>Business Plan Projects</p> <ul style="list-style-type: none"> • Compiling, organizing and formatting the document • Presentations | 3.5 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Differentiated teacher feedback on assignments • Re-teaching and review • Exemplars of varied performance levels • Use of technology • Authentic assessments • Cooperative learning groups • Student driven • Real world problems and scenarios <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Differentiated teacher feedback on assignments • Student driven • Use of technology • Authentic assessments • Cooperative learning groups • Real world problems and scenarios • Enhanced expectations for independent study • Higher order thinking skills • Inquiry based instruction • Exemplars of innovative and highly conceptual works that involve greater complexity in their creation. | <p><i>Standards:</i></p> <p>CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12</p> <p>8.1.12.A.2 8.1.12.E.1 9.3.MK.1, 9.3.MK.2, 9.3.MK.3, 9.3.MK.4, 9.3.MK.5, 9.3.MK.6, 9.3.MK.7, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10</p> | <p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Rough Draft of final business plan <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Culminating year-long Project (Final Rubric): Students will compile all parts of their project from the nine assignments prior to now. They will peer review, edit, revise, and format the 30+ page document and present it to their peers. • This assignment serves as the benchmark for the marking period. |