



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Principles of Marketing</b>					
<b>Grade Level(s):</b>	<b>Grades 9<sup>th</sup> -12<sup>th</sup></b>					
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	<p>This course provides a detailed introduction to Marketing and prepares students to meet the challenge of the modern-day marketplace. Emphasis is placed on the development of attitudes, skills, understandings related to marketing, merchandising, and management. Students learn how the “Four Ps of Marketing” affect consumer decisions; how product promotion affects buying habits. The complete retail process including sales, pricing, communicating, displaying, and advertising will be assimilated into the course. This course teaches students logically and systematically about the world of marketing while motivating them to develop the necessary skills to enter the field of sales and marketing and to move ahead in it. Students will also have the opportunity to participate in DECA and FBLA activities. Principles of Marketing is also a first level course in the Business Academies. Marketing is one of the major underpinnings of our society today, all students should study this area and its impact on both the American economic system as well as on the global economy. The study of marketing can provide the springboard for challenging and lucrative careers</p>					
<b>Grading Procedures:</b>	<p>Numerical grades will be used. The final grade each marking period will reflect an average of:</p> <ol style="list-style-type: none"> <li>1. Major Tests and benchmarks</li> <li>2. Homework and classwork</li> <li>3. Quizzes and reports</li> <li>4. Special projects</li> </ol> <p>***The BOE requires a minimum average of 70% to gain course credit.</p>					
<b>Primary Resources:</b>	<ul style="list-style-type: none"> <li>• Principles of Marketing 18<sup>th</sup> Edition by Kotler and Armstrong (Savvas or Pearson)</li> <li>• NJ DECA Resources</li> <li>• Supplemental Text Materials &amp; Files</li> <li>• Multimedia Applications &amp; Web-based tools</li> <li>• Case Studies &amp; Current Events</li> </ul>					

# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Shannon Molloy
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<b>Under the Direction of:</b>	Jeffrey Snyder
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**Written:** \_\_\_\_\_ **Summer 2021** \_\_\_\_\_

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

## Principles of Marketing

Unit 1: Initiating the Marketing Process (5 weeks)

Unit 2: Understanding Buyers and Markets (4 weeks)

Unit 3: Target Marketing Opportunities (4 weeks)

Unit 4: Product Development (6 weeks)

Unit 5: Retailing and Wholesaling (6 weeks)

Unit 6: Promotions (7 weeks)

Unit 7: Selling (2 weeks)

## Unit 1 Title: Initiating the Marketing Process

**Unit 1 Description:** In this unit, students will learn the concept of marketing. Marketers need to develop relationships with customers. Marketers need to understand these relationships to develop the appropriate strategies that will be used to target the customers. Marketers also need to know the ethical behaviors and social responsibilities in the marketplace.

**Unit Duration: 5 weeks**

### Desired Results

**Standard(s):** 9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.4

#### Indicators:

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.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.

#### Understandings:

*Students will understand that...*

- Factors influence marketing actions
- The 7 Functions of Marketing have specific career paths in marketing.
- Marketing discovers and satisfies consumer needs
- Needs and wants drive products offered in the marketplace.
- Exchanges in the marketplace influence marketing strategies.
- Customer value-driven marketing strategies help businesses provide the best offerings to consumers.
- The marketing concepts is an important concept in understanding how businesses determine marketing strategies.
- Customer relationship management is important to marketing businesses and products.
- Online, mobile and social media marketing is changing how consumers learn about products.
- Globalization is important to all businesses.
- Marketing has a specific role in a company.
- A company's business portfolio can make a company use multiple marketing strategies for different businesses.
- Companies will go through times of growth and downsizing.
- Businesses will partner together to gain more strength in the marketplace.
- Marketing strategies and the marketing mix plays a key role in marketing.
- Positioning is a key concept of marketing.
- Organizations build stronger customer relationships and customer value through marketing

#### Essential Questions:

- What is marketing?
- What are the 7 Functions of Marketing?
- What elements influence marketing actions?
- How do marketers discover and satisfy consumer needs?
- Why are customer relationships built?
- What is customer value-driven marketing strategies?
- What is the marketing concept?
- What is customer relationship management?
- How does digital, mobile, and social media impact marketing and consumer engagement?
- How do companies retain customers?
- What is not-for-profit marketing?
- What is sustainable marketing?
- What is strategic planning?
- How do objectives and goals impact marketing decisions?
- What is a business portfolio?
- How do marketers use matrix in developing marketing strategies?
- What is the value chain?
- What is the marketing mix?
- How are marketing strategies developed?
- What is market segmentation?
- What is market targeting?
- What is positioning?
- What is market planning?
- Why is Return on Investment important to marketers?
- What is the meaning of an organization's mission?
- What is the difference between a marketing dashboard and a marketing metric?
- What are the four market-product strategies in diversification analysis?

<ul style="list-style-type: none"> <li>• Companies develop core values, missions, organizational cultures, and goals that frame the business.</li> <li>• Managers use marketing dashboards and marketing metrics when developing marketing strategies.</li> <li>• Social, economic, and technical factors impact marketing and strategies used to target customers.</li> <li>• The marketing environment impacts marketing strategies.</li> <li>• Microenvironment and macroenvironments respond to environmental forces differently.</li> <li>• Demographics is a key factor in determining target markets.</li> <li>• Geographics is used to determine where the target market for products live.</li> <li>• Economics influences different types of markets.</li> <li>• Technological factors can impact marketing strategies.</li> <li>• Political-social and cultural factors have an important role in developing marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• What are the four generational cohorts?</li> <li>• Why are many companies developing multicultural programs?</li> <li>• How are important values such as sustainability reflected in the marketplace today?</li> <li>• What is meant by social responsibility?</li> <li>• What is the difference between a microenvironment and macroenvironment?</li> <li>• What role does a supplier play in the marketplace?</li> <li>• What are marketing intermediaries?</li> <li>• What is demographics?</li> <li>• Why do marketers need to understand demographics?</li> <li>• What are geographics?</li> <li>• What role does diversity play in demographics?</li> <li>• What is the economic environment?</li> <li>• What is the natural environment?</li> <li>• How do technological, political, social, and cultural factors impact marketing?</li> <li>• Why do marketers have to respond to changes in the global marketplace?</li> <li>• What is marketing information systems?</li> <li>• How are databases used in collecting data on consumers?</li> <li>• What is competitive marketing intelligence?</li> <li>•</li> </ul>
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Tests</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Nearpod Interactive Activities</li> <li>• PowerPoint Discussions</li> <li>• Classwork Activities</li> <li>• Group Activities</li> <li>• In Class Discussion</li> <li>• Do Nows and Closures</li> <li>• Class Polling</li> <li>• Observation</li> <li>• Tests and Quizzes</li> </ul>
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<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Test</li> <li>• Unit 1 Project – What is Marketing?</li> </ul>
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**Learning Plan**

## Learning Activities:

- **Chapter 1: Marketing: Creating Customer Value and Engagement (2 weeks)**  
What is marketing? (2 days)  
Functions of Marketing (2 day)  
Understanding the Marketplace and Customer Needs (2 days)  
Managing Customer Relationships and Capturing Customer Values (2 day)  
The Changing Marketing Landscape (2 days)
- **Chapter 2: Company and Marketing Strategy (1.5 weeks)**  
Company-Wide Strategic Planning: Defining Marketing's Role (1 day)  
Designing a Business Portfolio (2 days)  
Marketing Strategies and the Marketing Mix (2 days)  
Managing the Marketing Mix Effort and Return on Investment (2 days)
- **Chapter 3: Understanding the Marketplace and Consumer Value (1.5 weeks)**  
The Microenvironment and Macroenvironment (2 days)  
The Demographic and Economic Environments (2 day)  
The Natural and Technological Environments (2 days)  
The Political-Social and Cultural Environments (2 days)
- Schoology Activities
- Chapter Vocabulary
- DECA Role Plays
- Virtual Business - Retailing

## Resources:

- Principles of Marketing – Chapters 1,2, 3
- Marketing Essentials – Chapter 1 (Functions of Marketing)
- NJ DECA Website
- More Resources can be found in Business Schoology Group

## Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

### Standard(s):

9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Develop marketing strategies implementing the three-step process of strategic marketing.</li></ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Assess how companies use demographics in building customer relationships.</li></ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Define marketing.</li></ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Standard(s):

9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.

<b>4.0</b>	<b>Students will be able to:</b>
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	<ul style="list-style-type: none"> <li>Develop a vision, mission, and company goals for an organization implementing the marketing function.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Differentiate between a vision, mission, and goals of an organization.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Understand what an organization is.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate a company to identify the ultimate consumers or organizational buyers.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Determine the environmental forces that impact a market.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define the four factors that are needed for marketing to occur.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Invite students to explore different points of view on a topic of study and compare the two.</li> <li>Assign a leadership role in classroom learning</li> <li>Determine where student's interests lie and capitalize on their inquisitiveness.</li> <li>Expose students to a selection and use of specialized resources</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Be flexible with time frames and deadlines</li> <li>Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>Group students</li> <li>Intentional scheduling/grouping with student/teacher of alternative background</li> <li>Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>Tap prior knowledge</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Accommodate with completed study guides to assist with preparation on tests</li> <li>Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>Be flexible with time frames, deadlines, or modify assessments</li> <li>Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>Establish a framework allowing ELL students to understand and assimilate new ideas and information</li> <li>Focus on domain specific vocabulary and keywords</li> <li>Give alternate or paper copies to accommodate electronic assignments.</li> <li>Have another student share class notes with him.</li> <li>Intentional scheduling/grouping with student/teacher of language if possible</li> </ul>

	<ul style="list-style-type: none"> <li>• Mark texts with a highlighter.</li> <li>• Take more time to complete a task, project, or test.</li> <li>• Use manipulatives, graphic organizer, and real objects when possible</li> <li>• Use visual presentations/verbal materials (ex: word webs and visual organizers).</li> </ul>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

**MA.9-12.N-Q** Numbers and Number Systems Quantities

**LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

**CAEP.9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.

**CAEP.9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.



## Unit 2 Title: Understanding Buyers and Markets

**Unit 2 Description:** In this unit, students will learn the stages in consumer purchase decision making process. Students will understand how consumers make purchases and the psychological influences on consumer behavior. Students will be able to distinguish between industrial, reseller and government markets along with describing key characteristics of organizational buying that makes it different from consumer buying. In this unit, students will also explore the nature and scope of world trade and analyze major developments that have influenced world trade and global marketing.

**Unit Duration: 4 weeks**

### Desired Results

**Standard(s):** 9.3.MK.1, 9.3.MK.8, 9.3.MK-MER.7

#### Indicators:

9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.

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

9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.

#### Understandings:

*Students will understand that...*

- The stages in consumer purchase decision process.
- Three variations of consumer purchase decision making process include extended, limited and routine problem solving.
- Major psychological influences impact consumer behavior.
- Organizational markets are grouped by industrial, reseller, and government.
- Key characteristics of organizational buying is different than consumer buying.
- Online buying in industrial, reseller, and government organization markets is important.
- Consumers follow a set of behaviors when making buying decisions.
- Consumer market buying decisions follow a specific buying behavior.
- There are characteristics that impact consumer buying behaviors.
- Culture impacts buying decisions.
- Social factors can influence buying decisions for consumers.
- Personal factors can influence what type of products consumers purchase.
- Psychological factors influence buying decisions.
- There are different types of buying decisions.
- There is a specific process of making buyer decisions.
- Consumers have a specific process when buying new products.
- Buying markets influence how marketing strategies are developed.
- Business to business buying has different buying behavior.

#### Essential Questions:

- How do consumers make purchasing decisions?
- What are the psychological influences on consumer behavior?
- What are the sociocultural influences on consumer behavior?
- What are the characteristics of business-to-business markets?
- Why is the function of organizational buying important to marketing?
- What is consumer buying behavior?
- What is the difference between a consumer and organizational market?
- What is consumer buying behavior?
- How do outside factors impact buying behavior?
- What are the different types of subcultures that impact buying decisions?
- What is total market strategy?
- How does social class impact buying decisions?
- How are consumers influenced in buying products?
- What are personal factors that can influence consumer buying decisions?
- What psychological factors influence consumer buying behavior?
- What is the difference between motive and perception?
- How do beliefs and attitudes impact buying decisions?
- What are the 4 types of buying decisions?
- How many steps are in the buying decision process?
- What is a customer journey?
- What is the process for consumers buying new products?
- What is business buyer behavior?
- What is the business buying process?

<ul style="list-style-type: none"> <li>• Institutional and government markets have a different buying behavior than other markets</li> <li>• The nature and scope of world trade from a global perspective.</li> <li>• Major developments and environmental forces in the world have influences world trade and global marketing.</li> <li>• Global marketing strategies such as standardization and customization is essential to worldwide marketing programs.</li> </ul>	<ul style="list-style-type: none"> <li>• How does demand influence the buying behavior in a business-to-business market?</li> <li>• What are the major types of buying situations?</li> <li>• What is the business buyer decision process?</li> <li>• What role does social media have in business-to-business marketing?</li> <li>• What are institutional markets?</li> <li>• What is a government market?</li> <li>• What are the dynamics of world trade?</li> <li>• How do businesses conduct international trade?</li> <li>• What is a global environmental scan?</li> <li>• Why are many companies developing multicultural programs?</li> <li>• What are the global marketing strategies?</li> <li>•</li> </ul>
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**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Tests</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Nearpod Interactive Activities</li> <li>• PowerPoint Discussions</li> <li>• Classwork Activities</li> <li>• Group Activities</li> <li>• In Class Discussion</li> <li>• Do Nows and Closures</li> <li>• Class Polling</li> <li>• Observation</li> <li>• Tests and Quizzes</li> </ul>
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<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Test</li> <li>• Unit 2 Project – Global Marketing Project</li> </ul>
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**Learning Plan**

<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Chapter 5: Consumer Markets and Buyer Behavior (1 week)</u></b>  Model of Consumer Behavior (2 days)  Buying Decision Behavior and the Buyer Decision Process (2 days)  The Buyer Decision Process for New Products (1 day)</li> <li>• <b><u>Chapter 6; Business Markets and Business Buyer Behavior (1 week)</u></b>  Business Markets (2 days)  The Business Buyer Decision Process (2 days)  Engaging Business Buyers with Digital and Social Media (1 day)</li> <li>• <b><u>Chapter 18: Creating Competitive Advantage (1 week)</u></b>  Competitive Analysis (2 days)  Competitive Strategies (2 days)  Balancing Customer and Competitor Orientations (1 day)</li> <li>• <b><u>Chapter 19: The Global Marketplace (1 week)</u></b>  Global Marketing Today (2 days)</li> </ul>
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Deciding How to Enter the Market (1 day)  
 Deciding on the Global Marketing Program (1 day)  
 Deciding on the Global Marketing Organization (1 day)

- Schoology Activities
- Chapter Vocabulary
- DECA Role Plays
- Virtual Business - Retailing

**Resources:**

- Principles of Marketing Book – Chapters 5, 6 and 19
- Marketing Essentials Book – Chapter 12, section 12.2
- NJ DECA Website
- More Resources can be found in Business Schoology Group

**Standard(s):**

9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop an environmental scan of our economy to review how consumers with different backgrounds make decisions.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Assess how sociocultural influences can impact our local and global economy.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the importance of consumer and organizational buying in our economy.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Analyze an organizational market and develop strategies for buying products in that market.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Differentiate between the major psychological and sociocultural influences that impact consumer and organizational buying decisions.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define the ways consumers and organizational markets make buying decisions.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a global marketing plan for a product by customizing a product for another country.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop an environmental scan on a country.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b>

	<ul style="list-style-type: none"> <li>Define world trade.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>
<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Invite students to explore different points of view on a topic of study and compare the two.</li> <li>Assign a leadership role in classroom learning</li> <li>Determine where student's interests lie and capitalize on their inquisitiveness.</li> <li>Expose students to a selection and use of specialized resources</li> </ul>
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<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Accommodate with completed study guides to assist with preparation on tests</li> <li>Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>Be flexible with time frames, deadlines, or modify assessments</li> <li>Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>Establish a framework allowing ELL students to understand and assimilate new ideas and information</li> <li>Focus on domain specific vocabulary and keywords</li> <li>Give alternate or paper copies to accommodate electronic assignments.</li> <li>Have another student share class notes with him.</li> <li>Intentional scheduling/grouping with student/teacher of language if possible</li> <li>Mark texts with a highlighter.</li> <li>Take more time to complete a task, project, or test.</li> <li>Use manipulatives, graphic organizer, and real objects when possible</li> <li>Use visual presentations/verbal materials (ex: word webs and visual organizers).</li> </ul>
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	<ul style="list-style-type: none"> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**  
**MA.9-12.N-Q** Numbers and Number Systems Quantities  
**LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
**LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**  
**CAEP.9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.  
**CAEP.9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.

### Unit 3 Title: Target Marketing Opportunities

**Unit 3 Description:** In this unit, students will learn the reasons for conducting market research. Students will explore the research process and how data is used to develop marketing strategies for a target market. Students will learn what market segmentation is and when it is used in marketing. The concepts of demographics, geographics, psychographics, and behavioral characteristics will be a major part of this unit.

**Unit Duration: 4 weeks**

#### Desired Results

**Standard(s):** 9.3.MK.2, 9.3.MK.10, 9.3.MK-RES.2

**Indicators:**

- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

**Understandings:**

*Students will understand that...*

- Marketers need to respond to the current marketing environment.
- Marketing information is integral in developing marketing strategies.
- Information collected needs to be sorted and analyzed.
- Market research has multiple types of collection venues.
- Marketing research can be used for other parts of business outside marketing.
- Ethics must be followed in collecting research.
- Marketing research is an important aspect of marketing.
- The five-step process in conducting market research leads to marketing actions.
- Marketers use secondary and primary data to make marketing decisions.
- Market segmentation is an important aspect of marketing.
- The steps of segmenting a market led to marketing decisions.
- Market segmentation is used for consumer and organizational markets.
- A marketing grid is used to identify a target market and develop marketing strategies.
- Positioning is a key element of marketing.

**Essential Questions:**

- What is the role of market research?
- What is marketing research?
- What are the three types of market research?
- How are focus groups used in marketing?
- What is customer relationship management?
- How is the information gathered used to develop marketing strategies?
- Why do companies collect data on their target market?
- How are ethics impacted in market research?
- What role does sales forecasting play in market research?
- Why do marketers segment markets?
- What are the different ways marketers segment markets?
- What are the steps in segmenting and targeting markets?
- What is product positioning?
- What are the different types of segmentations?
- What is market targeting?
- How do marketers select target market segments?
- What is a positioning map?

#### Assessment Evidence

**Performance Tasks:**

- Projects
- Tests

**Other Evidence:**

- Worksheets
- Nearpod Interactive Activities
- PowerPoint Discussions

- Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

**Benchmarks:**

- Unit 3 Test
- Unit 3 Project – Market Segmentation Project

## Learning Plan

**Learning Activities:**

- **Chapter 4: Managing Marketing Information to Gain Customer Insights (2 weeks)**  
 Marketing Information and Customer Insights (2 days)  
 Assessing Information Needs and Developing Data (2 days)  
 Marketing Research (2 days)  
 Analyzing and Using Marketing Information (2 days)  
 Other Marketing Information Considerations (2 days)
- **Chapter 7: Customer Value-Driven Marketing Strategy: Creating Value for Target Customers (2 weeks)**  
 Market Strategy (2 days)  
 Market Segmentation (3 days)  
 Market Targeting (2 days)  
 Differentiation and Positioning (3 days)
- Schoology Activities
- Chapter Vocabulary
- DECA Role Plays
- Virtual Business - Retailing

**Resources:**

- Principles of Marketing Book – Chapters 4 and 7
- NJ DECA Website
- More Resources can be found in Business Schoology Group

**Standard(s):**

9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a positioning statement for a product that will be sold at the school store that appeals to the target market.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify ways products are positioned in the marketplace to appeal to different customers.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define product positioning.</li> </ul>

<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a marketing grid to analyze the target market of Washington Township.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Differentiate between a product line and a product mix.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain market segmentation.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Conduct a market research project to determine what products should be sold at the school store.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a market research program implementing the five-step process.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain market research.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare the two.</li> <li>• Assign a leadership role in classroom learning</li> <li>• Determine where student's interests lie and capitalize on their inquisitiveness.</li> <li>• Expose students to a selection and use of specialized resources</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>• Be flexible with time frames, deadlines, or modify assessments</li> </ul>



	<ul style="list-style-type: none"> <li>• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Establish a framework allowing ELL students to understand and assimilate new ideas and information</li> <li>• Focus on domain specific vocabulary and keywords</li> <li>• Give alternate or paper copies to accommodate electronic assignments.</li> <li>• Have another student share class notes with him.</li> <li>• Intentional scheduling/grouping with student/teacher of language if possible</li> <li>• Mark texts with a highlighter.</li> <li>• Take more time to complete a task, project, or test.</li> <li>• Use manipulatives, graphic organizer, and real objects when possible</li> <li>• Use visual presentations/verbal materials (ex: word webs and visual organizers).</li> </ul>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

**MA.9-12.N-Q** Numbers and Number Systems Quantities

**LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

**CAEP.9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.

**CAEP.9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.

## Unit 4 Title: Product Development

**Unit 4 Description:** In this unit, students will learn how new products are developed. They will explore the new product development process. Students will also learn about the product life cycle all products go through. Branding is an important aspect of marketing. Students will learn how branding is shaped when developing new products. Product packaging and labeling are also explored in this unit.

**Unit Duration: 6 weeks**

### Desired Results

**Standard(s):** 9.3.MK.8, 9.3.MK-COM.3, 9.3.MK-MGT.6

**Indicators:**

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

9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

**Understandings:**

*Students will understand that...*

- Goods and services are different and appeal to consumers differently.
- Business have to determine product items, lines, and mixes when determining what to produce.
- The new-product development process has specific steps that must be followed.
- Products move through a product life cycle.
- Marketers need to manage a product as it moves though the product life cycle.
- Branding is an important part of marketing.
- Packaging and labeling play an important role in branding and product development.
- There are multiple stages of developing new products.
- New products need to be managed differently than existing products.
- The four P's frame the marketing strategies that will be implemented with a new target market.

**Essential Questions:**

- What is the difference between products and services?
- What are product classes, forms, items, lines, and mixes?
- Why do some products succeed and some fail?
- What are the steps in the new product development process?
- What is branding?
- How does packaging impact a brand?
- What is service marketing?
- What are the different types of brands available to consumers?
- How are new products developed?
- What are the stages of new product development?
- What the product life cycle?
- What are the three main aspects of the product life cycle?
- How do managers manage the product life cycle?
- What are the 4 Ps of Marketing?

### Assessment Evidence

**Performance Tasks:**

- Projects
- Tests

**Other Evidence:**

- Worksheets
- Nearpod Interactive Activities
- PowerPoint Discussions
- Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

**Benchmarks:**

- Unit 4 Test
- Unit 4 Project – New Product Development Project

## Learning Plan

**Learning Activities:**

- **Chapter 8: Products, Services, and Brands: Building Customer Value (3 weeks)**  
 What is a Product? (2 days)  
 Product and Service Decisions (2 days)  
 Service Management (3 days)  
 Branding Strategies: Building Strong Brands (8 days)
- **Chapter 9: Developing New Products and Managing the Product Lifecycle (3 weeks)**  
 New Product Development Strategies (3 days)  
 The New Product Development Process (5 days)  
 Product Life-Cycle Strategies (4 days)  
 Additional Product and Service Considerations (3 days)
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays
- Virtual Business - Retailing

**Resources:**

- Principles of Marketing – Chapter 8 and 9
- NJ DECA Website
- More Resources can be found in Business Schoology Group

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a new product for the school store implementing the new product development process and market research process.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine new products for the school store by following the new product development process.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the steps of the new product development process.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

<b>4.0</b>	<b>Students will be able to:</b>
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	<ul style="list-style-type: none"> <li>Develop a new product implementing the new product process and implementing the proper product life cycle.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze a product as it travels through the product life cycle.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explain product life cycle.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b>	
9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create the branding and packaging of a new product representing the positioning statement of the product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develop brand strategies for a new product for the school store.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Define branding.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Invite students to explore different points of view on a topic of study and compare the two.</li> <li>Assign a leadership role in classroom learning</li> <li>Determine where student's interests lie and capitalize on their inquisitiveness.</li> <li>Expose students to a selection and use of specialized resources</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Be flexible with time frames and deadlines</li> <li>Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>Group students</li> <li>Intentional scheduling/grouping with student/teacher of alternative background</li> <li>Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>Tap prior knowledge</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Accommodate with completed study guides to assist with preparation on tests</li> <li>Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>Be flexible with time frames, deadlines, or modify assessments</li> <li>Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>Establish a framework allowing ELL students to understand and assimilate new ideas and information</li> <li>Focus on domain specific vocabulary and keywords</li> <li>Give alternate or paper copies to accommodate electronic assignments.</li> <li>Have another student share class notes with him.</li> <li>Intentional scheduling/grouping with student/teacher of language if possible</li> </ul>

	<ul style="list-style-type: none"> <li>• Mark texts with a highlighter.</li> <li>• Take more time to complete a task, project, or test.</li> <li>• Use manipulatives, graphic organizer, and real objects when possible</li> <li>• Use visual presentations/verbal materials (ex: word webs and visual organizers).</li> </ul>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

**MA.9-12.N-Q** Numbers and Number Systems Quantities

**LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.11-12.WHST.11-12.6** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

**CAEP.9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.

**CAEP.9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.

## Unit 5 Title: Retailing and Visual Merchandising

**Unit 5 Description:** In this unit, students will learn the importance of retailing in marketing. They will also learn the economic utilities of marketing. Marketing strategies vary by the different kinds of retailing. Wholesaling is a different form of retailing that will also be covered in this unit. Interactive marketing is a new aspect of marketing that needs to be explored as consumers make purchases outside the traditional retail experience.

**Unit Duration: 6 weeks**

### Desired Results

**Standard(s):** 9.3.MK-MER.3, 9.3.MK-MER.4, 9.3.MK-MER.7

#### Indicators:

9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services

9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.

9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.

#### Understandings:

*Students will understand that...*

- Retail and wholesaling adds value to the marketplace through economic utilities.
- Besides traditional retailing, there are other ways to classify retail outlets.
- The new-product development process has specific steps that must be followed.
- The retailing mix actions are used to implement retailing strategies.
- Retailing has a life cycle that reflects the changes in retail overtime.
- Wholesaling is an important aspect of the marketplace
- Visual Merchandising sets the overall look and feel of a business.
- Interactive marketing is used to create customer relationships and customer experiences.
- Consumers make purchases online and marketers need to develop strategies to appeal to this consumer behavior.
- Cross-channel consumers and multichannel marketing is important to reaching the online customers.

#### Essential Questions:

- What is the value of retailing?
- What are the different types of retailing?
- What are the main retail strategies in marketing?
- How is retailing changing in the marketplace?
- What is wholesaling?
- What the difference between visual merchandising and visual display?
- How does visual merchandising impact the overall look and feel of a business?
- How do businesses create customer value, relationships and experiences in the marketplace?
- What are online consumer behaviors and marketing opportunities?
- What is cross-channel consumers and multichannel marketing?
- What are the visual elements of visual merchandising?
- How are displays developed in retailing?
- Why is visual merchandising important to retailing?

### Assessment Evidence

#### Performance Tasks:

- Projects
- Tests

#### Other Evidence:

- Worksheets
- Nearpod Interactive Activities
- PowerPoint Discussions
- Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

**Benchmarks:**

- Unit 5 Test
- Unit 5 Project – Visual Merchandising Project

## Learning Plan

**Learning Activities:**

- **Chapter 13: Retailing and Wholesaling (3 weeks)**  
 Retailing (3 days)  
 Omni-Channel Retailing: Blending In-Store, Online, Mobile, and Social Media Channels (3 days)  
 Retailer Marketing Decisions (3 days)  
 Retailing Trends and Developments (3 days)  
 Wholesaling (3 days)
- **Chapter 18 – Visual Merchandising and Display (Marketing Essentials) (3 weeks)**  
 Visual Merchandising and Display (2 day)  
 Elements of Visual Merchandising (4 days)  
 Display Design and Preparation (4 days)  
 Display Maintenance (2 days)  
 Best Buy: Thriving in the Age of Amazon Case Study (p. 366) (1 day)  
 Ultra Beauty: Where the Experience is Beautiful Case Study (p.386) (1 day)
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays
- Virtual Business - Retailing

**Resources:**

- Principles of Marketing – Chapters 13
- Marketing Essentials – Chapter 1 section 1.3
- Marketing Essentials – Chapter 18 (Visual Merchandising)
- NJ DECA Website
- More Resources can be found in Business Schoology Group

**Standard(s):**

9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Analyze a business and determine the economic utilities they offer to the marketplace.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the economic utilities of marketing.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Classify the different type of retail and non-store businesses.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>



<b>Standard(s):</b> 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop an interactive marketing campaign for a business/product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine the proper type of interactive marketing for a product line.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain how marketers create customer value in the marketplace.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a store implementing visual merchandising standards.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Analyze how different businesses set up their stores following the visual merchandising guidelines.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define visual merchandising.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Invite students to explore different points of view on a topic of study and compare the two.</li> <li>• Assign a leadership role in classroom learning</li> <li>• Determine where student's interests lie and capitalize on their inquisitiveness.</li> <li>• Expose students to a selection and use of specialized resources</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>• Be flexible with time frames, deadlines, or modify assessments</li> <li>• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Establish a framework allowing ELL students to understand and assimilate new ideas and information</li> <li>• Focus on domain specific vocabulary and keywords</li> <li>• Give alternate or paper copies to accommodate electronic assignments.</li> </ul>

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## Interdisciplinary Connections

### Indicators:

**MA.9-12.N-Q** Numbers and Number Systems Quantities

**LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**CAEP.9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.

**CAEP.9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.

## Unit 6 Title: Promotions

**Unit 6 Description:** In this unit, students will learn the importance of promotion in marketing. The promotional mix is extremely important to communicating the marketing message to the target market. Understanding where a product is in the product life cycle will help shape the type of message used. Direct marketing is a type of promotion that is growing in today's technological world and will be explored in this unit. Promotional versus institutional promotion concepts will also be explored and students will learn to differentiate between them. Students will also learn the difference between consumer and trade promotions and why marketers need to know when to use which strategies. Lastly, students will be introduced to the concept of social media marketing and how it has transformed marketing as a whole.

**Unit Duration: 7 weeks**

### Desired Results

**Standard(s):** 9.3.MK.9, 9.3.MK-COM.5, 9.3.MK-RES.3

**Indicators:**

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

9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.MK-RES.3 Use information systems and tools to make marketing research decisions

**Understandings:**

*Students will understand that...*

- Integrated marketing communication and its process is important to marketing.
- The promotional mix is used to develop marketing strategies for the appropriate target market.
- The type of promotion selected is related to the product life-cycle stage, target audience, and channel management strategies.
- Direct marketing is essential to promoting to consumers and sellers.
- Promotions can be product or institutional promotion depending on the intended message.
- There are advantages and disadvantages of alternating advertising media.
- Trade and consumer sales promotions are different, and each has strengths and weaknesses.
- Public relations has a key role in promotion.
- Social media has transformed marketing communications.
- Brand managers integrate four major social media outlets.

**Essential Questions:**

- What is communication process of promotion?
- What are elements of promotion?
- What is the promotional mix and how is it used in marketing?
- What are the steps in developing effective marketing communication?
- What are non-personal communication channels?
- How does a budget impact a promotional campaign?
- Why are channel strategies important to promotion?
- How do marketers develop promotional campaigns?
- What is advertising?
- What is the value of direct marketing?
- What is public relations?
- What are the different types of advertising?
- How do marketers develop advertisements?
- What is sales promotion?
- What is the difference between consumer and trade promotions?
- What is digital marketing?
- What is the importance of social media in promotions?
- Why is engaging with customers via social media important?
- What protection does the public have in receiving direct and digital marketing?

### Assessment Evidence

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Tests</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Nearpod Interactive Activities</li> <li>• PowerPoint Discussions</li> <li>• Classwork Activities</li> <li>• Group Activities</li> <li>• In Class Discussion</li> <li>• Do Nows and Closures</li> <li>• Class Polling</li> <li>• Observation</li> <li>• Tests and Quizzes</li> </ul>
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**Benchmarks:**

- Unit 6 Test
- Unit 6 Project – Promotional Campaign Project

## Learning Plan

**Learning Activities:**

- **Chapter 14: Engaging Consumers and Communicating Customer Value: Integrated Marketing Communication (2 weeks)**  
 The Promotional Mix (2 days)  
 Integrated Marketing Communication (2 days)  
 Developing Effective Marketing Communication (2 days)  
 Setting the Total Promotional Budget and Mix (2 days)  
 Just Don't Call It Advertising: It's Content Marketing Case Study (p. 393) (1 day)  
 LinkedIn: Crushing the White-Collar Stereotype with IMC Case Study (p.412) (1 day)
- **Chapter 15: Advertising and Public Relations (2 weeks)**  
 Advertising (2 days)  
 Major Advertising Decisions (2 days)  
 Public Relations (2 days)  
 Major Public Relations Tools (2 days)  
 Snickers: You're Not You When You're Hungry Case Study (p. 414) (1 day)  
 Allstate: Bringing Mayhem to the Auto Insurance Advertising Wars (p. 439) (1 day)
- **Chapter 16: Section 2: Sales Promotion (1 week)**  
 Sales Promotion (4 days)  
 Red Bull: The Mother of All Event Marketers (p. 464) (1 day)
- **Chapter 17: Direct, Online, Social Media, and Mobile Marketing (2 weeks)**  
 Direct and Digital Marketing (2 days)  
 Forms of Direct Marketing (1 day)  
 Marketing in the Digital Age (2 days)  
 Social Media and Mobile Marketing (2 days)  
 Traditional Direct Marketing Forms (2 days)  
 Instagram: A Win-Win-Win for the Company, Advertisers, and Instagrammers Case Study (p. 484) (1 day)
- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays
- Virtual Business - Retailing

**Resources:**

- Principles of Marketing – Chapter 14, 15, 16 (section2 Sales Promotion) and 17
- NJ DECA Website
- More Resources can be found in Business Schoology Group

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a social media platform for a new product or service.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine the right social media platform for a product being promoted.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define social media promotion.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create an advertisement implementing the elements of an advertisement for a specific product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine the advantages and disadvantages of advertising media.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain the different types of advertising.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a promotional plan reflecting the appropriate promotional mix of the target market.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine the appropriate sales promotion for a trade or consumer situation.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define the types of promotion.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

**Advanced Learners**

- Invite students to explore different points of view on a topic of study and compare the two.
- Assign a leadership role in classroom learning
- Determine where student's interests lie and capitalize on their inquisitiveness.
- Expose students to a selection and use of specialized resources

<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Be flexible with time frames and deadlines</li> <li>• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Group students</li> <li>• Intentional scheduling/grouping with student/teacher of alternative background</li> <li>• Provide support as at-risk students move through all levels of knowledge acquisition</li> <li>• Tap prior knowledge</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Accommodate with completed study guides to assist with preparation on tests</li> <li>• Allow students to give responses in a form (oral or written) that's easier for him/her</li> <li>• Be flexible with time frames, deadlines, or modify assessments</li> <li>• Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience</li> <li>• Establish a framework allowing ELL students to understand and assimilate new ideas and information</li> <li>• Focus on domain specific vocabulary and keywords</li> <li>• Give alternate or paper copies to accommodate electronic assignments.</li> <li>• Have another student share class notes with him.</li> <li>• Intentional scheduling/grouping with student/teacher of language if possible</li> <li>• Mark texts with a highlighter.</li> <li>• Take more time to complete a task, project, or test.</li> <li>• Use manipulatives, graphic organizer, and real objects when possible</li> <li>• Use visual presentations/verbal materials (ex: word webs and visual organizers).</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

**Indicators:**

**MA.9-12.N-Q** Numbers and Number Systems Quantities

**LA.11-12.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

**CAEP.9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.

**CAEP.9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.

## Unit 7 Title: Personal Selling

**Unit 7 Description:** In this unit, students will learn the importance of personal selling in marketing. Personal selling is the costliest function of marketing. Students will learn about the sales process and where personal selling is used in marketing. Personal selling can also be a key career in marketing.

**Unit Duration: 2 weeks**

### Desired Results

**Standard(s):** 9.3.MK-SAL.1, 9.3.MK-SAL.2, 9.3.MK-SAL.3

**Indicators:**

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.

**Understandings:**

*Students will understand that...*

- Personal selling and sales management are a key role in business.
- Different types of personal selling are used in different situations.
- There are 7 stages of personal selling.
- Sales management is a major function of business.

**Essential Questions:**

- What is the significance of personal selling in marketing?
- How do marketers build customer relations with personal selling?
- What is the role of a sales force?
- What are the forms of personal selling?
- What is the personal selling process?
- What is the sales management process?
- How do sales managers measure salesforce performance?

### Assessment Evidence

**Performance Tasks:**

- Projects
- Tests

**Other Evidence:**

- Worksheets
- Nearpod Interactive Activities
- PowerPoint Discussions
- Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Tests and Quizzes

**Benchmarks:**

- Unit 7 Test
- Unit 7 Project – Sales Manual Project

### Learning Plan



**Learning Activities:**

- **Chapter 16: Section 1 Personal Selling (2 weeks)**

Personal Selling (2 days)

Managing the Sales Force (3 days)

The Personal Selling Process (3 days)

Business to Business Salespeople: In This Digital and Social Media Age, Who Needs Them Anymore? Case Study (p. 454) (1 day)

Proctor & Gamble: Selling through Customer Business Development Case Study (p.469) (1 day)

- Chapter Vocabulary
- Schoology Activities
- DECA Role Plays
- Virtual Business - Retailing

**Resources:**

- Principles of Marketing – Chapter 16 (section 1 Personal Selling)
- NJ DECA Website
- More Resources can be found in Business Schoology Group

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop a personal selling pre-approach plan.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Assess how to communicate to potential customers.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define the sales process.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create questions to be used in the sales process for a specific product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine why the customer is shopping by using the sales process.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain the different forms of personal selling.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a sales manual for selling a specific product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine how sales management is used to train employees though sales role plays.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b>

	<ul style="list-style-type: none"> <li>Identify the sales process.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>
<b>Unit Modifications for Special Population Students</b>	
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