



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.

Course Title: Social Media Marketing

Grade Level(s): 10-12

Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	This class foundation of social media marketing. Students will learn what social media marketing entails, including the history and the different social media platforms that businesses use. Students will understand how to: select a social media channel that fits a client's needs, set goals and success metrics, and determine target audience. Students will also understand web design and publishing metrics and channels. Students will get hands-on experience creating comprehensive social media strategies for active brands.					
Grading Procedures:	Class grade will consist of a combination of the following areas: Homework, quizzes, tests, class participation, class work, and projects.					
Primary Resources:	<ul style="list-style-type: none"> • Student Mimic Simulation and Curriculum • Case studies & current events • Supplemental text materials and files 					

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 21st century skills for College and Career Readiness in a global society

Designed by: Alexandria Ackley

Under the Direction Jeffrey Snyder

Written: July 2021

Revised: _____

BOE Approval: _____

Units of Study

1. Digital Marketing Introduction and Course Fundamentals
2. Principles of Marketing
3. Content Creation
4. Marketing with Different Social Media Platforms
5. Personal Branding
6. Influencer Marketing
7. Marketing Media Planning
8. Social Media Analytics and ROI
9. Web Publishing
- 10. Social Media Ethics and Advocacy**

Unit 1 Title: Digital Marketing Introduction and Course Fundamentals

Unit Description: Students will be acquainted with the course layout and expectations. Students will become oriented with digital marketing compared to traditional marketing. Students will become familiar with all of the benefits and responsibilities associated membership in the Washington Township DECA student organization.

Unit Duration: 2 weeks

Desired Results

Standard(s) and Indicators:

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

Understandings:

Students will understand that...

- Digital marketing is the future of marketing.
- Digital marketing uses traditional marketing concepts.

Essential Questions:

1. List 2 reasons why businesses should use digital marketing.
2. List 4 keys of digital marketing.
3. List 5 types digital channels
4. What is the difference between traditional and digital marketing.
5. List 6 digital marketing strategies.
6. What are 2 digital marketing challenges?
7. How can you stay current with digital marketing?

Assessment Evidence

Performance Tasks:

- Understand basics of course and classroom procedures.
- Understands the basics of Digital Marketing.
- Knowledge of all digital marketing channels.
- Determine differences between traditional marketing vs digital marketing.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- Unit Assessment
- Businesses Making the Switch Presentation

Learning Plan

Learning Activities: (10 days)

- First day of school learning stations.
 - DECA WebQuest
 - Ice breaker activities
 - Type of Learner activities
 - Technology set up

- Course introduction surveys and stations
- Guided notes and vocabulary
- Discuss digital marketing in the real world.
- Discuss businesses making an impact on digital media.

Resources:

- Stukent.com
- Mimic Social
- DECA Competitive Events Manual and Practice Materials
- More Resources can be found in Business Schoology Group

Web Resources

- www.deca.org
- www.YouTube.org (various videos examples)
- www.stukent.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

4.0	Students will be able to: <ul style="list-style-type: none"> • Research and describe a local businesses approach to digital marketing.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare and contrast digital marketing and traditional marketing.
2.0	Students will be able to: <ul style="list-style-type: none"> • Define digital marketing.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests

	<ul style="list-style-type: none"> • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Digital Citizenship

Marketing

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 2 Title: Principles of Marketing

Unit Description: In this unit students will be introduced to the basics of traditional marketing and the evolution of social media marketing, and how it has impacted the field of marketing overall. They will discuss the advantages and disadvantages of social media marketing, begin to evaluate social media metrics, and differentiate between paid, owned and earned media.

Unit Duration: 3 Weeks

Desired Results

Standard(s) and Indicators:

- **9.3.MK-COM.3** Access, evaluate and disseminate information to enhance marketing decision-making processes.
- **9.3.MK-RES.2** Design and conduct research activities to facilitate marketing business decisions.

Understandings:

Students will understand that...

- Businesses have various marketing roles within their company.
- Marketing supports the efforts of sales and advertising
- How to create epic social media content
- Measure social media marketing success
- Social media has disrupted traditional marketing
- Benefits of social media marketing

Essential Questions:

1. What are the 4 components of Marketing?
2. List the 7 functions of Marketing.
3. What 4 P's make up the Marketing Mix? Define them.
4. List 3 ways you can identify your target market.
5. What are 4 ways to collect primary data?
6. List the 6 steps of Market Research.
7. List 4 types of media:
8. What four parts make up a swat analysis?
9. How has social media impacted the field of marketing?
10. What are the advantages and disadvantages of social media?
11. How do marketers measure success through social media?
12. What is the difference between paid, owned, and earned media?
13. Does simply using social media make someone a social media expert? If not, what does?

Assessment Evidence

Performance Tasks:

- Understands the basic principles of marketing.
- Knowledge of marketing, consumers, advertising, and research.
- Students understand the 7 functions of business, and marketing mix.
- Know the key roles of a company's marketing department
- Identify the differences among marketing, sales, and advertising

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes

- Understand the importance of customers and target audiences
- Know the importance of simple and clear messaging and communication
- Understand what social media marketing really is
- Learn the history of social media marketing
- Plan for future success in social media marketing
- Understand how social media has evolved over time
- Understand the different types of social media platforms
- Understand the advantages and disadvantages of social media
- Define the most commonly used social media metrics
- Explain why social media marketing is important
- Understand the benefits of social media marketing
- Define Paid, Owned and Earned media in the context of social media
- Understand the social media skills gap and careers in social media marketing

- Teacher-created multimedia projects

Benchmarks:

- Unit assessment

Learning Plan

Learning Activities:

- Guided notes and vocabulary.
- Evolution of marketing research
- Evolution of an App Project
- Case Study - Beyoncé
- Case Study - Disney World's Digital Transformation
- Advantages and Disadvantages of SMM Discussion
- Types of Media Content Research Activity
- Social Media Marketing Job Search
- Target Market stations
- HoneyLu's Case study
- Comparing Competitors with SMART goals.
- Undercover Boss SWOT Analysis

Resources:

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- Mimic Social

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Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

4.0	Students will be able to: <ul style="list-style-type: none"> • Suggest new social media platforms for local businesses.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify how local businesses use social media to marketing goods and services
2.0	Students will be able to: <ul style="list-style-type: none"> • List types of social media.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions

4.0	Students will be able to: <ul style="list-style-type: none"> • Create marketing plan for fictitious company.
3.0	Students will be able to: <ul style="list-style-type: none"> • Analyze case studies to describe marketing in real world scenarios.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify parts of a marketing plan.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background

	<ul style="list-style-type: none"> • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
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Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

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The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Marketing

Social Media Evolution

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 3 Title: Content Creation

Unit Description: In this unit, students will follow the steps to create a social media strategy. Students will understand target markets as they relate to each social media platform, and how the different social media platforms are all encompassed under the same strategy. Students will have the opportunity to create and analyze posts through a social media simulation to run through the entire process of creating a social media strategy.

Unit Duration: 3 Weeks

Desired Results

Standard(s) and Indicators:

- 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.

Understandings:

Students will understand that...

- components of a social media marketing strategy, including:
 - Identify a target market and create personas
 - Conduct a social media audit
 - Establish goals, objectives, and metrics
 - Determine resources, roles, and responsibilities
 - Establish a tone of voice
 - Create and optimize social media networks
 - Create a content distribution strategy
 - Create a social media content calendar and schedule posts
 - Analyze, track, and tune
- What social media advertising is
- How cost-effective social media advertising is
- The benefits of social media advertising
- How to create a social media advertising strategy
- Best practices for social media advertising
-

Essential Questions:

1. How is a target market defined for each social media platform?
2. Why do marketers set goals for social media strategies?
3. What is the importance of establishing a tone of voice?
4. How can marketers create and organize a content distribution strategy and content calendar?
5. In what ways do marketers analyze social media posts?

Assessment Evidence

Performance Tasks:

- Understand the basic principles of social media, e-commerce and how it helps businesses.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences

- Knowledge on forms of social media and social media digital marketing strategies.
- Understand the 3 types of e-commerce and e-commerce activities.
- Identifying a target market and creating personas
- Conducting a social media audit
- Establishing goals, objectives and metrics
- Determining resources, roles and responsibilities
- Establishing a tone of voice
- Creating and optimizing social media networks
- Creating a content and distribution strategy
- Creating a social media content calendar and scheduling posts
- Analyzing, tracking and tuning
- Know why it's important for businesses to have a social media marketing strategy
- Identify various goals that should exist within a social media marketing strategy
- Understand best practices for social media content creation
- Provide examples of real brands successfully marketing on social media
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- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- Unit Assessments

Learning Plan

Learning Activities:

- Social Media and E Commerce Notes
- E-Commerce WebQuest
- Pro's and Cons of Social Media Strategies
- School digital marketing campaign
- Beyonce Case Study
- Disney Digital Transformation Case Study
- Create SMART goals for companies
- SMART Goals scenarios
- 4 C's discussion and notes
- 4 C's identification
- Brand Identity Search
- Ad identifier
- SEM Rush Simulator

Resources:

- Stukent.com
- Mimic Social

- DECA Competitive Events Manual and Practice Materials
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Web Resources

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Access to Social Media Platforms

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

Standard(s): 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create ideal target market for given company.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify personal demographics and target market aspects.
2.0	Students will be able to: <ul style="list-style-type: none"> • Define target marketing
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities

4.0	Students will be able to: <ul style="list-style-type: none"> • Create SMART goals for a company.
3.0	Students will be able to: <ul style="list-style-type: none"> • Define SMART goals.
2.0	Students will be able to: <ul style="list-style-type: none"> • List the acronym for SMART goals.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
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Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background

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Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

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Themes:

Goal creation

Media Planning

Ecommerce

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 4 Title: Marketing with Different Social Media Platforms

Unit Description: Students will explore the different social media platforms, including Facebook, Instagram, Twitter, Snapchat, Pinterest, and YouTube to evaluate how to market on each platform. Students will explore each platform and determine the similarities, differences, and advantages of each platform. Students will create a content strategy, including sample marketing posts, for each platform

Unit Duration: 14 weeks (2 weeks per platform)

Desired Results

Standard(s) and 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.

Understandings:

Students will understand that...

- The business value of using various social media sites.
- The components of platform posts.
- How advertising works on individual platforms.
- How changing regulations effect platforms.
- Ethics and eroding trust are affect each platform differently.
- The growth process of various platforms.

Essential Questions:

1. How can marketers tell who is seeing and responding to their posts?
2. What is Facebook Zero?
3. Which company owns Instagram?
4. Explain the Instagram algorithm.
5. What is a Twitter Chat? How could a Twitter chat be beneficial to a business?
6. Why should businesses use Snapchat?
7. Explain the Pinterest algorithm.
8. How can marketers influence users to make purchases through Pinterest?
9. Explain the YouTube algorithm.
10. How can marketers use YouTube, other than introducing ads at the beginning of videos?

Assessment Evidence

Performance Tasks:

- Know how to create and optimize a Facebook business page
- Understand the components of a Facebook post
- Utilize Facebook Analytics for reporting
- Prepare a marketing strategy for Facebook Zero
- Know how to create and optimize an Instagram business profile
- Understand the components of an Instagram post
- Know how to utilize Instagram stories and live video
- Create an Instagram content strategy

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
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- Know how to create and optimize a Twitter profile
- Understand the components of a tweet
- Create a Twitter content strategy
- Know how to create and optimize a Snapchat account
- Understand the components of snaps
- Create a Snapchat content strategy
- Know how to create and optimize a Pinterest account
- Understand the components of a pin
- Create a Pinterest content strategy
- Know how to create a YouTube Channel
- Know how to optimize a video for YouTube
- Create a YouTube content strategy

Benchmarks:

- Unit Assessment

Learning Plan

Learning Activities:

- Mimic Social Simulation
- Notes and reviews
- Create advertising for each platform
- Cambridge Analytical Strategy
- Current Events Discussions
- Top Accounts on Each Platform
- Lucky Shrub Strategic Writing
- X-Jump Case Study
- Explore Ecommerce aspect of each site (EX: Instagram Shops, Buyable Pins, ETC)
- Calendar Planning
- Twitter Q&A Event
- Snap Chat Filter / Geotag Creation
- Slow Mo Guys Case Study
- Ad Story Boards
- Influencer Search

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Access to Social Media Platforms

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Standard(s): 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create an ad / post per platform
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify different types of posts / ads for a local business.
2.0	Students will be able to: <ul style="list-style-type: none"> • List different types of posts and ads per platform.
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Media Planning

Skills:

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Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 5 Title: Developing your Personal Brand

Unit Description: In this unit, students will understand how their online presence can affect their careers. Students will audit their social media presence to build a personal brand. This unit will rely heavily on LinkedIn and Twitter as platforms to develop a personal brand. Social media etiquette will be introduced as it relates to a personal brand.

Unit Duration: 2 weeks

Desired Results

Standard(s) and Indicators:

- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

Understandings:

Students will understand that...

- There are do's and don't of social media etiquette.
- Understand what personal branding is
- Understand the benefits of a personal brand
- Understand the business value of using LinkedIn for marketing
- Understand how to advertise on LinkedIn through various targeting options, ad objectives, ad formats, bidding, and measurement

Essential Questions:

1. What would a future employer think of your online presence as it stands today?
2. What are personal brand attributes?
3. What does a personal brand have to do with future careers?
4. How can you brand yourself to be more marketable?
5. Why is social media etiquette important?

Assessment Evidence

Performance Tasks:

- Define your personal brand
- Conduct an audit of your personal brand online
- Develop your personal brand online
- Learn how to unlock your strengths and passions
- Learn how to conduct a personal brand audit
- Learn key personal branding strategies you can apply to social media platforms
- Know how to create and optimize a LinkedIn account
- Understand the components of a LinkedIn post
- Implement a LinkedIn content strategy

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- Unit Assessment

Learning Plan

Learning Activities:

- Personal Branding and LinkedIn Notes
- Social media audit
- Expert sessions – “Developing your personal brand”
- Expert Session - Personal Branding Examples with Dennis Lu & Logan Young
- LinkedIn Creation Project
- Personal brand statements
- Elevator pitches
- Celebrity account audit.

Resources:

- Stukent.com
- Mimic Social
- DECA Competitive Events Manual and Practice Materials
- More Resources can be found in Business Schoology Group

Web Resources

www.deca.org

www.YouTube.org (various videos examples)

www.stukent.com

Access to Social Media Platforms

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a plan to rebrand or improve a personal brand.
3.0	Students will be able to: <ul style="list-style-type: none"> • Conduct personal accounts audit.
2.0	Students will be able to: <ul style="list-style-type: none"> • Define personal branding
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create personal LinkedIn account and connect with network members.
3.0	Students will be able to: <ul style="list-style-type: none"> • Describe the pros and cons of networking on social media.

2.0	Students will be able to: <ul style="list-style-type: none"> Identify parts of a LinkedIn Profile
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Assign a leadership role in classroom learning Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> Be flexible with time frames and deadlines Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience Group students Intentional scheduling/grouping with student/teacher of alternative background Provide support as at-risk students move through all levels of knowledge acquisition Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> Accommodate with completed study guides to assist with preparation on tests Allow students to give responses in a form (oral or written) that's easier for him/her Use language specific vocab and keywords.
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"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Networking

Branding

Personal presence.

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 6 Title: Influencer Marketing

Unit Description: This unit will explore the power of influencer marketing. Students will learn the types of influencers, what makes a good influencer, and the benefits of using influencers in marketing strategies. Students will learn the steps to create a social media influencer marketing strategy.

Unit Duration: 2 weeks

Desired Results

Standard(s) and Indicators:

- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

Understandings:

Students will understand that...

- Understand what a social media influencer is, and the power of influencer marketing
- Understand the benefits of influencer marketing with social media

Essential Questions:

1. How can different types of influencers be used in combination to create a successful influencer marketing strategy?
2. What factors make for a good social media influencer?
3. How does influencer marketing benefit traditional marketing strategies?
4. How can a marketer recover from negative actions taken by an influencer they have used as part of their marketing strategy?

Assessment Evidence

Performance Tasks:

- Identify and define the types of influencers
- Describe what makes a good influencer
- Create a social media influencer marketing strategy

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- Unit Assessment

Learning Plan

Learning Activities:

- Influencer discussion
- Influencer success stories

- Influencer Marketing in the Fast Food Industry
- Tik Tok Challenge Project
- Influencer Expert Sessions
- Identify Social Media Influencer Research
- Brands leveraging Influencer Research
- Influencer Marketing Strategy

Resources:

- Stukent.com
- Mimic Social
- DECA Competitive Events Manual and Practice Materials
- More Resources can be found in Business Schoology Group

Web Resources

www.deca.org

www.YouTube.org (various videos examples)

www.stukent.com

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

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

4.0	Students will be able to: <ul style="list-style-type: none"> • Create influencer strategy for given brand
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify use of influencer marketing.
2.0	Students will be able to: <ul style="list-style-type: none"> • Define influencer
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge

English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Content writing

Marketing

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 7 Title: Marketing Media Planning

Unit Description: In this unit, students will be introduced to social media marketing campaigns. Students will research and evaluate existing social media marketing campaigns. The steps of creating, implementing, and evaluating social media campaigns will be discussed. Students will dive into social media advertising. Students will learn how to advertise on different social media platforms, and understand how to create a social media advertising strategy to use across all platforms. Topics to be covered include targeting options, ad objectives, types of ads, bidding, and measuring ads. Students will create a comprehensive social media advertising strategy

Unit Duration: 2 Weeks

Desired Results

Standard(s) and Indicators:

- 9.3.MK.4 Plan, monitor, manage and maintain the day-to-day activities required for continued marketing business operations.
- 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...

- Understand how organizations have succeeded with social media marketing campaigns
- Understand the campaign concept
- Understand the importance of integrated marketing communications
- Understand what social media advertising is
- Understand how cost-effective social media advertising is
- Understand how to create a social media advertising strategy

Essential Questions:

1. What is AIDA? How does it relate to social media marketing campaigns?
2. Why are some marketers using only social media for their campaigns?
3. What steps must be taken before a social media campaign can launch? During? After?
4. How can marketers use analytics to determine if their social media marketing campaign was successful?
5. Why are marketers turning to social media advertising over traditional advertising like print, television, and radio?
6. What are the benefits of social media advertising?
7. How is advertising different between the different social media platforms?
8. How is a social media advertising strategy created?
9. What are the best practices for social media advertising?
- 10.

Assessment Evidence

Performance Tasks:

- Comprehend what a social media marketing campaign is
- Know what steps to take before, during, and after the launch of a social media

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences

<p>campaign</p> <ul style="list-style-type: none"> • Be able to identify the benefits of social media advertising • Comprehend targeting options, ad objectives, types of ads, how bidding works, and how to measure ads on each of the following social media platforms: Facebook, Instagram, Twitter, Snapchat, Pinterest, and YouTube • Be familiar with best practices for social media advertising 	<ul style="list-style-type: none"> • Independent writing/student conferences • Class discussions • Collaboration with others • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects
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Benchmarks:

- Unit Assessment

Learning Plan

Learning Activities:

- Case Study - AEO Skinny Jeans
- Case Study - Social Media Marketing Campaign
- **Content Calendar Project**
- **Food Truck Marketing Project**
- **Stukent Simulation**
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Resources:

- Stukent.com
- Mimic Social
- DECA Competitive Events Manual and Practice Materials
- More Resources can be found in Business Schoology Group

Web Resources

- www.deca.org
 - www.YouTube.org (various videos examples)
 - www.stukent.com
- Access to Social Media Platforms

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a content calendar for various platforms.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the best times and days to post on each platform
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe a content calendar
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>

0.0	Even with help, no success
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Standard(s): 9.3.MK.4 Plan, monitor, manage and maintain the day-to-day activities required for continued marketing business operations.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Create content for marketing plan.
3.0	Students will be able to: <ul style="list-style-type: none"> • Outline marketing plan for fictitious business
2.0	Students will be able to: <ul style="list-style-type: none"> • List parts of a marketing plan
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product

	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Marketing planning
Media creation

Skills:

Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 8 Title: Social Media Analytics and Measuring ROI

Unit Description: In this unit, students will explore the analytics of social media. Students will learn the different ways that marketers can track how their social media posts are doing and determine the return on investment for each post. Students will identify tools that marketers use to help determine analytics and improve ROI. Students will create a report of all of their social media posts through *Stukent* to examine the analytics and ROI of sample posts that they had created.

Unit Duration: 2 Weeks

Desired Results

Standard(s) and Indicators:

- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-SAL.1 Access, evaluate and disseminate sales information
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

Understandings:

Students will understand that...

- Understand what social media return on investment is and why it's important
- Understand the available tools and resources needed to measure social ROI
- Understand what social media analytics is and the tools available
- Understand what a social media audit is and why it's important

Essential Questions:

1. How is measuring analytics of social media different than measuring analytics of traditional marketing?
2. Why is social media ROI important?
3. How can tools like Google Analytics be used to measure social media ROI?

Assessment Evidence

Performance Tasks:

- Be able to measure the ROI of social media
- Know how to measure the total investment of social media activities
- Know how to use Google Analytics to measure the ROI of social media
- Gain a basic understanding of analytics
- Learn what metrics are important to track with social media analytics
- Learn what goes into a successful social media analytics plan
- Learn how to conduct a social media audit
-

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- Unit Assessment

Learning Plan

Learning Activities:

- Case Study - *ROI Practice*
- ROI Practice
- SEO Keywords Activity
- Importance of Digital Analytics Worksheet
- Data Applications Analysis
- Google Analytics Tips Poster
- Company Metrics Research
- KPI activity
- Competition Audit
- Social Media Competitor Analysis Project
- SEO & Analytics Infographic
- Analytics Project
- Google Analytics Certification

Resources:

- Stukent.com
- Mimic Social
- DECA Competitive Events Manual and Practice Materials
- More Resources can be found in Business Schoology Group

Web Resources

www.deca.org

www.YouTube.org (various videos examples)

www.stukent.com

Access to Social Media Platforms

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

4.0 **Students will be able to:**

- Create infographic to inform others on analytics

3.0 **Students will be able to:**

- Identify key marketing analytics companies would use.

2.0 **Students will be able to:**

- Define analytics.

1.0 **With help, partial success at level 2.0 content and level 3.0 content:**

0.0 **Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners

- Assign a leadership role in classroom learning
- Expose students to a selection and use of specialized resources

Struggling Learners

- Be flexible with time frames and deadlines

	<ul style="list-style-type: none"> • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Data Management

Analytics

Search optimization

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit 9 Title: Web Publishing

Unit Description: Students will explore the world of blogs, vlogs, and webinars as it relates to marketing. Students will research to evaluate successful and unsuccessful blogs, vlogs, and webinars. Students will create sample blog and vlog posts. Students will explore website design as well for personal profiles. Students will also learn the benefits of web streaming as it relates to marketing.

Unit Duration: 3 Weeks

Desired Results

Standard(s) and Indicators:

- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

Understandings:

Students will understand that...

- Understand what blogs, vlogs, podcasts, and webinars are
- Understand how to write, format, and optimize blog posts

Essential Questions:

4. Why are blogs so popular?
5. Identify the advantages and disadvantages of blogging.
6. Compare and contrast blogs and vlogs.
7. How can you market through webinars?

Assessment Evidence

Performance Tasks:

- Learn the steps needed to get started with blogging
- Comprehend the benefits of and how to market with blogs, vlogs, podcasts, and webinars

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- Unit Assessment

Learning Plan

Learning Activities:

- Blog/Vlog Research Activity
- Vlog Project – Sample posts
- Running a Blog Project
- Research Podcast Project

- McDonald's Podcast Discussion
- Write a BuzzFeed Article
- Exploring streaming project
- Website design

Resources:

- Stukent.com
- Mimic Social
- DECA Competitive Events Manual and Practice Materials
- More Resources can be found in Business Schoology Group

Web Resources

- www.deca.org
- www.YouTube.org (various videos examples)
- www.stukent.com

Various website design platforms –
 Wix.com
 Weebly.com
 Access to Social Media Platforms

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

Standard(s): 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a vlog/blog/podcast for a topic of interest.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify pros and cons for different types of web publishing.
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe the differences in web publishing applications.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources
Struggling Learners	<ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background

	<ul style="list-style-type: none"> • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge
English Language Learners	<ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords.
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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **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 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Web publishing
Content creation
Active listening

Skills:

Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration
Information, Media and Technology Skills

Unit 10 Title: Social Media Ethics and Advocacy

Unit Description: In this unit, students will begin to think about what happens when things go wrong. In today's society, social media is making it much easier to destroy a brand's reputation instantly. This unit will discuss methods to prepare for the worst ahead of time. Students will research social media policies and create one of their own, including ways to encourage employee advocacy. Students will also understand what a critical response plan is and how it can help companies come back from a negative social media presence.

Unit Duration: 2 Weeks

Desired Results

Standard(s) and Indicators:

- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

Understandings:

Students will understand that...

- Understand what a social media policy is and why it is important
- Understand components and strategies of a critical response plan
- Understand the employee benefits and drivers of being a brand advocate
-

Essential Questions:

1. What should be included in a social media policy?
2. How can companies encourage employee advocacy?
3. Why is it important for companies to have a critical response plan in place?

Assessment Evidence

Performance Tasks:

- Know the benefits of a social media policy
- Name what a social media policy should include
- Provide examples of company social media policies
- Learn what employee advocacy is
- Learn how to create an employee advocacy program
- Learn how to succeed with employee advocacy
- Discover how leading brands are using employee advocacy
-

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

- Unit Assessment

Learning Plan

Learning Activities:

- Case Study - Delta Assist
- Research Activity – Company Response post incident.
- Social Media Policy Research
- Social Media Policy Creation Project
- Crisis Response Plan Project

Resources:

- Stukent.com
- Mimic Social
- DECA Competitive Events Manual and Practice Materials
- More Resources can be found in Business Schoology Group

Web Resources

www.deca.org

www.YouTube.org (various videos examples)

www.stukent.com

Access to Social Media Platforms

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

4.0 **Students will be able to:**

- Create a crisis management plan for a fictitious company.

3.0 **Students will be able to:**

- Research companies crisis management plan

2.0 **Students will be able to:**

- Describe what a crisis management plan is.

1.0 **With help, partial success at level 2.0 content and level 3.0 content:**

0.0 **Even with help, no success**

Unit Modifications for Special Population Students

Advanced Learners

- Assign a leadership role in classroom learning
- Expose students to a selection and use of specialized resources

Struggling Learners

- Be flexible with time frames and deadlines
- Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience
- Group students
- Intentional scheduling/grouping with student/teacher of alternative background
- Provide support as at-risk students move through all levels of knowledge acquisition
- Tap prior knowledge

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Human Resources

Crisis Management

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Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills