

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: Honors Marketing & Merchandising**

Born on: July, 2022  
Current Revision: July, 2023  
Board Approval 8/28/23

## **COURSE DESCRIPTION: HONORS MARKETING & MERCHANDISING**

Honors level marketing course dives deeper into the Marketing Mix: Planning, advertising, merchandising, sales and promotion. Several units will discuss Social Media/Content Marketing, Digital Marketing. We will include marketing's role in Sports and Entertainment, analyze sales trends. This marketing course will help students prepare for a career in marketing. This course will focus on the concepts, tools, and analysis that underlie marketing decisions. We will focus on the "demand side:" the underlying demands of the environment, customer behavior and competitive behavior that affect marketing decisions.

Through the use of hands-on applications and the Internet, students will be provided with an understanding of the sports/entertainment industry and how basic marketing principles apply to a wide range of sports/entertainment activities. Topics include categories of sports, the sports consumer, sports products, branding, licensing, advertising, entertainment products, promotions and the differences and similarities between the two industries.

This course investigates the strategies that lead to effective marketing campaigns; including advertising, promotion, and public relations. Students will engage in hands-on practice that expand their creativity and allow them to develop and communicate their own marketing campaigns.

Recommended - Subscription to Harvard Business Review

Textbook - [Kottler - Marketing Management](#)

### **Student Outcomes:**

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

- explain the economic and social responsibility of living in a free market and competitive society.
- create a business plan that includes: a target market description, logo, marketing mix description, marketing research, management plan, advertising/promotion plan, visual merchandising display, risk management plan, and financial statements.
- organize a business and prepare the necessary policies to run a business including organization, merchandise selections, service, pricing, promotion, and employee selection and training.
- communicate effectively.
- apply the use of various computer applications to successfully manage business operations.
- compose various business correspondences such as letters, email, press releases, and financial statements.
- develop public speaking skills.

- describe the role of numerous marketing careers in the 21st century.
- acquire an understanding and appreciation of business ethics.
- analyze current event topics and how these topics relate to them as socially responsible citizens.

### **Interdisciplinary Connection**

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

<p>NJSLS 9.1: Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence.</p>					
Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I – <b>Marketing Review</b>  <b>”What is Marketing”</b></p> <p>Time: 4 weeks</p> <p><b>Content Statement:</b></p> <p>Review skills learned previously in Marketing. Marketing Mix, Product Mix, Marketing Strategy and Planning, Show a timeline of how marketing has evolved to keep up with consumer tastes changing.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1). What role does Marketing play in business?</li> <li>2). How and why products are marketed?</li> <li>3). How is a target market met?</li> <li>4). The importance of “knowing your market”</li> <li>5). How marketing has evolved , ie . digital platform, mobile</li> </ol>	<ol style="list-style-type: none"> <li>1). The 4p’s of Marketing in print and digital format</li> <li>2). Basic Macroeconomic concepts</li> <li>3). Product Mix</li> <li>4). Target Markets</li> <li>5). Market Segmentation</li> </ol>	<p>Proficiencies:</p> <ul style="list-style-type: none"> <li>• Students will develop an understanding of the nature and impact of Marketing and technology in the world around them.</li> </ul> <p>*Students will better understand and follow the changes in communication and technology that have changed society and how companies market their products in a changing world.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</li> </ul> <p>*Obtain, develop, maintain and improve a product or service mix in response to market opportunities.</p> <p>*Use marketing strategies and processes to determine and meet client needs and wants.</p> <p><b>Differentiation for Diverse Learners/Accommodations</b>  <b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> </ul>	<p>9.3.MK-COM.3.                  9.3.MK-COM.1                  9.3.MK.5</p>	<p>Teacher observations - F                  Informal checks for understanding F                  Class discussions F                  Collaboration with others                  Group work -F                  Classwork-F                  Homework F                  Teacher-created tests and quizzes -S                  Teacher-created multimedia projects                  F</p>	<p><b>Selection of sources</b>  <b>Suggestion(s):</b></p> <p><i>Teacher-selected articles - Harvard Business Review related to Marketing Strategies</i></p>

		<ul style="list-style-type: none"><li>● Graphic organizers</li><li>● Guided questions and note taking</li></ul> <p>ML:</p> <ul style="list-style-type: none"><li>● Provide student with essential vocabulary</li></ul> <p>At Risk Students:</p> <ul style="list-style-type: none"><li>● Provide an Outline for writing assessments</li></ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"><li>● Vary level of reading and primary source documents</li><li>● Elevated vocabulary</li><li>● Individual presentation</li><li>● Provide choices of modes working</li></ul>			
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<p>Unit II – “Market Research”  <b>Initiating the Marketing Process</b></p> <p>Time: 4-6 weeks</p> <p><b>Content Statement:</b>                      A set of defined stages through which marketing information is collected.                      Steps include: 1). identifying and defining the need or problem, 2). developing an approach to serving the need or solving the problem; 3). designing the research framework; 4) conducting data collection; 5). preparing the data for analysis and 6). reporting the analysis</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. What trends might affect marketing in the future</li> <li>2. How does a firm’s customer base perceive value?</li> <li>3). Why and how does an organization allocate its marketing mix of resources to reach its target market?</li> <li>4). What is the importance of marketing research?</li> </ol>	<ol style="list-style-type: none"> <li>1. The importance of creating customer relationship and value through marketing</li> <li>2). How to develop successful marketing and corporate strategies</li> <li>3). Ethics and social responsibility in marketing</li> <li>4). Develop an unbiased market research tools</li> <li>5). Understand the need to develop questions and observation that are not leading questions</li> <li>6). Analyze market research data to look at trends and ways to pivot with your marketing strategy.</li> </ol>	<p><b>Proficiencies:</b></p> <ul style="list-style-type: none"> <li>*Predict how social forces and economic forces affect marketing</li> <li>* Evaluate the impact of technological changes in the marketing environment.</li> <li>* Differentiate between and explain the forms of competition that exist in a market, key components of competition and the impact of competition</li> <li>* Differentiate between and explain legal and ethical behavior in marketing.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>*Analyze the various levels of strategy and understand why each level is important and its connection to the company's goals and values.</li> <li>* Critique why mission, organizational culture, and goals are important in organizations.</li> <li>* Justify how elements of the marketing mix are blended into a cohesive marketing program</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations</b>  <b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Re-teaching and review</li> <li>● Graphic organizers</li> <li>● Guided questions and note taking</li> </ul> <p>ML:</p>	<p>9.3.MK.2                      9.3.MK.8                      9.3.MK.10                      9.3.MK-COM.4                      9.3.MK-MGT.4</p>	<p>Teacher observations - F                      Informal checks for understanding F                      Class discussions F                      Collaboration with others                      Group work -F                      Classwork-F                      Homework F                      Teacher-created tests and quizzes -S                      Teacher-created multimedia projects                      F</p>	<p><b>Selection of sources</b>  <b>Suggestion(s):</b></p> <p>“Field Work” - hands on Market Research project</p> <p>Focus groups                      Observations                      Surveys</p> <p>Harvard Business Review - Articles pertaining to the importance of unbiased research</p>

		<ul style="list-style-type: none"><li>● Provide student with essential vocabulary</li></ul> <p>At Risk Students:</p> <ul style="list-style-type: none"><li>● Provide an Outline for writing assessments</li></ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"><li>● Vary level of reading and primary source documents</li><li>● Elevated vocabulary</li><li>● Individual presentation</li><li>● Provide choices of modes working</li></ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit III – Consumer Behavior  <b>“Understanding Buyers and Markets”</b></p> <p>Time: 4-6 weeks</p> <p><b>Content Statement:</b></p> <p>Consumer marketing, or business to business( B2B) marketing, sales are made to individuals who are the final decision makers. However they are influenced by several factors. Students will gain an in-depth understanding of consumer behavior, consumer psychology, environmental factors, and sociocultural factors.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. What values, beliefs and attitudes play a central role in consumer decision making?</li> <li>2. Why do consumer and organizational buyers engage in a purchasing decision process and how is it different?</li> <li>3. How do the effects of uncontrollable environmental variables differ between global and domestic marketing practices?</li> </ol>	<ol style="list-style-type: none"> <li>1. Consumer behavior examines the actions a person takes in purchasing and using products and services.</li> <li>2). Psychological concepts are useful for interpreting buying processes and directing marketing efforts</li> <li>3). VAL methodology used in determining why consumers purchase what they do and how they do it.</li> <li>4). Sociocultural influences affect consumer behavior</li> <li>5). Compare various platforms of selling and marketing . ( Social Media, Digital, vs. in person and e-markets)</li> </ol>	<p><b>Proficiencies:</b></p> <ul style="list-style-type: none"> <li>*Analyze and explain the stages in the consumer purchase decision process.</li> <li>*Differentiate between the variations of the consumer purchase decision process</li> <li>* Analyze the major psychological influences on consumer behavior. Use the “Values, Attitudes and Lifestyles” methodology to generate a market segmentation proposal.</li> <li>* Evaluate the major trends that have influenced global marketing in the past decade.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>* Predict the major sociocultural influences on consumer behavior. Create a multicultural marketing program.</li> <li>* Analyze the roles of the buying center in buying situations. Assess how government contracting differs from general buying. Also, B2B differs from consumer buying.</li> <li>* Defend the importance and nature of online buying and reselling in the marketplace.</li> </ul>	<p>9.1.12.EG.5            9.2.12.CAP.6            9.2.12.CAP.21            9.2.12.CAP.22            9.3.12.BM-BIM.3            9.3.12.BM-MGT.2            9.3.12.BM-MGT.3            9.3.HT-REC.9            9.3.HT-REC.11            9.3.MN.1 9.3.MK.1            9.3.MK.8 9.3.MK.9            9.3.MK.10            9.4.12.CI.1            9.4.12.CI.2            9.4.12.CI.3            9.4.12.CT.1            9.3.MK-COM.3            9.4.12.GCA.1            9.4.12.IML.1            9.4.12.TL.1            9.4.12.TL.3</p>	<p>Teacher observations - F            Informal checks for understanding F            Class discussions F            Collaboration with others            Group work -F            Classwork-F            Homework F            Teacher-created tests and quizzes -S            Teacher-created multimedia projects F</p>	<p><b>Selection of sources Suggestion(s):</b></p> <p><i>Case study - Amazon and consumer behavior</i></p> <p><i>Samples of surveys and videos of Focus groups and resulting observations</i></p>



		<p>* Evaluate the importance of e-marketing, influencers and social media marketing</p> <p><b>Differentiation for Diverse Learners/Accommodations</b>  <b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Re-teaching and review</li> <li>● Graphic organizers</li> <li>● Guided questions and note taking</li> </ul> <p>ML:</p> <ul style="list-style-type: none"> <li>● Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>● Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>● Vary level of reading and primary source documents</li> <li>● Elevated vocabulary</li> <li>● Individual presentation</li> <li>● Provide choices of modes working</li> </ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I V – <b>Advertising and Promotion</b></p> <p>Time: 4-6 weeks</p> <p><b>Content Statement:</b> Advertising and promotions have responded to changing business, media and cultural trends over time. What drives these changes and how do companies respond so quickly? Students will know the difference between a push and a pull promotional strategy. They will understand qualities of an effective campaign as well as affordable methods of determining an advertising budget. Part of promotion is merchandising. We will discuss its importance in the retail and online environment.</p> <p><b>Essential Question:</b></p> <p>1. What is effective advertising? 2). Which promotional vehicle is best suited for a particular target audience? 3). How can online advertising and promotions impact the growth of business? 4). How do advertisers persuade consumers to purchase their products and services?</p>	<p>1. Promotional advertising is used when the goal of the business is to increase awareness OR sales</p> <p>2. Techniques used to evaluate and measure media</p> <p>3). Media costs vary with the type of media, location and audience.</p> <p>4. Advantages and disadvantages of each type of medium</p> <p>5. Current trends in promotional selling and merchandising. How they go “hand in hand” with each other</p> <p>6. Successful advertising campaigns are created by teams consisting of members with different areas of expertise.</p> <p>7. Various forms of promotions for certain brands. Ie, sampling, print, e-commerce, influencers, etc</p>	<p><b>Proficiencies:</b></p> <ul style="list-style-type: none"> <li>* Explain the concept and purpose of advertising in the promotional mix.</li> <li>* Identify the different types of promotions and when to use them</li> <li>* Summarize how media costs are determined</li> <li>* Analyze promotional budget methods</li> <li>* How the advertising business works</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>* Describe the desired results of an advertising/ promotion campaign</li> <li>* Implement advertising media selection criteria</li> <li>* Measure success and failure rates for the various types of promotions.</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations</b></p> <p><b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Re-teaching and review</li> <li>● Graphic organizers</li> <li>● Guided questions and note taking</li> </ul> <p>ML:</p> <ul style="list-style-type: none"> <li>● Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>● Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>● Vary level of reading and primary source documents</li> </ul>	<p>9.3.MK.10 9.3.MK-COM.5 9.3.MK-MGT.7 9.3.MK-MER.7 9.3.MK.9</p>	<p>Teacher observations - F Informal checks for understanding F Class discussions F Collaboration with others Group work -F Classwork-F Homework F Teacher-created tests and quizzes -S Teacher-created multimedia projects F</p>	<p><b>Selection of sources</b> <b>Suggestion(s):</b></p> <p>HBR- Harvard Business Review articles related to Advertising</p>

5). What factors influence advertising rates?		<ul style="list-style-type: none"><li>● Elevated vocabulary</li><li>● Individual presentation</li><li>● Provide choices of modes working</li></ul>			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p><b>Unit V – Digital, Mobile Marketing and Social Media Advertising</b></p> <p>Time:4- 6 weeks</p> <p><b>Content Statement:</b> The advertising industry uses and influences ever-changing technologies. Since electronic and social media platforms represent the future of marketing and advertising, students will learn how to stay on top of certain trends and when to use the proper medium. We will look at influencers, digital marketing vs. analog marketing. Discuss can several mediums be combined to make an effective campaign</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How can social networks be managed to maximize marketing and advertising investments?</li> <li>2. What behavioral and psychological factors drive social media participation by consumers?</li> <li>3. What analytics are used to measure the success of a social media advertising campaign</li> </ol>	<ol style="list-style-type: none"> <li>1.The relationship between social media advertising and traditional advertising methods</li> <li>2. What key performance indicators are and how to read them for advertising success</li> <li>3. The role of “influencers” and social media marketing.</li> <li>4. When to use each medium of marketing for an effective marketing strategy</li> <li>5. SEO- Search Engine Optimization. What is it and how can we effectively use SEO to increase brand awareness.</li> </ol>	<p><b>Proficiencies:</b></p> <ul style="list-style-type: none"> <li>*Explain what social media advertising is and its history</li> <li>* Create social media content</li> <li>* Measure and analyze social media advertising success</li> <li>* Analyze Digital Marketing efforts and create a Digital Marketing campaign.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>*Understand how brands sell and win on Amazon</li> <li>*Media strategy - effective uses</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations</b> <b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Re-teaching and review</li> <li>● Graphic organizers</li> <li>● Guided questions and note taking</li> </ul> <p>ML:</p> <ul style="list-style-type: none"> <li>● Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>● Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>● Vary level of reading and primary source documents</li> <li>● Elevated vocabulary</li> <li>● Individual presentation</li> </ul>	<p>9.3.MK.10 9.3.MK.1</p> <p>9.3.MK.6 9.3.MK-COM.5 9.3.MK.9 9.3.MK-COM.1.9.3.MK-MGT.1 CRP1, CRP5</p> <p>9.3.MK-COM.4</p>	<p>Teacher observations - F</p> <p>Informal checks for understanding F</p> <p>Class discussions F</p> <p>Collaboration with others</p> <p>Group work -F</p> <p>Classwork-F</p> <p>Homework F</p> <p>Teacher-created tests and quizzes -S</p> <p>Teacher-created multimedia projects F</p>	<p><b>Selection of sources</b> <b>Suggestion(s):</b></p> <p>Amazon Case Study- Use this case study to see effective and ineffective promotion strategies.</p> <p>Harvard Business Review- Articles on SEO and Social Media Marketing</p> <p>Netflix Case Study</p>

		<ul style="list-style-type: none"><li>• Provide choices of modes working</li></ul>			
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<b>Content/Topic:</b>	<b>Key learning items/concepts:</b>	<b>Observable Proficiencies and Skills:</b>	<b>NJSLS</b>	<b>Benchmark Performance and Assessments</b>	<b>Suggested Materials</b>
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<p><b>Unit VI - Sports and Entertainment Marketing</b></p> <p>Time: -8 weeks</p> <p><b>Content Statement:</b> Sports and entertainment industry is a major component in the field of business and marketing. The industry encompasses TV, radio, stores and the internet. This unit will have an emphasis on the following principles; branding, licensing, economic foundations, promotions, merchandising , human relations and naming rights. The unit will be project based and students will participate in groups using higher order thinking and presentation skills. Marketing simulations and potential field trips can be incor</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. What are the necessary steps in planning a new product for the sports and entertainment industry?</li> <li>2.How do sports and entertainment marketers use marketing strategies to entice consumer purchases.</li> <li>3. How does dynamic pricing work? ( use data analytics)</li> <li>4.How are the 4 p’s of the marketing mix applied to the entertainment world.</li> <li>5.What is the economic impact of hosting a professional sports team</li> </ol>	<ol style="list-style-type: none"> <li>1.What sport and entertainment marketing consist of.</li> <li>2. What is the role of pricing in determining a profit in the industry.</li> <li>3.Why product placement is essential in selling and entertainment products.</li> <li>4.How consumers spend their leisure time and disposable income.</li> <li>5.How to define economics with regards to the entertainment world.</li> <li>6.What product endorsements are and how they are used</li> <li>7. Royalties, patents, trademarks and other intellectual property.</li> <li>8 What types of advertising medium are used to entice consumers to attend a sporting event.</li> <li>9. What residuals are available to an athlete or entertainer</li> </ol>	<p><b>Proficiencies:</b></p> <ul style="list-style-type: none"> <li>*Identify the steps in product development and explain how the revenue stream is determined in the industry.</li> <li>*Provide examples of event marketing and design a promotional mix for a sports franchise or entertainment event.</li> <li>*Determine the appropriate location for a venue</li> <li>*Analyze the cost effectiveness of hosting a sporting or entertainment event.</li> <li>* Research current marketing trends in the industry</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>*Develop a promotional strategy within the sports and entertainment industry</li> <li>*Compare the positive and negative images of current athletes and entertainers: as well as to generate a graphic organizer that illustrates revenue stream</li> <li>*Generate revenue stream within the sports and ent. industry</li> <li>*Formulate why copyrights and trademarks are necessary in the industry</li> <li>* Estimate the costs needed to start a sports franchise</li> </ul> <p><b>Differentiation for Diverse Learners/Accommodations</b> <b>Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Re-teaching and review</li> <li>● Graphic organizers</li> </ul>	<p>9.4.12.D.23 9.4.12.D.25 9.4.12.D.17 9.4.12.D.73 9.4.12.D.25 9.4.12.D.16</p>	<p>Teacher observations - F Informal checks for understanding F Class discussions F Collaboration with others Group work -F Classwork-F Homework F Teacher-created tests and quizzes -S Teacher-created multimedia projects F</p>	<p><b>Selection of sources</b> <b>Suggestion(s):</b></p> <p><i>Netflix Case Study</i></p> <p><i>Project based presentation and projects and simulations</i></p> <p><i>Field trips</i></p> <p><i>Group work presentations/project - Sports team/organization</i></p>
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<p>or entertainment venue in a particular geographic location?          6.How does branding influence your buying decisions in the sports and entertainment industry?          7.Why is legal protection essential in the sports industry?          8.Why are the letters “NFL” worth billions of dollars?          9. How does intellectual property and royalties work?</p>		<ul style="list-style-type: none"> <li>● Guided questions and note taking</li> </ul> <p>ML:</p> <ul style="list-style-type: none"> <li>● Provide student with essential vocabulary</li> </ul> <p>At Risk Students:</p> <ul style="list-style-type: none"> <li>● Provide an Outline for writing assessments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>● Vary level of reading and primary source documents</li> <li>● Elevated vocabulary</li> <li>● Individual presentation</li> <li>● Provide choices of modes working</li> </ul>			
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**9.1-4: Career Readiness, Life Literacies, and Key Skills Standards:**

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. 9.4 Life Literacies and Key Skills, ensures our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published Pascack Valley Regional High School District, by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, Partnership for 21st Century Skills, and The Asia Society.



Revised Standards Framework for NJ Designed Standards: The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to,

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills;
- foster greater coherence and appropriate progressions across grade bands; • establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Possible Curricular Modifications:

<p><b>Interdisciplinary Connections</b></p>	<p><b><u>Connections to NJSL – English Language Arts:</u></b>  <b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes  <b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research  <b>RST.11-12.1:</b> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><b><u>Connections to NJSL – Mathematics</u></b>  <b>MP.4:</b> Model with mathematics.  <b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  <b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</li> <li>● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> </ul>

	<ul style="list-style-type: none"><li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</li><li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li><li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li></ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"><li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li><li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li><li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li><li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li><li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li><li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li></ul>

<b>Modifications</b>			
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>

<p>Display labeled images of individuals, terms and content</p> <p>Use body movement and gestures to further explain concepts to students.</p> <p>Restate design steps aloud before project activity.</p> <p>Assign a native language partner.</p>	<p>Provide adequate scaffolds for the educational process.</p> <p>Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency.</p> <p>Provide an outline of lessons</p> <p>Get a written list of instructions</p> <p>Work or take a test in a different setting, such as a quiet room with few distractions.</p> <p>Sit where they learn best (for example, near the teacher).</p> <p>Use an alarm to help with time management.</p> <p>Work with a partner.</p>	<p>Incorporate student choice</p> <p>Invite parents, neighbors, friends, the school principal and other community members to support classroom activities.</p> <p>Provide peer mentoring to improve techniques.</p>	<p>Take on an additional or more complex reading and writing prompts</p> <p>Investigate different levels and concepts relevant to the presented topics</p>
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**Career information - Business**

A business degree is a great way to develop many of the transferable skills needed for working in a business environment. There are a number of

business degrees which you can undertake, one of the most common of which is an undergraduate business studies degree. Often a business studies degree will cover subjects such as accounting, finance, management and, increasingly, entrepreneurship. This wide range of subjects reflects the multidisciplinary nature of business, and the importance of understanding all the key elements needed to make a business successful.

If you're looking for a degree which specializes more in a particular aspect of the business world (e.g. economics or marketing), consider taking a dedicated program in that area, or a joint honors degree (e.g. Business & Economics). The advantage of a joint degree is that you acquire general business skills along with more specialized ones, leaving you well placed when it comes to applying for graduate jobs.

Corporate business careers are available in pretty much every sector you can think of; all industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal – including careers in the banking and financial sectors, consultancy, human resources and marketing roles.

If a straightforward corporate career is failing to get you excited, then a business program can also give you the skills to create your own business, or to take on business and management roles within more creative industries, be that fashion, media, or even the charity sector.

The good thing about a business studies qualification is that it can lead to many entry-level roles upon graduation, while still allowing those who wish to specialize further the chance to improve their return on investment with a graduate degree. Examples of postgraduate programs include Masters in Management, Masters in Finance and (for those who've gained some professional experience) the Masters in Business Administration (MBA).

**Typical careers with a business degree**

Don't assume that studying business is a one-way route into business leadership and management roles – while this is a common path, business careers span multiple industries. Good business and management skills are key elements of any profitable company, and therefore effective leaders, strategic thinkers and financial experts are all in great demand. Big or small, global or local, companies all over the world are looking for business graduates like you.

**Business careers in accounting and finance**

Generalized business studies degrees will usually cover aspects of accountancy and finance, however, if you wish to pursue a career in accounting or finance, you'll usually need to gain further qualifications. A good option for business graduates is to apply for a graduate role and complete a specialized qualification while you work. In many larger companies, the course costs will be covered by the employer.

If you decide to go into accounting or finance, your job may involve reviewing your company's financial situation both past and present; advising clients and colleagues on tax and expenditure; managing records and business transactions; playing a role in mergers and acquisitions; and taking responsibility for preventing bad practice as well as fraud and negligence.

**Business careers in management**

Becoming a manager is a tough job, with long hours and heavy responsibilities. The upside is that managerial roles are known for being higher-paid, as well as boasting many opportunities for career progression or even a career U-turn. Managers can be found across all industries and fields, and their job is to provide structure and strategy to a workplace.

Because of the responsibility of such positions, it's unlikely you'll find a managerial role without first gaining a further degree or a number of years of mid-level work experience. Despite this, business graduates are well-placed to become managers later on in life, and with determination and steady career progression an additional degree may not be necessary.

### **Business careers in consultancy**

Another option which may appeal is the field of business consultancy. This means working as part of a team, combining your business expertise and analytical skills in order to provide advice to other companies, usually focusing on how to optimize a specific project or part of the business. Projects and clients may vary widely, ensuring plenty of fresh challenges to get to grips with. Or you may specialize in a particular type of business, combining your business knowledge with a second field of interest, such as engineering or logistics.

### **Business careers in retail and sales**

There's much more to retail and sales than shelf-stacking and cold-calling, especially if you're armed with a business degree. Opportunities within sales and retail are numerous, including shop-based and office-based roles, as well as traveling positions for which a good knowledge of global markets is a must.

For those looking to rise to the higher levels of retail and sales careers, large companies often offer the chance to undertake a graduate training program or trainee management program, in order to fast-track your position within the company. This can be highly valuable in gaining on-the-job experience, while continuing to develop your business and management skills in a commercial world.

Other common graduate careers with a business degree include roles within auditing, banking, communications, distribution, energy and utilities, hospitality and leisure, IT, insurance, journalism, law, logistics, manufacturing, media administration, production management, public relations, the public sector and defense, risk management and tax.



**Less typical careers with a business degree**

What can you do with a business degree *without* following the typical routes? Well, you can do a lot. Roles requiring business acumen and analytical thinking are innumerable, and your choice of which industry to head into is likely to be based on personal interests. It's a cliché, but true – if you work for a company, product or service you truly believe in, you're likely to be more motivated and effective in your role and progress more rapidly.

**Business careers in media**

Although business studies degrees may not seem like the most creative of pathways, they can in fact lead to many roles within creative industries. Media is one such widespread industry, an umbrella term covering TV, film, online, newspaper and magazine publishing, events and more. While you're unlikely to be directly involved in creative tasks such as writing, video editing or animation production, you'll need a solid understanding of the media sector within which you're working. Business careers in media include roles in sales, human resources, PR, finance and accounting, operations, marketing and branding, as well as overall management and strategic direction.

**Business careers in marketing and advertising**

Opportunities in marketing and advertising are numerous for business graduates, particularly for those with a bit of creative flair. In these industries, business graduates can use the analysis and report-writing skills honed during their degree in order to conduct market research, develop marketing strategies, manage client relationships, liaise with copywriters, designers and printers, analyze markets and evaluate campaign results. You're likely to be working alongside specialists such as designers, video producers and copywriters, and will need to continually broaden your own skillset to keep pace with changes in technology and market trends.

**Business careers in human resources**

Business doesn't have to be a dog-eat-dog world, and careers within human resources offer roles which require both business acumen and highly honed interpersonal skills. Recruitment, training and pay are all areas handled by the HR department. Great communication skills are essential, but you'll also be expected to have a good basic understanding of business operations and management as well as detailed and up-to-date knowledge of employment laws and company regulations.