

Pascack Valley Regional High School District

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

Course Name: Marketing

Born On: August, 2017
Previous Revisions: July, 2020
Current Revision: July, 2023
Board Approval 8/28/23

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

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.

Marketing I - The Marketing I course is designed to meet the needs of students who have entered or are preparing to enter an occupation requiring competencies in marketing functions, including finance, market research, sales, and promotions. Marketing education addresses areas of merchandising, publicity, advertising, and provides experiences in the selling process. Benchmark assessments are employed to track individual student progress.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I – Marketing is All Around Us.</p> <p>Time: 3 weeks</p> <p>Content Statement: The unit introduces the student to marketing and how we are surrounded by messages everyday. We will also start to understand its impact on consumer decisions.</p> <p>Essential Question: What determines the best type of media to convey product characteristics? Realization that we are marketed to all the time.</p>	<p>Key learning items/concepts:</p> <p>Perception Marketing vs Reality Marketing.</p> <p>Initial glance of the “marketing mix”, 4 p’s and differentiate between them</p> <p>Understand the economic impact of Marketing on society and the individual consumer.</p>	<p>Proficiencies and Skills:</p> <ul style="list-style-type: none"> Define Marketing and provide examples – perception vs reality. Identify the major functions of marketing Identify the 4 P’s of the marketing mix Analyze benefits of marketing from both business and consumer perspectives and its functions Reasons for studying marketing Awareness of marketing and its function. <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> Re-teaching and review Graphic organizers Guided questions and note taking <p>ML:</p> <ul style="list-style-type: none"> Provide student with essential vocabulary <p>At Risk Students:</p>	<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>Projects: career opportunities, customer profile, use of positioning techniques to evaluate sample current business markets (e.g., iPhone), viewing various marketing examples and their effectiveness marketing model, press releases. Warm-up activities, exploratory activities, class discussion, student participation, classroom binders, scoring rubric, benchmark assessments</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources and Text Materials</p> <p>Print media (magazines and online ads)</p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p>

		<ul style="list-style-type: none">● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none">● Vary level of reading and primary source documents● Elevated vocabulary● Individual presentation● Provide choices of modes working			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Unit II - Basic Marketing Concepts</p> <p>Time: 3 weeks</p> <p>Content Statement: Understanding the basic Marketing concepts, such as the “marketing mix” and its 4 p’s. We will also explore the financial benefit of segmenting the market.</p> <p>Essential Question: How are products presented to persuade purchases? Why segmenting your target market and defining it, is essential to your business.</p>	<p>Key learning items/concepts:</p> <p>More detail on the “marketing Mix” 4 p’s</p> <p>Identify the target market</p> <p>Demographics and psychographics of the target market</p> <p>Geographic marketing</p> <p>Market segmentation</p> <p>How advertising dollars are spent</p>	<p>Proficiencies and Skills:</p> <ul style="list-style-type: none"> State and apply the marketing concept to different businesses [SEP] Distinguish customer behavior from [SEP] consumer behavior [SEP] Describe what [SEP] constitutes value for customers (purchasers) and consumers (users) [SEP] Evaluate the characteristics of [SEP] different markets [SEP] Suggest at least two [SEP] basic ways to identify a business' potential customers and products [SEP] Research a customer profile for a particular product or service [SEP] Describe some of the ways a market may be segmented [SEP] <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> Re-teaching and review 	<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>Projects:</p> <p>List demographics and psychographics of the target market .</p> <p>Pick a category and segment that market.</p> <p>class discussion, student participation, classroom binders, scoring rubric, benchmark assessments</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources and Text Materials</p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p>

		<ul style="list-style-type: none">● Graphic organizers● Guided questions and note taking <p>ML:</p> <ul style="list-style-type: none">● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none">● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none">● Vary level of reading and primary source documents● Elevated vocabulary● Individual presentation● Provide choices of modes working			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit III - Visual Merchandising</p> <p>Time: 3-4 weeks</p> <p>Content Statement: Visual Merchandising is one of the main components of marketing. Understanding the proper lay out of the store and type of display is essential to sales and awareness</p> <p>Essential Question: How may selling a display appeal to various customers? How the layout of the store or display can affect sales and your consumer.</p>	<p>Key learning items/concepts:</p> <p>Lay out of the store</p> <p>Types of displays</p> <p>Color and packaging of displays and product</p>	<p>Proficiencies:</p> <p>Explaining the layout of the store</p> <p>Skills:</p> <ul style="list-style-type: none"> List key marketing elements appropriate for various storefronts (e.g., entrances, marquee, open and closed displays, selling spaces, store lay-outs, window displays) ^[1]_[SEP] Explain how exterior features contribute to a store’s image ^[1]_[SEP] Identify business space of interest to marketers (e.g., personnel, selling, customer service, merchandise space) ^[1]_[SEP] List the various kinds of displays ^[1]_[SEP] Describe the steps used in designing and ^[1]_[SEP]preparing displays ^[1]_[SEP] 	<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>Projects:</p> <p>Design a store and /or a display for a certain product.</p> <p>Career opportunities, in manufacturing and category Management</p> <p>Marketing model, press releases.</p> <p>Warm-up activities, exploratory activities, class discussion, student participation, classroom binders, benchmark assessments</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources and Text Materials</p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p>

		<ul style="list-style-type: none"> ● Describe the various artistic considerations involved in display preparation <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>ML:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working 			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Unit IV – Channels of Distribution (Placement)</p> <p>Time: 3 weeks</p> <p>Content Statement:</p> <p>Channels of distribution are key to getting the product in to the consumers hands. We will explore the various channels and how they compare and contrast with the product mix and message</p> <p>Essential Question:</p> <p>What is the best channel of distribution to get my product from manufacturing into the consumers hands?</p>	<p>Key learning items/concepts:</p> <p>Major types of Channels of distribution</p> <p>1). Chain Drug 2). Mass Merchandisers (Wal-Mart, Target) 3). Grocery Chains 4). Club stores</p> <p>Compare the layout of each channel</p> <p>Compare the product mix available in each outlet</p> <p>Compare the pricing strategy in each outlet as well.</p>	<p>Proficiencies:</p> <p>Identifying each channel and its characteristics with regards to the marketing mix</p> <p>Skills:</p> <p>Define each channel of distribution</p> <p>Understand which channel is best for your product mix</p> <p>Develop a marketing plan for each channel of distribution for certain categories</p> <p>This will include a pricing strategy as well as a promotion strategy.</p> <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers 	<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>Projects: Marketing mix for each channel of distribution</p> <p>A pricing competitive analysis of various stores – WalMart vs CVS, etc.</p> <p>Career opportunities, customer profile,</p> <p>Analysis of various promotional circulars for classroom discussions.</p> <p>Rubrics</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources and Text Materials</p> <p>Materials from the Sat. paper (coupons and circulars)</p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p>

<p>How does advertising differ in these channels</p>		<ul style="list-style-type: none"> ● Guided questions and note taking <p>ML:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working 			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLA	Benchmark Performance and Assessments	Suggested Materials
<p>Unit V – Branding and Pricing Strategies</p> <p>Time: 2-3 weeks</p> <p>Content Statement: Branding is essential to the success of your product. In order to increase the longevity of your product you need to establish a brand. For your brand to be successful you need to have a logo and a pricing strategy that hits home with your target audience.</p> <p>Essential Question: How does pricing affect the consumer decision making process?</p>	<p>Key learning items/concepts:</p> <p>How to develop an effective logo and/or trademark</p> <p>What makes a logo memorable</p> <p>What is a patent and a trademark</p> <p>Analyze various pricing strategies and their effectiveness.</p>	<p>Proficiencies and Skills:</p> <ul style="list-style-type: none"> ● Define what is branding. ● Understand the importance of branding (look at Coke and Starbucks to achieve this) ● Color and its effect on branding ● Logo design and trademarking. ● Develop a logo for a new product and take a look at existing competition. ● Analyze several pricing strategies and determine whether or not they are effective. <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p> <ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>ML:</p>	<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>Projects:</p> <p>Harvard Business Review Case studies (Zappos, Starbucks, Nike, etc)</p> <p>Solutions to the case studies for class discussion.</p> <p>Develop your own brand and include the rationale for the pricing strategy.</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources and Text Materials</p> <p>Harvard Business Review Case Studies</p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p>

How effective is your logo?		<ul style="list-style-type: none">● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none">● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none">● Vary level of reading and primary source documents● Elevated vocabulary● Individual presentation● Provide choices of modes working			
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLA	Benchmark Performance and Assessments	Suggested Materials
<p>Unit VI – Promotion and Advertising</p> <p>Time: 3 Weeks</p> <p>Content Statement:</p> <p>Product awareness (promotion) is one of the components for the marketing mix. How can we set up an advertising strategy to build brand / product awareness and meet the brands goals.</p> <p>Essential Question:</p> <p>Which advertising vehicle delivers the best return on investment (ROI)?</p>	<p>Key learning items/concepts:</p> <p>Social Media Marketing, effect of Twitter, You tube and Facebook ads</p> <p>Cost of promotions vs. Benefit of sales</p> <p>Types of Advertising</p> <p>Persuasive vs. Informational Advertising</p> <p>Construct an ad for your target market.</p> <p>Compare mission statements.</p>	<p>Proficiencies and Skills:</p> <ul style="list-style-type: none"> Define the purpose of advertising [L][SEP] Analyze the various types of media [SEP](e.g., broadcast, print) [L][SEP] Evaluate the cost of [SEP]advertisements [L][SEP] Compare advantages [SEP]and disadvantages of [SEP]various types of media [L][SEP] Describe how various [SEP]media rates are set [L][SEP] Understand the difference between [SEP]promotional and institutional advertising [L][SEP] Explain how selling skills can be helpful in careers other than sales [L][SEP] <p>Differentiation for Diverse Learners/Accommodations Special Ed/504:</p>	<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>Projects:</p> <p>Develop an advertising campaign that achieves the brand objectives.</p> <p>Analyze several promotions (circulars, print ads, online advertising)</p> <p>Develop a brands mission statement (class project)</p> <p>Quiz (vocab)</p> <p>Rubrics</p>	<p>Selection of primary sources <i>Suggestion(s):</i></p> <p>Online Resources and Text Materials</p> <p>Print and online ads for comparison</p> <p>Wall Street Journal</p> <p>EverFi</p> <p>Practical Money Skills</p> <p>Banzai</p> <p>EconEdLink</p> <p>Financial Fitness for Life</p> <p>FDIC's Money Smart</p> <p>Hands on Banking</p> <p>MoneySKILL</p> <p>Cents and Sensibility</p>

<p>Compare several types of promotional vehicles. Was this strategy effective?</p>		<ul style="list-style-type: none"> ● Re-teaching and review ● Graphic organizers ● Guided questions and note taking <p>ML:</p> <ul style="list-style-type: none"> ● Provide student with essential vocabulary <p>At Risk Students:</p> <ul style="list-style-type: none"> ● Provide an Outline for writing assessments <p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Vary level of reading and primary source documents ● Elevated vocabulary ● Individual presentation ● Provide choices of modes working 			
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Possible Curricular Modifications:

<p>Interdisciplinary Connections</p>	<p><u>Connections to NJSL – English Language Arts:</u> WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research RST.11-12.1: 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><u>Connections to NJSL – Mathematics</u> MP.4: Model with mathematics. NJLSA.SL1 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. NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● 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. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 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) ● 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). ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 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). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). ● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
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<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. ● 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. ● 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. ● 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. ● 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. ● 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. 		
<p>Modifications</p>			
<p>Multilingual Learners</p>	<p>Special Education</p>	<p>At-Risk</p>	<p>Gifted and Talented</p>

<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.