

Course: Entrepreneurship
Unit #2: Marketing

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **21st Century Life & Career Standards**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

- **English Companion Standards**

- NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- **Interdisciplinary Content Standards**
 - 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
 - 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
 - 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
 - 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Transfer Goal: Students will be able to independently use their learning to think creatively, problem solve and potentially market a business successfully.

- utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
- make ethical decisions needed to promote democracy and free enterprise

Enduring Understandings

Students will understand that. . .

EU 1

- target marketing and determining location are based on analyzing and identifying trends in the market. (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.GCA:1)

EU 2

- analyzing competition and domestic/foreign industries assists in determining future success of marketing strategies. (6.1.5.EconEM.1, 6.1.5.EconEM.2, 9.4.2.GCA:1)

EU 3

- implementing marketing strategies to design a strategic marketing campaign determines the success of a business. (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.Cl.1, 9.4.2.Cl.2, 9.4.2.CT.3, NJLSA.R7, RH.11-12.7, 9.4.2.CT.3, 9.4.5.Cl.3, 9.4.5.Cl.4)

Essential Questions

EU 1

- What is target marketing and why is it important to understand target marketing strategies? (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.GCA:1)
- Why do companies need to analyze trends in the marketplace before making decisions? (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.GCA:1)
- What is a customer profile and why is it important to identify a customer profile? (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.GCA:1)

EU 2

- What is the difference between direct and indirect competition and how does each type pertain to a business? (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.GCA:1)
- How does understanding competition help determine what marketing technique to employ and how well the competitors are meeting customers' needs? (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.GCA:1)
- How does value proposition and having a competitive advantage assist in marketing strategies? (6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.GCA:1)

EU 3

- Why is it important to define promotional goals and what are the effects of branding?(6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.Cl.1, 9.4.2.Cl.2, 9.4.2.CT.3, NJLSA.R7, RH.11-12.7, 9.4.2.CT.3, 9.4.5.Cl.3, 9.4.5.Cl.4)

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| | <ul style="list-style-type: none"> • How would an event be promoted using elements of an integrated marketing campaign?(6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.3, NJSLSA.R7, RH.11-12.7, 9.4.2.CT.3, 9.4.5.CI.3, 9.4.5.CI.4) • How does distribution play a role in marketing?(6.1.5.EconEM.3, 6.1.5.EconEM.4, 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.3, NJSLSA.R7, RH.11-12.7, 9.4.2.CT.3, 9.4.5.CI.3, 9.4.5.CI.4) |
| <p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • terms related to target market, market segmentation and business trends. • techniques to research demographic information. • methods to develop a customer profile • census information analysis to make decisions. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • value proposition and competitive advantage. • tactics to analyze competition's strengths and weaknesses. • a variety of external environmental changes that affect different industries. • methods to research and determine which economic sector specific industries belong to. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • techniques to implement marketing strategies: price, product, promotion and place of distribution. • ways to attract and reach a target market via different promotional venues. • tactics to integrate a strategic marketing campaign. | <p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • determine a customer profile for specific products and/or businesses. • complete a market segmentation and/or positioning project. • perform research to determine a new location for a business based on market segmentation findings. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • analyze the value proposition of an existing company. • Research similar companies utilizing a competitive grid to compare strengths and weaknesses in accordance with the business concept. • analyze the barriers to entry of an existing industry and determine the industry life cycle. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • determine a pricing strategy. • Differentiate between product features and product benefits. • identify and implement promotional strategies that relate to their target market. |

- explain an overall distribution strategy including sales staff, wholesalers, retailers, etc.

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- *Teacher led discussion introducing vocabulary regarding industries. Example: Unit 2 - 1 Industry Research (A, EU 1)*
- *Students will view government websites to identify how the government categorizes industries within the government's main economic sectors. Example: www.bls.gov (M, EU 3)*
- *Group Activity - Students will research a specific industry of their choice. Example: Unit 2 - Industry Research Poster (A, M, T, EU 2)*
- *Students will research and write an Industry Overview in the on-going business plan. Example: Unit 2 – BP Industry Overview (T, EU 3)*
- *Teacher- led discussion explaining target markets. Example: Unit 2 - 2 Target Mkt (A, EU 1)*
- *Group Activity - Students will analyze different magazine covers and determine the specific target markets for each magazine. Example: This activity is at the end of Unit 2 – 2 Target Mkt powerpoint. (M, EU 3)*
- *Teacher led discussion explaining how target markets play a role in the success of an industry. Example: Unit 2 - 3 Researching the Industry (A, EU 1)*
- *Students will create a customer profile. Example: Activity can be combined with analyzing the different magazine covers from above. (M, T, EU 1)*
- *Teacher led discussion introducing vocabulary regarding mass marketing. Example: Unit 2 - 4 Mass Marketing (A, EU 1)*

- *Group Activity – Students will analyze an existing product and apply the methods and ideas of mass marketing the product. Example: This activity is at the end of Unit 2 – 4 Mass Marketing powerpoint. (M, T, EU 3)*
- *Teacher-led discussion explaining methods of performing market research. Example: Unit 2 - 5 Mkt Research & Mkt Research Process (A, EU 2)*
- *Group Activity – Students will perform market research about the class or student body. Example: Unit 2 - Mkt Rsrch Project (M, T, EU 1)*
- *Students will research and write a Market Analysis in the on-going business plan. Example: Unit 2 – BP Market Analysis (T, EU 2)*
- *Teacher led discussion analyzing existing businesses and their competition. (A, M; EU2)*
- *Students will research and write a Competitive Analysis in the on-going business plan. Example: Unit 2 – BP Competitive Analysis (T, EU 3)*
- *Students will research and write a Marketing Plan in the on-going business plan. Example: Unit 2 – BP Marketing Plan (T, EU 3)*
- *Invite local business owners to discuss their industries, competition and marketing strategies. Example: Contact local business association such as Medford Business Association. (A, M, T, EU 3)*
- *Students will read and role play DECA scenarios regarding creative marketing strategies. Example: http://www.deca.org/_docs/conferences-competitions/DECA_FMS_Web_Sample.pdf (M, T, EU 3)*
- *Complete corresponding activities and cases in the workbook (M, T, EU 1)*
- *Incorporate National Business Education Association's "Entrepreneurship Teaching Strategies". Example: Workbook and CD (M, T, EU 3)*
- *Utilize Virtual Business - Retailing and/or Management lessons. Example: Computerized program uploaded at each site (A, M, T, EU 3)*
- *Present and analyze YouTube (A, M, T, EU 3)*
- *Videos pertaining to specific topics within the Unit (A, EU 1)*
- *Refer to the textbook's website at www.glencoe.com for additional learning tools for the students (A, M, T, EU 1)*
- *Participate in local business competitions. Example: BCC Start-up Star, Fairleigh Dickson "Idea" Competition, etc.(T, EU 2)*
- *Utilize student business organizations. Example: FBLA, DECA, Consumer Bowl (A, M, T, EU 3)*

Pacing Guide

| Unit # | Title of Unit | Approximate # of teaching days |
|---------------|-------------------------------------|---------------------------------------|
| 1 | Nature & Spirit of Entrepreneurship | 8 weeks (32-40 days) |
| 2 | Marketing | 12 weeks (48-60 days) |
| 3 | Operations & Financial Management | 10 weeks (40 - 50 days) |
| 4 | Growing a Business | 10 weeks (40 - 50 days) |

Instructional Materials

- *Looking into a new textbook.*
- *Knowledge Matters - Virtual Business - Entrepreneurship Simulation*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.