

Course: *Sales and Marketing*
Unit #:

Year of Implementation: 2022-2023

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Stage One - Desired Results

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

[Adopted 2020 New Jersey Student Learning Standards](#)

Unit Standards:

- **Content Standards**
 - 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- **21st Century Life & Career Standards**
 - 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- **English Companion Standards**
 - *NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- **Interdisciplinary Content Standards**
 - • 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society
- **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.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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 *career planning is a crucial element to future success.*

As aligned with LRHSD Long Term Learning Goal(s):

1. *utilize and integrate essential communication and technical skills significant to 21st century life, work, and community*
2. *evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions*

Enduring Understandings

Students will understand that. . .

EU 1

Goal setting is the first step in finding a career.

EU 2

Majoring in marketing can prepare you for a life in multiple different careers.

EU 3

Learning about yourself can help you to determine what is important for your future.

Essential Questions

EU 1

- *What is the difference between a job and a career?*

EU 2

- *What types of jobs could you get if you majored in marketing?*

EU 3

- *What types of things contribute to a high quality of life?*

<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the career ladder is a series of jobs organized in order of required education and experience. (9.2.12.CAP.4) SMART Goals are Specific, Measurable, Attainable, Realistic, and Timely. (9.2.12.CAP.4) <p><i>EU 2</i></p> <ul style="list-style-type: none"> a marketing professional is the person who helps determine the marketing needs of a company, develops and implements marketing plans, and focuses on customer satisfaction. (9.2.12.CAP.4) (6.1.5.EconNM.6) marketing careers can be researched by conducting informational interviews, job shadowing, internships, or joining professional organizations. (9.2.12.CAP.4) (6.1.5.EconNM.6) (NJSLSA.R7) <p><i>EU3</i></p> <ul style="list-style-type: none"> self-assessment is the process of learning about yourself. (9.2.12.CAP.4) (6.1.5.EconNM.6) (NJSLSA.R7) work values are the aspects of work that are most important to a person and represent what you want from a job or career. (9.2.12.CAP.4) 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> explain the difference between a job and a career. (9.2.12.CAP.4) discuss the importance of planning for your career. (9.2.12.CAP.4) <p><i>EU 2</i></p> <ul style="list-style-type: none"> describe a marketing professional. (9.2.12.CAP.4) (6.1.5.EconNM.6) describe ways to research a career in marketing. (9.2.12.CAP.4) (NJSLSA.R7) explore whether a marketing career might be for you. (9.2.12.CAP.4) (NJSLSA.R7) <p><i>EU3</i></p> <ul style="list-style-type: none"> explain how planning can help you achieve your career goals. (9.2.12.CAP.4) (6.1.5.EconNM.6) (NJSLSA.R7) describe how to learn about yourself through the process of self-assessment. (9.2.12.CAP.4)
<p>Stage Two - Assessment</p>	
<p>Stage Three - Instruction</p>	

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}

- Teacher lecture using Google Slide or Powerpoint Presentation for topic introduction. (A, EU1, EU2, EU3)
- Practice vocabulary through creating flash cards using online resources. (A, EU1, EU2, EU3)
- Watch and discuss relevant video clips. (A, EU1, EU2, EU3)
- Summative Assessment: End of unit assessment (A, EU1, EU2, EU3)
- Check for understanding using critical thinking questions. (A, M, EU1, EU2, EU3)
- Create Career Ladder. (M, EU1)
- Career Paths in Marketing Article Review. (M, EU2)
- Research resources to assist with a career in marketing. (M, EU2)
- Discussion on the difference between a job and a career. (M, EU3)
- List criteria for success in workplace. (M, EU3)
- Develop personal SMART goals for achievement. (T, EU1)
- Research and present a career in marketing. (T, EU1)
- Role play an interview for a position in a marketing department. (T, EU2)
- Utilized Career One Stop website for self assessment. (T, EU2)
- Research post-secondary education requirements for a career in marketing. (T, EU3)
- Create a LinkedIn profile. (T, EU3)
- Knowledge Matters - Virtual Business Retailing. (T, EU1, EU2, EU3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Marketing Basics	40 days
2	Product	30 days
3	Promotion	55 days
4	Price	25 days
5	Place	15 days
6	Careers	15 days

Instructional Materials

Marketing Dynamics, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.

Marketing Dynamics Student Workbook, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.

[Stukent - Mimic Social: High School.](#)

[Knowledge Matters - Virtual Business Retailing.](#)

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.