

Course: *Introduction to Business*
Unit #2: *Marketing*

Year of Implementation: 2024-2025

Curriculum Team Members

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Stage One - Desired Results

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

https://nj.gov/education/standards/clicks/Docs/2014_9.3_21LifeAndCareers.pdf

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

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

● **Unit Standards:**

○ **Content Standards**

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently
- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK.6 Select, monitor and manage sales and distribution channels.

- 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- **21st Century Life & Career Standards**
 - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
 - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
 - 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).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
 - Companion Standards:
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf

○ **Interdisciplinary Content Standards**

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to describe what factors of the promotional mix contribute to the success or failure of products in the marketplace.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.org/Page/6163>

1. utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
2. analyze global interdependencies while evaluating the importance of cultural perspectives and diverse values
3. apply information technology to achieve an organization's business goals
4. create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
5. use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

EU 1

- a product's marketing campaign is aimed towards a specific target market.

EU 2

- utilizing the four P's, marketing accentuates the value proposition of goods and services for consumers.

Essential Questions

- Why would you choose one specific target market over another?
- How do the four P's of marketing work together in driving a product to market?

Knowledge

Students will know . . .

EU 1

- that the proper target market must be identified prior to marketing the product or service. (9.3.MK.2)

EU 2

- what the 4 P's stand for and how they are interrelated. (9.3.MK.8)

Skills

Students will be able to. . .

EU 1

- define a target market. (9.3.MK.2)
- list and give examples of various target markets and products they consume. (9.3.MK.2)

EU 2

- list and explain the 4 P's in the marketing mix. (9.3.MK.8)

Stage Two - Assessment

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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} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Present lessons including relevant introductory vocabulary in Marketing **(A, EU1, EU2)**
- Teacher led discussion and notes on what is marketing **(A, EU1, EU2)**
- Compose a list of risks and rewards for a marketing campaign **(A, EU1, EU2)**
- Critique the history of real world business mistakes and how they would do it differently if given the opportunity **(T, EU2)**
- Commercials Activity – Watch different commercials and find appropriate target markets **(M, EU1)**
- Lecture on subject matter **(A, EU1, EU2)**
- Guided practice on determining the target market segmentations **(A, EU1)**
- Pair and share on project results. **(T, EU1, EU2)**
- Prepare survey questions for market research **(A, EU1, EU2)**
- Design a package for a product using the 4 P's **(T, EU2)**
- Identify slogans and catchphrases for various companies and/or products **(M, EU2)**
- Create a music billboard **(M, EU1, EU2)**
- Food Truck Creation **(M,T, EU1, EU2)**
- Design a package for egg transportation **(T, EU2)**
- Pricing calculations **(M, EU2)**
- Videos on successful entrepreneurs and how they marketed their products/services/businesses **(M, EU1, EU2)**
- Carousel brainstorm comparing the 4 P's **(M, EU2)**
- Discuss and debate marketing gone wrong **(M, EU1, EU2)**
- New Jersey Hall of Fame Marketing Elections **(T, EU1, EU2)**

- Create a Holiday Project (**A, EU1, EU2**)
- Create a new product with infomercial (**M,T, EU1, EU2**)

Pacing Guide

{This chart will be identical in all of the units for this course.}

| Unit # | Title of Unit | Approximate # of teaching days |
|---------------|------------------------------------|---------------------------------------|
| 1 | The Economic Environment | 36 |
| 2 | Marketing | 15 |
| 3 | Business Structures and Management | 39 |
| 4 | Financial Management | 45 |

Instructional Materials

- Google Suite
- Online textbook to be named later
- Teacher textbook - hard copy
- Presentation technology (i.e. projector or smart TV)

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.