

Rumson-Fair Haven Regional High School

Course: *Principles of Marketing*

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Section I: Course Description

Principles of Marketing introduces business-minded students to the fundamentals of marketing, digital marketing, social media ethics and advocacy, personal branding, product development, buyers and markets, content creation, promotions, and selling. Students will have opportunities to apply marketing principles and tactics through real-world marketing simulations and projects that foster creativity and collaboration. The goal of this course will be to have students develop critical skills in economics, market segmentation, SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, search engine optimization, copywriting, print advertising, and digital marketing. The study of marketing can equip students with valuable skills that can be applied in future careers, including brand management, merchandising, account executive, marketing analyst, public relations specialist, and social media marketing.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. [2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills:](#)
 - o 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. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards-Career Readiness, Life Literacies, and Key Skills (NJSLs-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.
2. [2023 New Jersey Student Learning Standards English Language Arts:](#)
 - o A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
3. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSLs:](#)
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. [Standard 9.4 \(Life Literacies and Key Skills\) of the 2020 NJSLs:](#)
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
5. [*Amistad Law: N.J.S.A. 18A 52:16A-88:](#)

- o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “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.”
- 6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “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.”
- 7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
- 8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
- 9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Principles of Marketing* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include, but are not limited to, those outlined on the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Principles of Marketing* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLSA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Principles of Marketing</i>	Grade Level: 10-12
Unit I: Initiating the Marketing Process	Weeks 1-4

Unit II: Target Marketing Opportunities & Market Research	Weeks 5-9
Unit III: Product Development & Brand Management	Weeks 10-13
Unit IV: Promotions (Advertising & Social Media)	Weeks 14-17
Unit V: From Idea to Impact: Launching a Full-Service Marketing Campaign	Weeks 18-20

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Principles of Marketing*:

- Google Classroom
- Common Sense Education (www.commonsense.org)
- YouTube ([YouTube: Home](#))
- Class Companion ([Class Companion - AI Teaching Assistant](#))
- Next Gen Personal Finance ([NGPF](#))
- The Fed ([The Fed of St. Louis](#))
- *The New York Times*
- *Business Week*
- *Bloomberg*
- *CNN Business*
- *Forbes*
- *The Wall Street Journal*
- *Fortune Magazine*
- Openstax Textbook
- [Canva.com](https://www.canva.com)
- TedTalks

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Principles of Marketing* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Principles of Marketing* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *Principles of Marketing* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Principles of Marketing* curriculum by the *Principles of Marketing* instructional team:

Unit I: Initiating the Marketing Process
Unit Summary
In this unit, students will become familiar with the fundamental concepts of marketing, which will serve as a key framework for developing marketing strategies. Specifically, they will review the 4 Ps of Marketing (price, product, place, promotion) and SWOT analysis (strengths, weaknesses, opportunities, and threats). Think of this unit as a marketing compass, providing students with the essential directions (marketing concepts), tools (the 4Ps and SWOT analysis), and a map (understanding markets and consumers) to navigate the dynamic landscape of the business world, preparing them for future success. In essence, the unit will cover the core elements of marketing, principles of pricing, and the role of promotions.

Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Principles in Marketing</i> :		
2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.3.MK.1-2, 9.3.MK.5, 9.3.MK-MGT.2, 9.3.MK-MER.2, 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.TL.3 2023 New Jersey Student Learning Standards English Language Arts - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A-B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A-B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.1.12.IC.1-2, 8.1.12.DA.1,5, 8.2.12.ED.1-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1, 8.2.12.EC.1		
Unit Essential Questions	Unit Enduring Understandings	
- What are the core elements of marketing, and how do they work together to influence business success? - How does understanding a target market and market segmentation help businesses meet customer needs? - How do the 4 Ps of marketing help businesses create and deliver value to customers? - What is SWOT analysis, and how does it help marketers make strategic decisions? - Why is pricing both an art and a science in the marketing process?	- Marketing is built on interconnected elements—product, price, place, and promotion—that must align with a company’s goals and customer needs to be effective. - Identifying target markets and segmenting consumers based on demographics, behaviors, or needs allows marketers to tailor strategies that increase effectiveness and efficiency. - The 4 Ps (product, price, place, promotion) provide a framework for delivering value by ensuring the right product reaches the right customer at the right price and time. - SWOT analysis helps businesses assess internal strengths and weaknesses as well as external opportunities and threats to make informed marketing and strategic decisions. - Pricing decisions must balance customer perception, cost, competition, and business objectives, making it a strategic tool for positioning a product in the market.	
Evidence of Learning		
Formative & Alternative Assessments: - Quizzes - Discussions - Classwork Activities - Group Activities - Do Nows/Warm-up responses - Current Event Analyses - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Projects (Benchmark) - Multi-media presentations (Benchmark) - Oral presentations (Benchmark)	Resources Needed: - Newspapers, magazines, and online periodicals - Openstax Textbook - Canva - TedTalks - Youtube - Newsela - Next Gen Personal Finance (NGPF)

Unit II: Target Marketing Opportunities & Market Research
Unit Summary
In this unit, students will learn how to conduct a focus group to understand who their target buyer is for a product or service. This is crucial for identifying and understanding their target market, and it should be data-driven and quantitative to consider product positioning, positioning map, and sales forecasting. They will also analyze their findings from the focus groups to design a marketing strategy. Students will learn how to acquire the necessary information and intelligence to make effective business decisions by implementing marketing research. The unit emphasizes understanding and applying various distribution channels and models, as well as the significance of a product's visual identity, branding, and its emotional connection with consumers.
Standards/Core Ideas/Performance Expectations/Progress Indicators
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Principles of Marketing</i>: 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.3.MK.1-2, 9.3.MK.5, 9.3.MK-MGT.2, 9.3.MK-MER.2, 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.TL.3 2023 New Jersey Student Learning Standards English Language Arts - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A-B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A-B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5

2020 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.1.12.IC.1-2, 8.1.12.DA.1,5, 8.2.12.ED.1-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1, 8.2.12.EC.1		
Unit Essential Questions	Unit Enduring Understandings	
- What is the role of market research, and how is it used to gain customer insight and make informed decisions? - What are the different types and methods of market research, and how are ethical considerations addressed? - Why do marketers segment markets, and what are the steps involved in segmenting and targeting? - How is product positioning used as a key element of marketing strategy?	- Accurate and efficient research gathering is a fundamental underpinning of marketing, essential for data-driven decision making and risk reduction. - Market research (quantitative and qualitative) helps explain consumer intentions and behaviors, facilitating prediction. - Market segmentation is crucial for identifying and understanding target markets. - Product positioning is a key element that defines a product's image and competitive advantage within a target market.	
Evidence of Learning		
Formative & Alternative Assessments: - Quizzes - Discussions - Classwork Activities - Group Activities - Do Nows/Warm-up responses - Current Event Analyses - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Projects - Multi-media presentations - Oral presentations	Resources Needed: - Newspapers, magazines, and online periodicals - Openstax Textbook - Canva - TedTalks - Youtube - Newsela - Next Gen Personal Finance (NGPF)

Unit III: Product Development & Brand Management	
Unit Summary	
In this unit, students will become familiar with the entire lifecycle of a product, from its initial development to its market presence and its eventual decline. Through investigating and evaluating the product development process, students will explore the critical steps and considerations involved in developing strategies to highlight what products offer to the consumer. One major focus will include packaging and labeling as a way to drive product sales, concentrating on the importance of product presentation. This unit delves into how products are presented to consumers, both visually and through strategic placement in the marketplace. Creating a strong brand identity is crucial for customers to become aware of the product and for businesses to achieve sales and profitability. Students will understand how brand identity is established, its importance in marketing, and the role of packaging and labeling in shaping a brand's image.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Principles of Marketing</i>: 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.3.MK.1-2, 9.3.MK.5, 9.3.MK-MGT.2, 9.3.MK-MER.2, 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.TL.3 2023 New Jersey Student Learning Standards English Language Arts - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A-B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A-B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.1.12.IC.1-2, 8.1.12.DA.1,5, 8.2.12.ED.1-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1, 8.2.12.EC.1	
Unit Essential Questions	Unit Enduring Understandings
- How are new products developed, and what are the specific steps in the new product development process? - What is the product life cycle, and how do marketers manage products through its different stages? - What is branding, and how is it crucial for business success? - How do elements like packaging and	- The new product development process is a systematic approach with defined stages that must be followed for successful product launches. - Products move through a life cycle (introduction, growth, maturity, decline), requiring different marketing strategies at each stage. - Branding is a central concept in marketing and a long-term strategy, focusing on differentiating products and building reputation and value beyond mere factual information. - Packaging and labeling are integral to branding and product

labeling contribute to a brand's image and impact consumer perception?	development, influencing consumer perception and providing essential information.
Evidence of Learning	
Formative & Alternative Assessments: - Quizzes - Discussions - Classwork Activities - Group Activities - Do Nows/Warm-up responses - Current Event Analyses - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Projects - Multi-media presentations - Oral presentations
Resources Needed: - Newspapers, magazines, and online periodicals - Openstax Textbook - Canva - TedTalks - Youtube - Newsela - Next Gen Personal Finance (NGPF)	

Unit IV: Promotions (Advertising & Public Relations)	
Unit Summary	
In this unit, students will explore the role of promotions in marketing, with a focus on advertising and social media. They will learn about the promotional mix and how promotion strategies evolve based on the product life cycle. This unit emphasizes the growing importance of direct and social media marketing, examining how businesses are shifting from traditional models to more interactive, digital approaches. Students will analyze how social media has transformed branding, advertising, and public relations, and consider both the opportunities and challenges that come with digital marketing. They will apply foundational marketing concepts to develop persuasive campaigns, create promotional content, and manage brand reputation. Through collaborative projects such as ad campaigns and promotional events, students will demonstrate their ability to communicate and execute a clear marketing vision.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Principles of Marketing</i>: 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.3.MK.1-2, 9.3.MK.5, 9.3.MK-MGT.2, 9.3.MK-MER.2, 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.TL.3 2023 New Jersey Student Learning Standards English Language Arts - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A-B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A-B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.1.12.IC.1-2, 8.1.12.DA.1.5, 8.2.12.ED.1-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1, 8.2.12.EC.1	
Unit Essential Questions	Unit Enduring Understandings
- How do businesses choose the most effective promotional strategies for their products and audiences? - In what ways has social media transformed traditional advertising and brand communication? - How does the product life cycle influence the type and intensity of promotional efforts? - What makes a marketing message persuasive, memorable, and ethical? - What are the benefits and challenges of using digital and social media in marketing campaigns? - How do promotional strategies support brand reputation and customer engagement?	- Promotional strategies must be tailored to the target audience, product type, and market conditions to effectively communicate value and drive action. - Social media has redefined how brands connect with consumers by enabling real-time, interactive, and highly targeted communication. - As a product moves through its life cycle, the focus and form of promotions must evolve to match changing customer needs and business goals. - Persuasive marketing combines creativity, clarity, and ethical responsibility to influence consumer decisions while building trust. - Digital and social media offer powerful tools for brand promotion, but require strategic planning to navigate platform differences, algorithms, and audience expectations. - Consistent and well-managed promotions enhance brand identity and customer loyalty while helping businesses respond to feedback and maintain their reputation.
Evidence of Learning	
Formative & Alternative Assessments: Quizzes	Benchmark & Summative Assessments: Projects
Resources Needed: Newspapers, magazines, and online periodicals	

• Discussions • Classwork Activities • Group Activities • Do Nows/Warm-up responses • Current Event Analyses • Individual student check-ins with teacher	• Multi-media presentations • Oral presentations	• Openstax Textbook • Canva • TedTalks • Youtube • Newsela • Next Gen Personal Finance (NGPF)
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Unit V: From Idea to Impact: Launching a Full-Service Marketing Campaign

Unit Summary

In this culminating unit, students will apply their foundational marketing knowledge to plan, design, and execute a full-service marketing campaign. Beginning with a product or service idea, students will conduct market research, identify a target audience, and develop a brand identity. They will integrate key marketing components (including product positioning, pricing strategy, promotional tactics, and distribution channels) into a cohesive campaign plan. Emphasis will be placed on digital and traditional promotional methods, campaign messaging, and content creation. Through project work, students will simulate real-world marketing roles and responsibilities, producing deliverables such as advertising materials, social media content, and a final campaign pitch. By the end of the unit, students will demonstrate their ability to launch a strategic, audience-focused campaign that reflects creativity, planning, and measurable impact.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Principles in Marketing*:

- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.3.MK.1-2, 9.3.MK.5, 9.3.MK-MGT.2, 9.3.MK-MER.2, 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.TL.3
- *2023 New Jersey Student Learning Standards English Language Arts*
 - L.KL.11-12.2.A, RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.MF.11-12.6, W.AW.11-12.1.A, W.AW.11-12.1.D, W.IW.11-12.2.A-B, W.WR.11-12.5, W.SE.11-12.6, SL.PE.11-12.1.A-B, SL.II.11-12.2, SL.PI.11-12.4, SL.UM.11-12.5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1-2, 8.1.12.DA.1,5, 8.2.12.ED.1-6, 8.2.12.ITH.1-3, 8.2.12.NT.1-2, 8.2.12.ETW.1, 8.2.12.EC.1

Unit Essential Questions

- How do marketers transform an idea into a fully developed campaign that connects with a target audience?
- How do the elements of the marketing mix work together to support a brand's message and goals?
- How can marketers use both digital and traditional media effectively in a unified campaign?
- What makes a marketing campaign persuasive, memorable, and results-driven?
- How do marketers measure the impact and effectiveness of a campaign?

Unit Enduring Understandings

- A successful marketing campaign begins with a clear understanding of the product, audience, and brand identity, and requires strategic planning from concept to launch.
- The elements of the marketing mix—product, price, place, and promotion—must be aligned to deliver a consistent and effective message.
- Integrating digital and traditional media helps reach diverse audiences and reinforces brand visibility across platforms.
- Persuasive campaigns rely on creativity, clarity, and a deep understanding of the audience to generate interest and action.
- Marketers use data, feedback, and performance metrics to evaluate the success of campaigns and make informed improvements.

Evidence of Learning

Formative & Alternative Assessments:

- Quizzes
- Discussions
- Classwork Activities
- Group Activities
- Do Nows/Warm-up responses
- Current event analyses
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Projects
- Multi-media presentations
- Oral presentations

Resources Needed:

- Newspapers, magazines, and online periodicals
- Openstax Textbook
- Canva
- TedTalks
- Youtube
- Newsela
- Next Gen Personal Finance (NGPF)

Section IX: Unit Reflection

The *Principles of Marketing* instructional team must confer upon the completion of each instructional unit in the *Principles of Marketing* curriculum and rate the degree to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Principles of Marketing* curriculum.

Unit Reflection Form: Principles of Marketing			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix ***Writing Instruction and the RFH Community***

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis.

Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)