

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Honors Marketing & Merchandising

Born on: July, 2022

Previous Revision: July, 2023

Current Revision: July, 2026

Board Approval 8/24/2026

HONORS MARKETING & MERCHANDISING: Course Description

Honors Marketing & Merchandising is an advanced marketing course for students in grades 11-12. The course examines the concepts, tools, evidence, and analysis underlying marketing decisions, with emphasis on the demand side of the marketplace: consumer behavior, competition, market research, advertising, promotion, digital/mobile and social-media marketing, merchandising, and sports and entertainment marketing. Students apply the marketing mix to authentic cases, analyze market and campaign data, evaluate ethical and social implications, and develop evidence-based recommendations and original marketing campaigns. Hands-on applications, current business cases, digital tools, collaborative work, and client-style presentations are used to develop higher-order analysis, creativity, communication, and career readiness.

Recommended resources: subscription access to Harvard Business Review when available; Kotler, Marketing Management; current teacher-selected industry cases, data, and digital marketing resources.

Student Outcomes

- Apply the marketing mix and advanced marketing strategy concepts to authentic products, services, organizations, and markets.
- Design and conduct market research; evaluate source quality; analyze qualitative and quantitative evidence; and communicate defensible findings.
- Analyze consumer behavior using psychological, sociocultural, economic, technological, and global factors that influence purchase decisions.
- Evaluate competition, market segmentation, positioning, customer value, and strategic options using evidence and case analysis.
- Develop and defend integrated advertising and promotional strategies using appropriate media, budgets, metrics, and audience considerations.
- Create and evaluate digital, mobile, social-media, content, influencer, and search-related marketing strategies using current campaign metrics and ethical practices.
- Apply marketing principles to sports and entertainment products, branding, licensing, intellectual property, sponsorships, dynamic pricing, venues, promotions, and revenue streams.
- Use spreadsheets, presentation/design platforms, research tools, analytics, and collaborative technologies to support marketing decisions and professional communication.
- Write and present polished, evidence-based marketing recommendations, campaign rationales, research findings, and client-style pitches.
- Demonstrate ethical decision-making, social responsibility, cultural/global competence, teamwork, leadership, creativity, and professional conduct.
- Explore postsecondary and career pathways in marketing, advertising, digital media, sports/entertainment marketing, merchandising, public relations, research, sales, and related business fields.

Course Configuration and Standards Alignment

Course Type: Stand-alone Honors course | Grade Band: 11-12 | Course: Honors Marketing & Merchandising

The curriculum uses only Career Readiness, Life Literacies, and Key Skills performance expectations that are directly supported by course content. Unit maps use a selected 9.1 expectation only where consumer culture, social comparison, production/consumption, and societal responsibility are directly addressed; selected 9.2 Career Awareness and Planning expectations where students identify transferable skills connected to marketing career pathways; and selected 9.4 expectations for creativity, critical thinking, information and media literacy, global/cultural awareness, collaboration, and technology literacy.

Interdisciplinary Connections

English Language Arts is integrated through close reading of complex business and marketing texts, evaluation of evidence and source credibility, research, argument and explanatory writing, campaign rationales, case analysis, discussion, and professional presentations. Mathematics is integrated through survey and market data, percentages, pricing, budgets, cost/benefit and return measures, market comparisons, charts/graphs, campaign analytics, and spreadsheet modeling.

Science standards are included only when a lesson requires direct science content and assessment; the current course does not require a course-wide science performance expectation.

Core Instructional and Supplemental Materials

- Core materials: Kotler, Marketing Management (when available); district/teacher-created honors-level lessons, cases, data sets, simulations, and marketing resources aligned to unit objectives.
- Authentic materials may include Harvard Business Review cases and articles, current company/brand campaigns, market research, consumer data, digital analytics, advertisements, social-media content, sponsorship/endorsement examples, sports and entertainment properties, pricing data, and industry reports selected by the teacher.
- Students use appropriate digital research, spreadsheet, survey, presentation/design, collaboration, and analytics tools to gather evidence, model decisions, communicate findings, and develop marketing products.
- Accessible/leveled readings, vocabulary supports, audio/digital text, teacher-created summaries, graphic organizers, guided notes, alternative media, and assistive technology are used when required by IEP, 504, multilingual learner, or other documented student needs.

Assessment Framework

Each unit includes formative (F), summative (S), benchmark (B), and alternative (A) assessments. Common benchmark checkpoints are described in Appendix C. Honors-level assessments emphasize analysis, synthesis, evaluation, independent evidence gathering, quantitative interpretation, written justification, and professional communication. Alternative formats measure the same priority objectives and may include an oral case defense, recorded campaign presentation, research/data portfolio, structured conference, annotated marketing plan, or simulated client pitch.

Pacing Guide

Unit	Focus	Time Frame
I	Marketing Review: What Is Marketing?	4 weeks
II	Market Research: Initiating the Marketing Process	4-6 weeks
III	Consumer Behavior: Understanding Buyers and Markets	4-6 weeks
IV	Advertising and Promotion	4-6 weeks
V	Digital, Mobile Marketing and Social Media Advertising	4-6 weeks
VI	Sports and Entertainment Marketing	8 weeks

Pacing is a guide and may be adjusted for the school calendar, student readiness, honors-level case studies, authentic current events, research cycles, project development, reteaching, enrichment, and assessment needs while maintaining the sequence and priority outcomes.

Unit I - Marketing Review: What Is Marketing?

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit I - Marketing Review: What Is Marketing? Time Frame: 4 Weeks Content Statement: Students review and deepen prior marketing knowledge, including the marketing mix, product mix, strategy and planning, target markets, segmentation, and the evolution of marketing as consumer tastes, communication technologies, and digital platforms have changed. The unit establishes the honors-level expectation that marketing decisions must be supported by evidence, strategic reasoning, and ethical consideration. Essential Questions: • What role does marketing play in business and society? • How and why are products and services marketed to particular audiences? • How do organizations identify and meet a target market? • How has marketing evolved in response to consumer behavior, technology, and competition? • How should marketers balance customer value, organizational goals, and responsible decision-making?	• Marketing mix and product mix • Marketing strategy and planning • Target markets and segmentation • Customer value • Market evolution • Digital/mobile platforms • Competition and macroeconomic context • Ethics and social responsibility	Students will be able to: • Apply the four Ps to complex current examples and explain how the elements work together. • Analyze a firm's marketing strategy, target market, positioning, and competitive context. • Evaluate how technological and consumer changes influence marketing decisions. • Use evidence from current sources and case material to defend a marketing recommendation. • Identify ethical, social, and cultural implications of a marketing decision. Honors-Level Expectations: • Students move beyond identification to comparative analysis, evaluation of competing strategies, synthesis of multiple sources, and written/oral defense of recommendations. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.1.12.EG.5 • 9.2.12.CAP.6 • 9.4.12.CI.1 • 9.4.12.CI.3 • 9.4.12.CT.1 • 9.4.12.GCA.1 • 9.4.12.IML.1 • 9.4.12.IML.8 • 9.4.12.TL.1 ELA • RI.CR.11-12.1 • W.AW.11-12.1 • W.SE.11-12.6 • SL.II.11-12.2 • SL.PE.11-12.1 Mathematics • MP.2 • MP.4	Formative (F) • Honors-level case/article annotations or short analytical responses • Class discussion / collaborative case analysis • Data, media, or campaign critique • Exit tickets, reflections, or concept checks • Teacher observation of evidence use, application, communication, and teamwork Summative (S) • Honors marketing-strategy case analysis evaluating the marketing mix, target market, competitive context, evolution of the brand/strategy, and evidence-based recommendations Benchmark (B) • Benchmark 1 evidence begins: strategic analysis, source use, target-market reasoning, and professional communication Alternative (A) • Oral case/campaign defense, recorded presentation, annotated research/data portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	• Kotler, Marketing Management selections • Harvard Business Review marketing strategy cases/articles • Current brand/company examples • Wall Street Journal or comparable current business reporting • Teacher-selected digital marketing examples

Unit II - Market Research: Initiating the Marketing Process

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit II - Market Research: Initiating the Marketing Process Time Frame: 4-6 Weeks Content Statement: Students study the market research process from problem definition through research design, data collection, analysis, and reporting. They develop unbiased research instruments, distinguish useful evidence from weak or biased information, analyze market data for trends, and use findings to recommend strategic adjustments. Essential Questions: • What makes market research valid, reliable, ethical, and useful? • How does a firm determine what customers value? • How should an organization allocate marketing resources to reach a target market? • How can marketers reduce bias when designing questions, surveys, observations, and focus groups? • How should a business respond when research evidence challenges its original strategy?	• Research problem and objectives • Primary and secondary research • Research design • Surveys, observations, and focus groups • Sampling and bias • Qualitative and quantitative evidence • Data analysis and visualization • Customer value • Competition • Ethics and responsible data use • Reporting and strategic recommendations	Students will be able to: • Define a marketing problem and develop focused research questions/objectives. • Design and critique surveys, observations, or focus-group protocols for bias and usefulness. • Gather and evaluate authoritative primary and secondary evidence. • Analyze research data using tables, graphs, percentages, and spreadsheets as appropriate. • Identify patterns, limitations, and competing interpretations in research findings. • Present a defensible recommendation supported by research evidence and acknowledge limitations. Honors-Level Expectations: • Students independently design a research approach, justify methodological choices, analyze data, evaluate bias/limitations, and produce a professional research report or presentation. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.2.12.CAP.6 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.1 • 9.4.12.IML.3 • 9.4.12.IML.4 • 9.4.12.IML.8 • 9.4.12.TL.1 • 9.4.12.TL.3 ELA • RI.CR.11-12.1 • W.IW.11-12.2 • W.SE.11-12.6 • SL.II.11-12.2 • SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Honors-level case/article annotations or short analytical responses • Class discussion / collaborative case analysis • Data, media, or campaign critique • Exit tickets, reflections, or concept checks • Teacher observation of evidence use, application, communication, and teamwork Summative (S) • Honors market research project: research question, instrument/method, data collection or provided dataset, analysis, visualization, limitations, findings, and strategic recommendation Benchmark (B) • Benchmark 1: market research performance task demonstrating research design, source evaluation, quantitative analysis, bias/limitations, and evidence-based recommendation Alternative (A) • Oral case/campaign defense, recorded presentation, annotated research/data portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	• Field research: surveys, observations, or focus groups • Harvard Business Review research/strategy articles • Teacher-selected datasets and market reports • Survey/spreadsheet tools • Current consumer/competitor data

Unit III - Consumer Behavior: Understanding Buyers and Markets

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit III - Consumer Behavior: Understanding Buyers and Markets Time Frame: 4-6 Weeks Content Statement: Students analyze consumer and organizational buying behavior, including psychological, sociocultural, economic, technological, and environmental influences. They examine purchase-decision processes, values/attitudes/lifestyles, B2B and government buying, global marketing factors, e-commerce, influencers, and social-media marketing. Essential Questions: - How do values, beliefs, attitudes, lifestyles, and social influences shape consumer decisions? - How does the consumer purchase decision process differ across products, services, and levels of involvement? - How does organizational/B2B buying differ from consumer buying? - How do global and domestic environments alter marketing strategy? - How should marketers use behavioral insights responsibly rather than manipulatively?	- Consumer purchase decision process - Psychological influences - Values, attitudes, and lifestyles - Sociocultural influences - Segmentation and personas - B2B/organizational buying - Buying centers - Government buying - Global marketing - E-commerce and resale markets - Influencers and social platforms - Ethics and privacy	Students will be able to: - Analyze stages and variations in the consumer purchase decision process. - Evaluate psychological and sociocultural influences using evidence from cases and research. - Develop an evidence-based segmentation/persona proposal without stereotyping or unsupported assumptions. - Compare consumer, B2B, and government buying processes. - Evaluate global/cultural factors and digital platform influences on marketing decisions. - Assess ethical concerns involving targeting, persuasion, data, privacy, and representation. Honors-Level Expectations: - Students integrate behavioral theory, current evidence, cultural/global factors, and ethical analysis to explain and predict buyer responses in complex cases. Differentiation / Supports: - Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills 9.2.12.CAP.6 9.4.12.CT.1 9.4.12.GCA.1 9.4.12.IML.1 9.4.12.IML.3 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 ELA - RI.CR.11-12.1 - W.AW.11-12.1 - W.IW.11-12.2 - W.SE.11-12.6 - SL.II.11-12.2 Mathematics - MP.2 - MP.4 - MP.6	Formative (F) - Honors-level case/article annotations or short analytical responses - Class discussion / collaborative case analysis - Data, media, or campaign critique - Exit tickets, reflections, or concept checks - Teacher observation of evidence use, application, communication, and teamwork Summative (S) - Advanced consumer-behavior case analysis and segmentation recommendation supported by research, behavioral evidence, cultural considerations, and ethical reasoning Benchmark (B) - Benchmark 2 evidence begins: consumer insight, segmentation, source evaluation, global/cultural analysis, and ethical reasoning Alternative (A) - Oral case/campaign defense, recorded presentation, annotated research/data portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	- Consumer behavior cases and research summaries - Current e-commerce/social-media examples - Teacher-selected demographic/market data - Amazon or comparable platform case materials - Harvard Business Review consumer/strategy articles

Unit IV - Advertising and Promotion

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit IV - Advertising and Promotion Time Frame: 4-6 Weeks Content Statement: Students examine how advertising, promotion, merchandising, media, culture, and business trends interact. They compare push and pull strategies, advertising and promotional objectives, media selection, campaign budgeting, message design, persuasion, retail/online merchandising, and measures of campaign success. Essential Questions: • What makes advertising effective for a specific objective and audience? • Which promotional vehicle is best suited to a target audience and why? • How do online advertising and promotions influence business growth? • How do advertisers persuade consumers, and where are the ethical boundaries? • How should media costs, budgets, and campaign results be evaluated?	• Advertising in the promotional mix • Push and pull strategies • Promotional objectives • Media selection • Media costs and rates • Campaign budgeting • Persuasive techniques • Merchandising • Sampling and sales promotion • E-commerce and influencer promotion • Campaign metrics • Ethics and representation	Students will be able to: • Explain and compare advertising and promotional strategies. • Select media using audience, objective, reach, cost, credibility, platform, and brand-fit criteria. • Analyze promotional budgets and cost/benefit tradeoffs. • Evaluate advertisements for point of view, bias, persuasive techniques, and explicit/implicit messages. • Develop an integrated promotion/advertising plan and define measurable success criteria. • Defend creative and strategic choices using evidence and quantitative reasoning. Honors-Level Expectations: • Students analyze tradeoffs among competing media/budget strategies, critique professional campaigns, and construct an integrated campaign supported by evidence, metrics, and a written rationale. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.2.12.CAP.6 • 9.4.12.CI.1 • 9.4.12.CI.3 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.3 • 9.4.12.IML.4 • 9.4.12.IML.8 • 9.4.12.IML.9 • 9.4.12.TL.1 • 9.4.12.TL.3 ELA • RI.CR.11-12.1 • W.AW.11-12.1 • W.SE.11-12.6 • SL.II.11-12.2 • SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Honors-level case/article annotations or short analytical responses • Class discussion / collaborative case analysis • Data, media, or campaign critique • Exit tickets, reflections, or concept checks • Teacher observation of evidence use, application, communication, and teamwork Summative (S) • Integrated advertising/promotion campaign with audience analysis, media plan, budget rationale, creative products, ethical/media-literacy analysis, and evaluation metrics Benchmark (B) • Benchmark 2: advertising/promotion campaign analysis and defense using audience evidence, media evaluation, budget reasoning, and measurable outcomes Alternative (A) • Oral case/campaign defense, recorded presentation, annotated research/data portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	• Harvard Business Review advertising/brand cases • Current print, video, digital, and social advertisements • Media-rate/budget examples • Merchandising and promotional examples • Teacher-approved design/presentation tools

Unit V - Digital, Mobile Marketing and Social Media Advertising

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit V - Digital, Mobile Marketing and Social Media Advertising Time Frame: 4-6 Weeks Content Statement: Students analyze how digital, mobile, social-media, content, influencer, e-commerce, and search-related marketing work together. They examine platform strategy, audience behavior, content creation, search engine optimization, key performance indicators, digital campaign analytics, and responsible use of data and online communities. Essential Questions: - How can social networks be managed to maximize marketing and advertising investments? - What behavioral and psychological factors drive participation and engagement on digital platforms? - Which metrics and key performance indicators best measure campaign success? - How do traditional, digital, mobile, influencer, content, and search strategies complement or compete with one another? - What ethical responsibilities apply to data use, targeting, influencers, sponsored content, and algorithmic platforms?	- Digital versus traditional marketing - Mobile marketing - Social-media strategy - Content marketing - Influencer marketing - E-commerce and marketplace platforms - SEO and search visibility - Key performance indicators - Reach, engagement, conversion and related metrics - Digital analytics - Platform choice - Data/privacy and disclosure ethics	Students will be able to: - Develop platform-appropriate digital/social content aligned to brand and audience. - Select and justify digital channels using strategy, audience, cost, and performance evidence. - Analyze campaign data and key performance indicators using spreadsheets or dashboards when appropriate. - Explain how SEO and search visibility support brand awareness and customer acquisition. - Compare influencer, paid, owned, and earned media approaches. - Evaluate digital campaigns for credibility, bias, disclosure, privacy, and ethical persuasion. - Create and defend a digital marketing campaign using evidence and measurable objectives. Honors-Level Expectations: - Students interpret authentic or simulated digital analytics, compare platform strategies, evaluate limitations in metrics, and defend a multi-channel digital strategy to a client-style audience. Differentiation / Supports: - Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills 9.2.12.CAP.6 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.1 9.4.12.IML.1 9.4.12.IML.3 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 9.4.12.TL.3 ELA - RI.CR.11-12.1 - W.AW.11-12.1 - W.IW.11-12.2 - W.SE.11-12.6 - SL.II.11-12.2 - SL.PE.11-12.1 Mathematics - MP.2 - MP.4 - MP.5 - MP.6	Formative (F) - Honors-level case/article annotations or short analytical responses - Class discussion / collaborative case analysis - Data, media, or campaign critique - Exit tickets, reflections, or concept checks - Teacher observation of evidence use, application, communication, and teamwork Summative (S) - Digital/social marketing campaign with channel strategy, content, SEO/search considerations, KPI analysis, data interpretation, ethical analysis, and client-style presentation Benchmark (B) - Benchmark 3 evidence begins: integrated digital strategy, data/KPI reasoning, media literacy, technology use, and professional communication Alternative (A) - Oral case/campaign defense, recorded presentation, annotated research/data portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	- Current social-media/digital campaign examples - Teacher-selected digital analytics datasets - Harvard Business Review digital marketing/SEO articles - Amazon/Netflix or comparable digital platform cases - Spreadsheet, presentation/design, and approved analytics tools

Unit VI - Sports and Entertainment Marketing

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit VI - Sports and Entertainment Marketing Time Frame: 8 Weeks Content Statement: Students apply advanced marketing principles to sports and entertainment industries. The unit emphasizes branding, licensing, sponsorships, endorsements, intellectual property, media rights, promotions, merchandising, dynamic pricing, venues, consumer leisure spending, event economics, and revenue streams. Students synthesize course concepts in a substantial project, case, simulation, or presentation. Essential Questions: • What steps are necessary to develop and market a sports or entertainment product, event, or property? • How do sports and entertainment marketers build demand, brand value, and revenue? • How do dynamic pricing, venues, media rights, sponsorships, endorsements, licensing, and merchandising interact? • What is the economic impact of hosting a professional sports team or entertainment venue? • Why are trademarks, copyrights, naming rights, and other forms of intellectual property essential? • How should organizations evaluate the ethical, cultural, and reputational risks of athletes, entertainers, sponsors, and campaigns?	• Sports and entertainment products • Fan/consumer behavior • Branding and licensing • Sponsorships and endorsements • Merchandising • Dynamic pricing • Venue/location strategy • Event promotion • Media and naming rights • Copyright, trademark and intellectual property • Royalties and residuals • Revenue streams • Economic impact • Reputation and brand risk	Students will be able to: • Apply product-development and marketing strategy to a sports/entertainment property or event. • Design and defend a promotional mix for a franchise, event, athlete, entertainer, or entertainment product. • Analyze pricing, revenue streams, sponsorship, licensing, and merchandising opportunities. • Evaluate venue/location and event decisions using quantitative and qualitative evidence. • Research current industry trends and assess reputational, legal, ethical, and cultural considerations. • Explain why intellectual property and brand protection create economic value. • Present a comprehensive marketing proposal using professional written, visual, quantitative, and oral communication. Honors-Level Expectations: • Students synthesize market research, consumer behavior, advertising, digital strategy, pricing, branding, legal/ethical considerations, and financial reasoning in a capstone-level sports/entertainment marketing proposal or case defense. Differentiation / Supports: • Apply appropriate IEP, 504, Multilingual Learner, below-grade-level/at-risk, and Gifted & Talented supports. See Appendix A.	Career Readiness, Life Literacies & Key Skills • 9.2.12.CAP.6 • 9.4.12.CI.1 • 9.4.12.CI.3 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.GCA.1 • 9.4.12.IML.3 • 9.4.12.IML.8 • 9.4.12.TL.1 • 9.4.12.TL.3 ELA • RI.CR.11-12.1 • W.AW.11-12.1 • W.IW.11-12.2 • W.SE.11-12.6 • SL.II.11-12.2 • SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Honors-level case/article annotations or short analytical responses • Class discussion / collaborative case analysis • Data, media, or campaign critique • Exit tickets, reflections, or concept checks • Teacher observation of evidence use, application, communication, and teamwork Summative (S) • Capstone sports/entertainment marketing proposal, case, or simulation integrating research, consumer analysis, branding, pricing/revenue, promotion/digital strategy, intellectual property, ethics, quantitative evidence, and professional presentation Benchmark (B) • Benchmark 3: cumulative honors marketing capstone demonstrating strategic synthesis, independent evidence, quantitative analysis, media/digital literacy, ethical/global reasoning, and professional communication Alternative (A) • Oral case/campaign defense, recorded presentation, annotated research/data portfolio, simulated client pitch, or structured conference	• Sports/entertainment marketing cases and current industry reporting • Team, league, venue, streaming, music/film, or event data selected by teacher • Sponsorship/licensing/endorsement examples • Harvard Business Review and other current business cases • Teacher-approved simulation, spreadsheet, design, and presentation tools

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
				demonstrating the same priority objectives	

APPENDIX A - ACCOMMODATIONS AND MODIFICATIONS

The following supports supplement the examples embedded in each unit. Individual IEPs, 504 Plans, language-acquisition needs, student readiness, and district procedures govern implementation.

Learner Group	Possible Accommodations / Modifications
Special Education / IEP	Preferential seating; guided notes; chunk directions and assignments; model examples; graphic organizers; extended time as specified; reduced quantity without changing essential standards when appropriate; alternative response formats; frequent checks for understanding; assistive technology; word banks; clarified vocabulary; scaffolded research/data/case tasks; flexible assessment setting/schedule as specified.
504 Plans	Implement the student's 504 Plan; preferential seating; written/oral directions; extended time or flexible setting when specified; organizational supports; chunked tasks; access to notes/formulas/templates where permitted; breaks and assistive technology when documented.
Multilingual Learners	Preview essential marketing vocabulary; visuals and labeled examples; bilingual/glossary resources when available; sentence frames; modeled responses; chunked complex readings; audio/digital text; strategic peer collaboration; opportunities for oral rehearsal; additional processing time; clarify culturally specific marketing references.
Students Below Grade-Level Proficiency / At Risk	Explicit modeling; guided practice; shorter text segments; reading/writing organizers; checkpoints for long research/projects; re-teaching; conferencing; exemplars and rubrics; structured source/data supports; alternative media; additional time/support during common time or after school; monitor progress with frequent formative checks.
Gifted and Talented	More complex cases and datasets; independent research; advanced primary/industry sources; leadership roles; authentic client/audience constraints; comparative analysis across markets/platforms; additional statistical/data interpretation; extended strategic, entrepreneurial, or capstone applications.

APPENDIX B - HONORS MARKETING SKILLS AND AUTHENTIC APPLICATION

Skill Area	Student Application
Strategic Marketing Analysis	Apply the marketing mix, segmentation, positioning, competition, and customer-value concepts to complex cases and defend strategic recommendations.
Market Research	Frame research problems, design and critique methods, gather/evaluate sources, analyze data, identify bias/limitations, and report defensible findings.
Consumer Behavior	Use psychological, sociocultural, economic, technological, and global evidence to interpret buyer behavior and evaluate targeting decisions.
Advertising and Promotion	Evaluate media, budgets, persuasive strategies, merchandising, audience fit, ethics, and performance measures; design integrated campaigns.
Digital / Social Analytics	Analyze digital channels, content, SEO/search considerations, platform behavior, key performance indicators, campaign data, and ethical data practices.
Sports & Entertainment Marketing	Analyze brands, properties, events, pricing, venues, rights, sponsorships, licensing, endorsements, merchandising, revenue streams, and economic impacts.
Quantitative Reasoning	Interpret surveys, market data, prices, budgets, costs, rates, ratios/percentages, return measures, charts/graphs, and spreadsheets to support decisions.
Communication and Collaboration	Write polished marketing analyses and recommendations; present client-style pitches; collaborate productively; incorporate feedback; adapt communication to audience and purpose.
Ethics and Global/Cultural Competence	Evaluate truthfulness, consumer impact, privacy, representation, accessibility, cultural context, reputational risk, and social/economic consequences of marketing decisions.
Career Readiness	Connect advanced marketing competencies to advertising, digital media, sports/entertainment marketing, merchandising, public relations, research, sales, brand management, and related pathways.

APPENDIX C - BENCHMARK ASSESSMENTS

Benchmark	Approximate Point	Priority Evidence
Benchmark 1	After Unit II	Students complete an honors market-research performance task: define a marketing problem, evaluate sources, design/critique a research method, interpret quantitative and qualitative evidence, address bias/limitations, and defend a strategic recommendation.
Benchmark 2	After Unit IV	Students analyze consumer behavior and complete or critique an integrated advertising/promotion campaign using audience evidence, media analysis, budget/metric reasoning, ethical considerations, and written/oral justification.
Benchmark 3	End of Unit VI	Students complete a cumulative honors capstone or case defense integrating market research, consumer behavior, advertising, digital strategy, branding, pricing/revenue, sports/entertainment applications, media/data literacy, ethics, and professional communication.

Benchmark evidence may be collected through a common performance task, case analysis, research portfolio, campaign presentation, capstone proposal, or comparable teacher-approved format using common priority criteria. Results should inform reteaching, enrichment, and instructional adjustments.

APPENDIX D - SELECTED NJSLs AND INTERDISCIPLINARY CONNECTIONS

Standard	Honors Marketing & Merchandising Application
9.1.12.EG.5	Relate production and consumption to personal wealth, social comparison, and societal responsibilities when analyzing consumer culture and marketing influence.
Research and evaluate corporate governance/social-responsibility considerations when analyzing ethical marketing, stakeholder impact, representation, and brand reputation.	
9.2.12.CAP.6	Identify and apply transferable skills developed through advanced research, quantitative analysis, communication, creativity, teamwork, technology, and client-style projects.
Explain how marketing-related career paths may require different education, training, credentials, experiences, portfolios, and professional skills.	
Compare marketing, advertising, digital media, sports/entertainment, research, public relations, sales, and brand-related pathways using interests, skills, and career information when appropriate.	
9.4.12.CI.1	Use creative thinking to develop original campaign, content, brand, research, promotional, and sports/entertainment marketing solutions.
9.4.12.CI.3	Investigate opportunities for innovation, adaptation, growth, and new approaches as markets, media, platforms, technologies, and consumer behaviors change.
9.4.12.CT.1	Apply problem-solving strategies to complex marketing cases, research design, consumer insights, media selection, budget tradeoffs, and campaign evaluation.
9.4.12.CT.2	Use collaboration to improve analysis, challenge assumptions, synthesize evidence, and develop/defend group marketing solutions.
9.4.12.GCA.1	Analyze cultural and global considerations when interpreting consumers, designing messages, entering markets, and evaluating sports/entertainment audiences.
9.4.12.IML.1	Compare search/research strategies and select authoritative marketing, consumer, industry, and campaign information.
9.4.12.IML.3	Analyze market, survey, campaign, pricing, audience, or digital data using tools/models to make valid claims and recommendations.
9.4.12.IML.4	Assess and critique data visualizations, dashboards, campaign metrics, and visual marketing information for audience, accuracy, and purpose.
9.4.12.IML.8 / 9.4.12.IML.9	Evaluate advertising, influencer, social-media, brand, and entertainment messages for point of view, bias, motivations, persuasion, and explicit/implicit messages.
9.4.12.TL.1	Assess and use digital tools for research, survey design, analytics, spreadsheets, content/design, collaboration, and professional presentation.
9.4.12.TL.3	Analyze the effectiveness and quality of collaborative environments used to conduct research, develop campaigns, and manage complex marketing projects.

Interdisciplinary NJSLS Connections

Content Area / Standard	Course Application
ELA: RI.CR.11-12.1	Cite and analyze strong evidence from complex case studies, market research, current business texts, advertisements, consumer information, and industry sources.
ELA: W.AW.11-12.1	Write evidence-based arguments and strategic recommendations about marketing, consumer behavior, media, ethics, digital strategy, and campaign effectiveness.
ELA: W.IW.11-12.2	Write clear informative/explanatory research reports, market analyses, campaign rationales, strategic plans, and client-facing documents.
ELA: W.SE.11-12.6	Gather, evaluate, integrate, and cite authoritative print/digital evidence responsibly across research and case work.
ELA: SL.PE.11-12.1	Participate effectively in honors-level case discussion, collaborative research, peer critique, campaign development, and client-style presentations.
ELA: SL.II.11-12.2	Integrate and evaluate information from visual, quantitative, digital, multimedia, and oral formats, including data dashboards and campaign media.
Mathematics: MP.2	Reason quantitatively with survey results, market data, percentages, prices, budgets, advertising costs, digital metrics, economic impact, and return measures.
Mathematics: MP.4	Model marketing situations using tables, graphs, spreadsheets, budgets, market comparisons, research results, campaign metrics, and revenue/economic-impact evidence.
Mathematics: MP.5	Use appropriate tools strategically, including calculators, spreadsheets, survey tools, digital analytics, data visualizations, and presentation/design platforms.
Mathematics: MP.6	Attend to precision in calculations, metrics, assumptions, labels, units, percentages, data displays, and interpretation of quantitative marketing evidence.

Science: No science NJSLS is assigned course-wide because the current six units do not require a direct science performance expectation. A science standard should be added only when a specific project includes direct science content and assessment, such as a sustained analysis of environmental claims, product science, or scientific evidence in marketing.

Career Readiness, Life Literacies, and Key Skills Practices

Practice	Honors Marketing & Merchandising Integration
1. Act as a Responsible and Contributing Community Member and Employee	Fulfill project roles, meet deadlines, communicate professionally, use evidence responsibly, and consider impacts on consumers, communities, organizations, and stakeholders.
2. Attend to Financial Well-Being	Evaluate prices, budgets, costs, value, consumer decisions, revenue streams, and return/performance measures when marketing activities require financial reasoning.
3. Consider the Environmental, Social and Economic Impacts of Decisions	Evaluate ethical, social, cultural, economic, reputational, privacy, and stakeholder impacts of marketing and sports/entertainment decisions.
4. Demonstrate Creativity and Innovation	Develop original research approaches, campaign concepts, content, media strategies, promotional solutions, and capstone proposals.
5. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them	Analyze complex cases and data, compare alternatives, identify limitations/tradeoffs, challenge assumptions, and justify recommendations.

Practice	Honors Marketing & Merchandising Integration
6. Model Integrity, Ethical Leadership and Effective Management	Use accurate claims, fair representation, transparent sponsored content, responsible data/source use, ethical persuasion, and professional conduct.
7. Plan Education and Career Paths Aligned to Personal Goals	Explore postsecondary and career pathways in marketing, advertising, analytics, digital media, sports/entertainment, public relations, merchandising, research, sales, and brand management.
8. Use Technology to Enhance Productivity, Increase Collaboration and Communicate Effectively	Use research, survey, spreadsheet, analytics, collaborative, design, and presentation tools appropriately and efficiently.
9. Work Productively in Teams while using Cultural/Global Competence	Create and evaluate marketing for diverse/global audiences, collaborate respectfully, and adapt strategy and communication to cultural context.

APPENDIX E - CURRICULUM READINESS CROSSWALK

Required Curriculum Element	Where It Is Addressed
Grade/grade-band expectations and course configuration	Course Configuration and Standards Alignment; Grade 11-12 honors unit maps; pacing guide.
Relevant Career Readiness, Life Literacies, and Key Skills performance expectations	Each unit NJSLs column; Appendix D selected standards and practices. Only standards directly supported by course content are included.
Integrated accommodations and modifications	Each unit Differentiation/Supports section; Appendix A for Special Education/IEP, 504, Multilingual Learners, students below grade-level proficiency/at risk, and Gifted and Talented students.
Formative, summative, benchmark, and alternative assessments	Assessment Framework; assessment column in every unit; Appendix C benchmark checkpoints.
Core instructional and supplemental materials	Front-matter Core Instructional and Supplemental Materials section; Suggested Materials column in every unit.
Pacing guide	Front-matter Pacing Guide and unit time frames.
Interdisciplinary connections	Front-matter Interdisciplinary Connections; ELA and Mathematics standards in unit maps; Appendix D interdisciplinary NJSLs table. Science is included only when directly supported.
Career Readiness, Life Literacies, and Key Skills Practices	Appendix D practices table and embedded application throughout the six units.
Honors rigor and authentic application	Advanced case analysis, independent research, quantitative interpretation, consumer behavior analysis, integrated advertising/digital campaigns, sports/entertainment capstone work, ethical/global reasoning, and client-style professional communication.

APPENDIX F - CAREER CONNECTIONS

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.