

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Marketing

Born On: August, 2020
Previous Revisions: July, 2023
Current Revision: July, 2026
Board Approval 8/24/2026

MARKETING I: Course Description

This course introduces students to the fundamentals of marketing, retailing, and selling/service businesses as well as basic economic concepts. Topics include supply and demand, competition, business cycles, market segmentation, distribution, human resources, the sales process, promotion, public relations, business ethics and social responsibility, and price planning and strategies. The course enables students to understand and apply marketing, management, and entrepreneurial principles to make economic decisions and exhibit social responsibility in a global economy. Hands-on learning, teamwork, leadership, effective communication, reflection, constructive feedback, and consideration of others' ideas are emphasized throughout the course.

Student Outcomes

- Explain the economic and social responsibilities of businesses and consumers in a free-market and competitive economy.
- Apply the marketing mix to products, services, brands, target markets, channels of distribution, pricing, and promotion.
- Conduct and interpret market research using demographic, psychographic, geographic, behavioral, and quantitative information.
- Analyze consumer behavior and explain how marketing messages, branding, visual merchandising, pricing, and media influence consumer decisions.
- Develop components of a marketing plan, including target-market description, branding, pricing, distribution, promotion, and evaluation measures.
- Create professional marketing communications such as advertisements, press releases, presentations, promotional materials, and digital content.
- Use computer applications and other digital tools to research markets, organize data, design communications, collaborate, and evaluate marketing performance.
- Communicate effectively in teams and presentations while applying ethical decision-making, social responsibility, and respect for diverse audiences.
- Explore marketing, advertising, public relations, sales, retail, branding, market research, category management, and related business careers.

Course Configuration and Standards Alignment

Course Type: Stand-alone course | Grade Band: 9-12 | Course: Marketing I

The curriculum uses only Career Readiness, Life Literacies, and Key Skills performance expectations that are directly supported by Marketing I content. Unit maps emphasize selected 9.1 expectations connected to economic decisions and business impact; selected 9.2 Career Awareness and Planning expectations connected to transferable skills and 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 analysis of informational and persuasive texts, research, evidence-based writing, advertisements and press releases, presentations, discussion, and evaluation of credibility, bias, purpose, and audience. Mathematics is integrated through pricing, percentages, advertising cost and return, market-share comparisons, survey results, charts/graphs, and spreadsheet-based analysis. Science standards are included only when a unit contains a direct science performance expectation; the current course does not require a course-wide science standard.

Core Instructional and Supplemental Materials

- Core materials: district/teacher-created lessons and marketing resources aligned to unit objectives, including marketing-mix, segmentation, merchandising, distribution, branding, pricing, promotion, advertising, ethics, and career materials.
- Authentic materials may include current print and digital advertisements, packaging, store layouts, product displays, promotional circulars, social-media campaigns, company websites, pricing data, market research, customer profiles, mission statements, and business case studies.

- Supplemental resources may include Wall Street Journal, Harvard Business Review case studies, EverFi, Practical Money Skills, Banzai, EconEdLink, Financial Fitness for Life, FDIC Money Smart, Hands on Banking, MoneySKILL, Cents and Sensibility, and other teacher-approved resources appropriate to the grade band.
- 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. Alternative formats measure the same priority objectives and may include an oral campaign defense, recorded presentation, annotated marketing plan, design portfolio, structured conference, data/spreadsheet analysis, or simulated client pitch as appropriate.

Pacing Guide

Unit	Focus	Time Frame
I	Marketing Is All Around Us	3 weeks
II	Basic Marketing Concepts	3 weeks
III	Visual Merchandising	3-4 weeks
IV	Channels of Distribution (Placement)	3 weeks
V	Branding and Pricing Strategies	2-3 weeks
VI	Promotion and Advertising	3 weeks

Pacing is a guide and may be adjusted for the school calendar, student readiness, reteaching, enrichment, authentic market examples, and assessment needs while maintaining the sequence and priority outcomes.

Unit I - Marketing Is All Around Us

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit I - Marketing Is All Around Us Time Frame: 3 Weeks Content Statement: Students are introduced to marketing, the major marketing functions, the marketing mix, and the ways marketing messages shape consumer awareness and decision-making. Students distinguish perception from reality in marketing and consider the economic and social impact of marketing on businesses and consumers. Essential Questions: • What is marketing and why does it matter to businesses and consumers? • What determines the best type of media for a product and audience? • How do the four Ps work together to create value? • How do marketing messages influence consumer perceptions and decisions?	• Definition and functions of marketing • Perception versus reality in marketing • Marketing mix: product, price, place, promotion • Consumer decision-making • Economic impact of marketing • Business and consumer perspectives • Marketing career awareness	Students will be able to: • Define marketing and identify major marketing functions. • Identify and apply the four Ps of the marketing mix to familiar products and services. • Analyze marketing examples for intended audience, message, purpose, and effectiveness. • Explain benefits and possible social/ethical impacts of marketing for businesses and consumers. 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 • 9.2.12.CAP.21 • 9.2.12.CAP.22 • 9.4.12.CI.1 • 9.4.12.CI.2 • 9.4.12.CT.1 • 9.4.12.GCA.1 • 9.4.12.IML.1 • 9.4.12.IML.8 • 9.4.12.IML.9 • 9.4.12.TL.1 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.AW.9-10.1 / W.AW.11-12.1 • SL.II.9-10.2 / SL.II.11-12.2 • SL.PE.9-10.1 / SL.PE.11-12.1	Formative (F) • Marketing example/case annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application, communication, and teamwork Summative (S) • Marketing-awareness analysis or presentation applying the marketing mix to a current product/service Benchmark (B) • Benchmark 1 evidence: definition/functions of marketing, marketing mix, audience, message, and consumer impact Alternative (A) • Oral campaign or case defense, recorded presentation, design portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	• Current print/digital advertisements • Product/brand examples selected by teacher • Wall Street Journal • EverFi and other approved financial/business literacy resources • Teacher-selected introductory marketing cases

Unit II - Basic Marketing Concepts

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit II - Basic Marketing Concepts Time Frame: 3 Weeks Content Statement: Students develop a more detailed understanding of the marketing mix, target markets, demographics, psychographics, geographic marketing, market segmentation, customer value, and the financial reasons businesses define and segment markets. Essential Questions: • How are products presented to persuade purchases? • Why is defining and segmenting a target market essential to a business? • What information helps marketers understand customers and consumers? • How should a business use customer information responsibly to create value?	• Marketing mix in greater depth • Target market • Demographics • Psychographics • Geographic and behavioral segmentation • Customer versus consumer behavior • Customer value • Market research and customer profiles • Advertising allocation	Students will be able to: • Apply the marketing concept to different businesses. • Distinguish customer behavior from consumer behavior. • Evaluate characteristics of different markets and identify potential customers. • Research and create a customer profile using appropriate evidence and data. • Segment a market and justify the selected target segment. 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 • 9.2.12.CAP.21 • 9.2.12.CAP.22 • 9.4.12.CI.1 • 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.TL.1 • 9.4.12.TL.3 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • W.SE.9-10.6 / W.SE.11-12.6 • SL.II.9-10.2 / SL.II.11-12.2 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Marketing example/case annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application, communication, and teamwork Summative (S) • Target-market/customer-profile and segmentation project supported by research and quantitative evidence Benchmark (B) • Benchmark 1: integrated marketing-mix and segmentation task requiring a supported target-market recommendation Alternative (A) • Oral campaign or case defense, recorded presentation, design portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	• Market research/customer profile templates • Survey or demographic data selected by teacher • Current company and product examples • Wall Street Journal • EconEdLink and approved business literacy resources

Unit III - Visual Merchandising

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit III - Visual Merchandising Time Frame: 3-4 Weeks Content Statement: Students examine how store layout, displays, color, packaging, space, and visual design influence brand image, product awareness, and sales. Students analyze storefronts and retail spaces and apply artistic and marketing considerations to a visual merchandising project. Essential Questions: • How can a display appeal to different customers? • How do store layout and product placement affect consumer behavior and sales? • How do color, packaging, and visual design communicate a brand message? • How should marketers evaluate whether a merchandising design is effective for the intended audience?	• Store layout • Storefronts and entrances • Selling/customer-service /merchandise space • Types of displays • Window and interior displays • Color and packaging • Brand image • Visual hierarchy and product presentation • Audience and accessibility	Students will be able to: • Identify key visual merchandising elements appropriate for various storefronts and selling environments. • Explain how exterior and interior features contribute to a store's image. • Describe and apply steps used in designing and preparing displays. • Use audience, product, brand, and space constraints to justify a merchandising design. • Evaluate the effectiveness of visual displays and data visualizations for an intended 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 • 9.2.12.CAP.21 • 9.4.12.CI.1 • 9.4.12.CI.2 • 9.4.12.CI.3 • 9.4.12.CT.1 • 9.4.12.IML.4 • 9.4.12.IML.9 • 9.4.12.TL.1 ELA • W.AW.9-10.1 / W.AW.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics • MP.4 • MP.5 • MP.6	Formative (F) • Marketing example/case annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application, communication, and teamwork Summative (S) • Design and rationale for a store layout and/or product display aligned to a target market and brand Benchmark (B) • Benchmark 2 evidence: visual-merchandising design, audience fit, brand alignment, and justified choices Alternative (A) • Oral campaign or case defense, recorded presentation, design portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	• Store layout and display examples • Packaging and product samples/images • Retail websites or virtual store tours selected by teacher • Current merchandising case examples • Teacher-approved design tools

Unit IV - Channels of Distribution (Placement)

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit IV - Channels of Distribution (Placement) Time Frame: 3 Weeks Content Statement: Students examine channels of distribution and how products move from producers to consumers. They compare major retail channels, layouts, product mixes, pricing strategies, and promotional approaches, then select appropriate channels for specific products and target markets. Essential Questions: • What is the best channel of distribution for getting a product from producer to consumer? • How do product mix, pricing, promotion, and target market vary across channels? • What tradeoffs should marketers consider when choosing distribution channels? • How can price and promotional evidence be used to compare competing retailers?	• Channels of distribution • Chain drug stores • Mass merchandisers • Grocery chains • Club stores • Product mix • Pricing by channel • Promotion by channel • Placement strategy • Competitive analysis	Students will be able to: • Define major channels of distribution and identify their characteristics. • Compare channel layouts, product mixes, pricing, and promotional strategies. • Select and justify a channel for a product and target market. • Develop a channel-specific marketing plan that integrates price and promotion. • Use quantitative price comparisons and other evidence to evaluate competitors. 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 • 9.2.12.CAP.21 • 9.2.12.CAP.22 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.IML.3 • 9.4.12.IML.4 • 9.4.12.TL.1 • 9.4.12.TL.3 ELA • RI.CR.9-10.1 / RI.CR.11-12.1 • W.AW.9-10.1 / W.AW.11-12.1 • W.IW.9-10.2 / W.IW.11-12.2 • SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics • MP.2 • MP.4 • MP.5 • MP.6	Formative (F) • Marketing example/case annotations or short responses • Class discussion / collaborative analysis • Exit tickets, reflections, or concept checks • Teacher observation of application, communication, and teamwork Summative (S) • Channel-of-distribution marketing mix and competitive pricing analysis Benchmark (B) • Benchmark 2: integrated placement/merchandising task requiring channel selection, quantitative comparison, and evidence-based justification Alternative (A) • Oral campaign or case defense, recorded presentation, design portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	• Retail pricing data and circulars • Current store/channel examples • Product assortment examples • Wall Street Journal • Teacher-selected distribution/logistics cases • Spreadsheet tools

Unit V - Branding and Pricing Strategies

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit V - Branding and Pricing Strategies Time Frame: 2-3 Weeks Content Statement: Students examine how branding, logos, trademarks, color, product identity, competition, and pricing strategies affect consumer decisions and long-term brand value. Students create and justify a brand identity and pricing approach for a product or service. Essential Questions: - How does pricing affect consumer decision-making? - What makes a brand or logo memorable and effective? - How do trademarks and other intellectual-property protections support a brand? - Which pricing strategy best supports a product, target market, and competitive position?	- Branding and brand identity - Logo design - Color and meaning - Trademark and patent awareness - Competitive positioning - Pricing objectives - Pricing strategies - Consumer response to price - Brand value and longevity	Students will be able to: - Define branding and explain its role in product identity and customer perception. - Analyze logos, color choices, and brand elements for audience and message. - Develop a logo/brand concept and compare it with existing competition. - Analyze multiple pricing strategies and select one based on target market, competition, and goals. - Use quantitative and qualitative evidence to justify pricing decisions. 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 9.2.12.CAP.21 9.4.12.Cl.1 9.4.12.Cl.2 9.4.12.Cl.3 9.4.12.CT.1 9.4.12.IML.4 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1 ELA - RI.CR.9-10.1 / RI.CR.11-12.1 - W.AW.9-10.1 / W.AW.11-12.1 - W.SE.9-10.6 / W.SE.11-12.6 - SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics - MP.2 - MP.4 - MP.5 - MP.6	Formative (F) - Marketing example/case annotations or short responses - Class discussion / collaborative analysis - Exit tickets, reflections, or concept checks - Teacher observation of application, communication, and teamwork Summative (S) - Brand identity and pricing-strategy project with competitive analysis and written rationale Benchmark (B) - Benchmark 3 evidence: brand identity, pricing strategy, target-market fit, evidence, and ethical considerations Alternative (A) - Oral campaign or case defense, recorded presentation, design portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	- Harvard Business Review marketing/branding cases - Brand/logo and packaging examples - Current competitor pricing data - Teacher-selected intellectual-property resources - Wall Street Journal - Spreadsheet/design tools

Unit VI - Promotion and Advertising

Content/Topic	Key Learning Items/Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark / Performance / Assessments	Suggested Materials
Unit VI - Promotion and Advertising Time Frame: 3 Weeks Content Statement: Students analyze promotion as a component of the marketing mix and evaluate advertising media, social media, promotional and institutional advertising, media rates, persuasive and informational messages, cost versus benefit, return on investment, mission statements, and campaign effectiveness. Essential Questions: - Which advertising vehicle delivers the best return on investment? - How should a marketer compare promotional vehicles for a target audience and campaign objective? - How do persuasive and informational advertisements differ? - How do creators use words, images, data, and platform features to influence an audience? - How can a business evaluate whether a campaign met its objectives?	- Promotion in the marketing mix - Advertising objectives - Print, broadcast, digital, and social media - Persuasive versus informational advertising - Promotional versus institutional advertising - Media measurement and rates - Cost/benefit and ROI - Mission statements - Campaign design and evaluation - Bias, point of view, and implicit/explicit messaging	Students will be able to: - Define the purpose of advertising and promotion. - Analyze advantages, disadvantages, audiences, and costs of various media. - Evaluate how media rates and campaign costs are determined. - Analyze advertisements for point of view, bias, motivations, and explicit/implicit messages. - Construct an advertisement and integrated promotional campaign for a target market. - Use data and evidence to evaluate campaign effectiveness and return on investment. 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 9.2.12.CAP.21 9.2.12.CAP.22 9.4.12.CI.1 9.4.12.CI.2 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.IML.9 9.4.12.TL.1 9.4.12.TL.3 ELA - RI.CR.9-10.1 / RI.CR.11-12.1 - W.AW.9-10.1 / W.AW.11-12.1 - W.IW.9-10.2 / W.IW.11-12.2 - W.SE.9-10.6 / W.SE.11-12.6 - SL.II.9-10.2 / SL.II.11-12.2 - SL.PE.9-10.1 / SL.PE.11-12.1 Mathematics - MP.2 - MP.4 - MP.5 - MP.6	Formative (F) - Marketing example/case annotations or short responses - Class discussion / collaborative analysis - Exit tickets, reflections, or concept checks - Teacher observation of application, communication, and teamwork Summative (S) - Integrated advertising campaign with target-market rationale, media plan, creative products, cost/benefit analysis, and campaign evaluation criteria Benchmark (B) - Benchmark 3: cumulative marketing campaign demonstrating target-market analysis, branding, pricing, placement/promotion, media literacy, communication, and evaluation Alternative (A) - Oral campaign or case defense, recorded presentation, design portfolio, simulated client pitch, or structured conference demonstrating the same priority objectives	- Current print and online advertisements - Social-media campaign examples selected by teacher - Promotional circulars and rate/cost examples - Wall Street Journal - Harvard Business Review marketing cases - Teacher-approved design and presentation tools

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 and design 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 readings; audio/digital text; strategic peer collaboration; opportunities for oral rehearsal; additional processing time; clarify culturally specific advertising references.
Students Below Grade-Level Proficiency / At Risk	Explicit modeling; guided practice; shorter text segments; reading/writing organizers; checkpoints for long projects; re-teaching; conferencing; exemplars and rubrics; structured research supports; alternative media; additional time/support during common time or after school; monitor progress with frequent formative checks.
Gifted and Talented	More complex market cases and datasets; open-ended campaign/design problems; independent research; advanced primary/industry sources; leadership roles; additional constraints or authentic audiences; comparative analysis of multiple markets/brands; extended creative or entrepreneurial applications.

APPENDIX B - MARKETING SKILLS AND AUTHENTIC APPLICATION

Skill Area	Student Application
Marketing Analysis	Identify marketing functions, analyze the marketing mix, and explain how business decisions create value for specific customers and consumers.
Market Research and Segmentation	Gather and evaluate customer/consumer information; distinguish demographic, psychographic, geographic, and other segmentation variables; create evidence-based target-market profiles.
Visual and Brand Communication	Analyze and design layouts, displays, packaging, logos, advertisements, and digital content for purpose, audience, brand alignment, accessibility, and effectiveness.
Pricing and Quantitative Reasoning	Compare prices and competitors; calculate percentages, costs, and return measures when used; interpret market data, survey results, graphs, tables, and spreadsheets.
Distribution / Placement	Compare channels, product mixes, pricing, promotions, and target-market fit; justify placement decisions and channel strategies.
Promotion and Media Literacy	Evaluate media options, point of view, bias, persuasive techniques, implicit/explicit messages, cost, audience reach, and campaign results.
Communication and Collaboration	Write and present marketing recommendations; participate productively in teams; provide and use feedback; adapt communication to audience and purpose.
Ethics and Social Responsibility	Consider truthfulness, consumer impact, privacy, representation, cultural awareness, accessibility, fairness, and social/economic consequences of marketing decisions.
Career Readiness	Connect marketing competencies to advertising, branding, sales, public relations, market research, retail, category management, digital marketing, entrepreneurship, and related pathways.

APPENDIX C - BENCHMARK ASSESSMENTS

Benchmark	Approximate Point	Priority Evidence
Benchmark 1	After Unit II	Students analyze a product/service using the marketing mix, identify and justify a target market, interpret customer/market evidence, and explain likely consumer impact.
Benchmark 2	After Unit IV	Students apply visual merchandising and distribution concepts to a product/category, compare channels and/or competitors using quantitative and qualitative evidence, and defend a placement strategy.
Benchmark 3	End of Unit VI	Students complete an integrated marketing campaign or case response demonstrating target-market analysis, branding, pricing, placement/distribution, promotion, media literacy, professional communication, ethical reasoning, and evaluation measures.

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

APPENDIX D - SELECTED NJSLs AND INTERDISCIPLINARY CONNECTIONS

Standard	Marketing I Application
9.1.12.EG.5	Analyze how economic conditions, markets, competition, and business decisions influence marketing choices and consumer experiences.
9.2.12.CAP.6	Identify transferable skills developed through research, analysis, communication, creativity, teamwork, technology, and marketing projects.
9.2.12.CAP.21	Explain how marketing/business career paths may require different education, training, credentials, experiences, and professional skills.
9.2.12.CAP.22	Compare marketing-related career opportunities and pathways using interests, talents, skills, and labor-market/career information when appropriate.
9.4.12.CI.1	Use creative thinking to develop marketing concepts, displays, brands, pricing approaches, advertisements, and campaign solutions.
9.4.12.CI.2	Connect talents, skills, and abilities to marketing, advertising, sales, public relations, retail, research, and related career pathways.
9.4.12.CI.3	Investigate opportunities for growth, adaptation, innovation, and new approaches in marketing and business contexts.
9.4.12.CT.1	Apply problem-solving strategies to marketing decisions, market challenges, product positioning, distribution, pricing, and campaign design.
9.4.12.CT.2	Use collaboration to enhance critical thinking and problem-solving in marketing research, design, and campaign work.
9.4.12.GCA.1	Analyze cultural and global considerations when marketing products, interpreting audiences, and adapting messages.
9.4.12.IML.1	Compare search, research, and information strategies used to locate and select marketing/consumer information.
9.4.12.IML.3	Analyze marketing, consumer, survey, pricing, or campaign data using tools/models to make valid claims.
9.4.12.IML.4	Assess and critique the appropriateness and impact of data visualizations and visual marketing information for an intended audience.
9.4.12.IML.8 / 9.4.12.IML.9	Evaluate advertising/media sources for point of view, bias, motivations, and explicit/implicit messages.
9.4.12.TL.1	Assess digital tools for accessibility, capacity, and utility for research, design, collaboration, presentation, and marketing tasks.
9.4.12.TL.3	Analyze the effectiveness and quality of collaborative environments used to create and evaluate marketing products.

Interdisciplinary NJSLs Connections

Content Area / Standard	Course Application
ELA: RI.CR.9-10.1 / RI.CR.11-12.1	Cite and analyze evidence from advertisements, market research, case studies, current business texts, consumer information, and other marketing sources.
ELA: W.AW.9-10.1 / W.AW.11-12.1	Write evidence-based arguments and recommendations about target markets, branding, pricing, placement, promotion, ethics, and campaign effectiveness.
ELA: W.IW.9-10.2 / W.IW.11-12.2	Write clear informative/explanatory marketing analyses, customer profiles, plans, press releases, campaign rationales, and reports.
ELA: W.SE.9-10.6 / W.SE.11-12.6	Gather and evaluate authoritative print/digital sources and integrate/cite information responsibly.
ELA: SL.PE.9-10.1 / SL.PE.11-12.1	Participate effectively in collaborative marketing analysis, peer review, client-style pitches, and presentations.
ELA: SL.II.9-10.2 / SL.II.11-12.2	Integrate and evaluate information from visual, quantitative, digital, and oral formats, including advertising and market data.
Mathematics: MP.2	Reason quantitatively with prices, percentages, advertising costs, survey data, market comparisons, and return measures when used.

Content Area / Standard	Course Application
Mathematics: MP.4	Model marketing situations using tables, charts, graphs, spreadsheets, budgets, pricing comparisons, market-share data, and campaign metrics when appropriate.
Mathematics: MP.5	Use appropriate tools strategically, including calculators, spreadsheets, survey tools, design platforms, and digital data resources.
Mathematics: MP.6	Attend to precision in calculations, labels, units, percentages, data displays, assumptions, and interpretation of marketing evidence.

Science: No science NJSLs is assigned course-wide because the six current units do not require a direct science performance expectation. A science standard should be added only if a specific unit or project is revised to include direct science content and assessment.

Career Readiness, Life Literacies, and Key Skills Practices

Practice	Marketing I Integration
1. Act as a Responsible and Contributing Community Member and Employee	Fulfill team roles, meet deadlines, communicate professionally, use sources responsibly, and consider how marketing decisions affect consumers, communities, and stakeholders.
2. Attend to Financial Well-Being	Evaluate prices, costs, value, consumer decisions, and return measures when marketing activities require financial reasoning.
3. Consider the Environmental, Social and Economic Impacts of Decisions	Consider ethical, social, cultural, consumer, economic, and stakeholder impacts of marketing messages, products, pricing, placement, and promotion.
4. Demonstrate Creativity and Innovation	Develop original marketing concepts, visual displays, brands, logos, advertisements, messages, and campaign solutions.
5. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them	Analyze market evidence and data, compare alternatives, identify tradeoffs, collaborate, and justify marketing recommendations.
6. Model Integrity, Ethical Leadership and Effective Management	Use accurate claims, fair representation, responsible data/source use, ethical persuasion, and professional conduct in marketing work.
7. Plan Education and Career Paths Aligned to Personal Goals	Explore marketing, advertising, public relations, sales, retail, research, digital media, and related career/education pathways.
8. Use Technology to Enhance Productivity, Increase Collaboration and Communicate Effectively	Use research tools, spreadsheets, design/presentation platforms, collaborative environments, and digital communication appropriately.
9. Work Productively in Teams while using Cultural/Global Competence	Create and evaluate marketing for diverse audiences, collaborate respectfully, and adapt messages to cultural/global contexts.

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 9-12 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.
Career education and authentic application	Marketing analysis, market research, customer profiling, merchandising design, distribution and pricing analysis, branding, advertising campaign development, media evaluation, teamwork, and career-pathway exploration.

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.