

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**BUSINESS DEPARTMENT**

# **MARKETING 1**

Grade Level: 10-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 22, 2011**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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# Marketing I - Introduction

## Introduction

## Course Philosophy

Marketing provides foundational knowledge and skills leading to a post-secondary or career pathway reflecting individual talents, abilities, and interests. Marketing enhances communication skills, social and emotional intelligence, and information management. The course provides students with a learning environment in which core business administration skills tier with marketing-specific skills and content. Marketing provides an integrated academic and career program of instruction that enables students to successfully prepare for 21st Century challenges in a global economy.

## Course Description

Marketing is a full year, five credit course available to students in grades 10 through 12. Marketing meets the New Jersey mandate of a 21st Century Career requirement for all high school students. Students in the course may also choose to participate in DECA (Distributive Educational Clubs of America). DECA is a national organization for high school students enrolled in marketing. DECA affords students an opportunity to compete in regional, state, and national business competitions. DECA also provides students with scholarship opportunities, employment possibilities, community service work, and leadership skills. DECA participation is not a requirement for marketing students.

Marketing challenges students to apply skills to a variety of activities centered on the 7 Functions of Marketing: management, finance, personal selling, promotion, distribution, pricing, and product. Students will develop assignments and projects that authentically assess learned skills, some of which are: creating a sales presentation, shooting a television commercial, writing a business plan, and developing various advertising print media. Students utilize productivity software such as Microsoft Office Suite, as well as engage in research and participation through the internet, throughout the course.

Marketing encompasses topics such as: the U.S. economy and its role in global marketing, e-commerce, consumerism, product development, pricing, business competition, advertising, public relations, promotion and careers. Students acquire a strong foundation on how businesses use effective marketing strategies in the business world.

## Course Map and Proficiencies/Pacing

### Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.1.12.A1 9-12.9.1.12.A4	Marketing involves multiple activities that focus on promoting a good or service.	Why are the 4 P's of the marketing mix necessary when reaching consumers?  How do businesses develop a marketing mix?  Why is it necessary to market a good or service?	Questionnaire	Essay, position paper, op-ed article	Unit exam, portfolio project
9-12.9.1.12.2 9-12.9.1.12.E.5 9-12.9.2.12.A.3 9-12.6.5.12A.3 9-12.6.5.12.A.5 9-12.6.5.12.A 8	The foundation of marketing is based upon the free enterprise system.	How does a mixed economy nurture and encourage business growth?  What is the relationship between capitalism and marketing?  What is the role of government in a mixed economy?  How does marketing relate to the public and private sector?	Pre-quiz	Class presentation, role play	Research paper, unit exam

<p>9-12.9.1.12.2  9-12.9.2.12.A.1  9-12.9.2.12E.5  9-12.9.2.12E.6  9-12.9.1.12.B.2  9-12.9.1.12.1</p>	<p>Marketing is fueled by business competition.</p>	<p>Why do businesses strive to improve the quality of their products and services?</p> <p>How is price used as a marketing strategy?</p> <p>How does technology influence the products and services that enter the marketplace?</p> <p>How can Main Street compete against Wall Street?</p>	<p>Anticipatory Q &amp; A session</p>	<p>Class debate, quiz</p>	<p>Test, quiz</p>
<p>9-12.9.1.12.2  9-12.9.2.12E.8  9-12.9.1.12.1  9-12.9.2.12 A 1  9-12.9.2.12 E4  9-12.9.2.12 E 6</p>	<p>Consumers decide the fate of all businesses, products &amp; services.</p>	<p>What causes a product or service to become obsolete?</p> <p>Why are profit-driven companies developing "green marketing" campaigns?</p> <p>How are business ethics and social responsibility related to marketing?</p>	<p>Student survey</p>	<p>Internet search-find-report activity</p>	<p>Authentic assessment project, unit exam</p>
<p>9-12.9.1.12.2  9-12.9.1.12.1  9-12.9.2.12 A 4  9-12.9.2.12 A 1  9-12. 3</p>	<p>Most goods and services are marketed to specific market segments.</p>	<p>What are the four components of an effective promotional campaign and why must they be coordinated?</p> <p>Why does advertising target specific groups of consumers?</p> <p>What is a customer profile and how do marketers create them?</p> <p>How are demographic studies useful to marketers?</p>	<p>Pre-reading followed by an oral quiz</p>	<p>Student presentations</p>	<p>Authentic assessment portfolio project, unit exam</p>

<p>9-12.9.1.12.2  9-12.9.1.12.1  9-12.9.1.12.A 4  9-12.9.1.12.B 1  9-12.9.1.12.C.1  9-12.9.1.12.E.1  9-12.2.12.2  9-12.9.2.12.F 6</p>	<p>An effective public relations campaign is essential in business.</p>	<p>Why is a business's public image as important as the suit of clothes that you would wear to a job interview?   How can the public's perception about a company turn from good to bad or vice versa?</p>	<p>Conducting a sample study</p>	<p>A reactionary writing assignment</p>	<p>Authentic assessment portfolio project, unit exam</p>
<p>9-12.9.1.12.2  9-12.9.2.12.E.6  9-12.9.1.12.A.1  9-12.9.1.12.1  9-12.9.3.12.C.6  9-12.9.1.12.B 1  9-12.9.1.12.1  9-12.9.1.12.E.1  9-12.9.1.12.E. 4</p>	<p>Advertising provides a communicative bridge between businesses and consumers.</p>	<p>Are marketers influenced by consumers or are consumers influenced by marketers?   Why do marketers use product surveys after a consumer makes a purchase?   How have marketers capitalized on the use of Apps and the I-phone?   Will telemarketing survive in the 21st Century? (Why or why not)   How has commercial radio survived satellite radio?   Why are Super Bowl TV commercials such a cultural phenomenon?   How are marketers creating a more interactive relationship between businesses and consumers?</p>	<p>Class survey</p>	<p>Expository writing</p>	<p>Authentic assessment projects, unit exam</p>

<p>9-12.9.1.12.2  9-12.9.1.12.1  9-12.9.1.12.A.1  9-12.9.1.12.1  9-12.9.1.12.B.1  9-12.9.1.12.E.1  9-12.9.2.12.1  9-12.9.2.12.E.3  9-12.9.2.12.E 4</p>	<p>A brand name can achieve global recognition.</p>	<p>Why are consumers more likely to purchase a brand name product?</p> <p>How are logos, colors, trade characters, and names used in branding?</p> <p>Why do advertisers use celebrities and athletes to endorse products?</p>	<p>Student Survey</p>	<p>Class debate</p>	<p>Authentic assessment project, unit exam</p>
<p>9-12.9.1.12.2  9-12.9.1.12.1  9-12.9.2.12.A.5  9-12.9.1.12.1  9-12.9.1.12.D.3  9-12.9.1.12.B.1  LA.9-12.3.3.12D</p>	<p>Personal selling is the most effective means of promotion.</p>	<p>Why are a human face and voice welcome reprieves from digital communication devices?</p> <p>Why do the Fortune 500 companies employ an army of sales representatives?</p> <p>Respond to the following study: "Non-verbal communication can account for up to 70% of a communicated message."</p>	<p>Anticipatory set  Q &amp; A session</p>	<p>Role plays  Quiz</p>	<p>Sales presentations</p>
<p>9-12.9.1.12.2  9-12.9.1.12.1  LA.9.12.3.2.12A3  LA.9-12.3.2.12A5  LA.9-12.3.2.12B.10  9-12.9.1.12.E2</p>	<p>A promotional plan must be coordinated using personal selling, advertising, public relations, and special promotions.</p>	<p>Why is promotion needed in event planning?</p> <p>What does it take to create an effective promotional plan?</p> <p>How does a company know if a promotional plan was effective?</p>	<p>Q &amp; A</p>	<p>Quiz</p>	<p>Promotional Paper</p>
<p>9-12.9.1.12.2  9-12.9.1.12.1  9-12.9.2.12.A3</p>	<p>Distribution channels are necessary in every marketing decision.</p>	<p>How are the channels of distribution as vital to marketing as the arteries are to the heart?</p> <p>Why would a manufacturer bypass a retailer and what would be the effect?</p>	<p>Questionnaire</p>	<p>Group project</p>	<p>Research paper</p>

<p>9-12.9.1.12.2 9.1.12E1 9-12.9.1.12.1 TEC.9- 12.8.2.12.A1 9-12.9.1.12.A.1 9-12.9.1.12.E5</p>	<p>Technology in the 21st Century has ushered in revolutionary methods of marketing</p>	<p>How can internet advertising be regulated?</p> <p>How has the internet created a global marketing arena?</p> <p>How has social media (Twitter, Facebook, Linked-In) changed the way businesses and consumers interact with each other?</p>	<p>Pre-test</p>	<p>Cooperative learning assignment</p>	<p>Unit test, research report</p>
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## Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: The World of Marketing	<p>Marketing involves multiple activities that focus on promoting a good or service.</p> <p>1. Students will explore the rationale for marketing and be able to explain, evaluate, and implement the 4 P's of the marketing mix.</p>	4 weeks
Unit 2: The Free Enterprise System and Marketing	<p>The foundation of marketing is based on the free enterprise system.</p> <p>1. Students will compare and contrast economic systems and evaluate how the private and public sectors co-exist in a capitalist society.</p>	2 weeks
Unit 3: Marketing and Competition	<p>Marketing is fueled by business competition.</p> <p>1. Students will analyze how businesses compete for market share and develop competitive marketing strategies that can be utilized in various business scenarios.</p>	3 weeks
Unit 4: Consumerism	<p>Consumers decide the fate of all products and services that are marketed.</p> <p>1. Students will acquire evaluative skills that will enable them to make intelligent decisions about the products and services that are marketed by businesses.</p>	3 weeks



Unit 5: Market Segmentation	<p>Most goods and services produced are marketed to specific market segments.</p> <p>1. Students will understand the impact of market segmentation by investigating the various ways markets are segmented and by implementing a marketing plan.</p>	3 weeks
Unit 6: Public Relations	<p>Creating positive business image and community goodwill can be accomplished with an effective public relations campaign</p> <p>1. Students will examine and analyze the components of a public relations campaign and then formulate strategies on how such a plan can be implemented.</p>	4 weeks
Unit 7: Advertising	<p>Advertising provides a communicative bridge between businesses and consumers.</p> <p>1. Students will analyze, evaluate, and apply advertising strategies to various products and services.</p>	4 weeks
Unit 8: Branding	<p>A brand name can achieve global recognition.</p> <p>1. Students will evaluate the effectiveness of corporate branding and develop new strategies of implementation.</p>	2 weeks
Unit 9: Personal Selling	<p>Personal selling is the most effective means of promotion.</p> <p>1. Students will prepare a business to business sales presentation.</p>	4 weeks
Unit 10: Promotion	<p>Promotion incorporates advertising, public relations, personal selling and special promos.</p> <p>1. Students will create a promotional plan for an event or business</p>	2 weeks
Unit 11: Channel Distribution	<p>Distribution channels are necessary in every marketing decision.</p> <p>1. Students will understand the dependency relationship that exists among channel members by charting the flow of goods from manufacturer to consumer.</p>	1 week
Unit 12: 21st Century Technology	<p>21st Century technology has ushered in revolutionary methods of advertising and marketing.</p> <p>1. Students will explore new marketing technologies and evaluate their effectiveness on consumers.</p>	2 weeks

# Marketing I - Unit 01

## The World of Marketing

### Enduring Understandings:

Marketing involves multiple activities that focus on promoting a good or service.

**Essential Questions:** Why are the 4 P's of the marketing mix necessary when reaching consumers? How do businesses develop a marketing mix? Why is it necessary to market a good or service?

### Unit Goals:

Students will explore the rationale for marketing and be able to explain, evaluate, and implement the 4 P's of the marketing mix.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Define marketing.	Students will understand that marketing involves many activities by applying the 7 functions of the marketing wheel to various products and services	Textbook, poster visuals of the marketing wheel, graphic organizers, <i>DECA Dimensions</i> magazine, <i>DECA Images</i> advisor guidebook, DECA.org website	Textbook reading, PowerPoint presentation of the marketing wheel, note-taking, class discussion, question and answering anticipatory sets	Color posters of the marketing wheel. Short oral report and multi-media presentation of each of the 7 functions of the marketing wheel
Explain how the phrase "marketing is all around us" is a true revelation	Students will understand that marketing is a universal language that can be expressed in many forms	<i>Advertising Age</i> Magazine, marketing textbook, Internet, current event articles	Student surveys on how marketing has influenced personal purchases, Internet search on company marketing practices, outlining and note taking, class discussion	Poster/visual collage of marketing examples

How does marketing a product differ from marketing a service? Can a business market both a product and a service?	Students will define, describe, and categorize, businesses as either goods- or service-producing, and evaluate how marketing is applied to both	T-Chart, graphic organizer, marketing textbook	Categorizing types of businesses, identifying and charting businesses that produce products or services, class discussion on marketing strategies	Group presentations, quiz, and comparative essay
What are the 6 stages of product development? How long does it take for an idea to become a marketable product? What is a prototype? Think of 3 products that might be in demand in the year 2050?	Students will introduce an original consumer product utilizing the 6 stages of product development	Graphic organizer, marketing textbook, guided note-taking templates, sample product packages	Reading, researching, note-taking, oral presentations, and multi-media presentation	Marketing plan for an original product or service, with a package design (can, box, bag) for the product
How is place used in the marketing mix? Why would a manufacturer pay money to a retailer to get its products optimal shelf exposure?	Students will analyze how place relates to the marketing mix by evaluating and creating store plan-o-grams and studying examples of distribution channels	Graphic organizer, marketing textbook, guided note-taking templates, Internet	Reading, researching, note-taking, oral presentations	Marketing plan for an original product or service, with a package design (can, box, bag) for the product
How are price strategies used in the marketing mix? Why do retailers like to use numbers that end in 9 when pricing goods?	Students will research pricing strategies of major retailers	Marketing textbook, cut outs of pricing advertisements, calculators, business math workbook that supplements the marketing textbook, Internet, spreadsheet application	Calculating mark-up in % and \$, calculating break-even point, computing MSRP based on cost analysis,	Marketing plan for an original product or service, with a package design (can, box, bag) for the product
Explain the phrase: "advertising is 25% of promotion"? What makes up the other 75% of promotion?	Students will understand that promotion involves 4 branch concepts	Graphic organizer, marketing textbook, Multimedia presentation	Note-taking, Multimedia presentation & viewing, class discussion	Display poster or comic book

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

## Differentiation

For the marketing plan, students with learning disabilities can be given an idea “prompt sheet” that will aid in selecting a topic. The business plan can be written in smaller sections (Product-Price-Place-Promotion) before submitting the entire paper.

## Technology

Technology can be implemented throughout this unit, utilizing various internet sites while conducting market research. Microsoft programs such as Excel can be used when comparing price strategies. PowerPoint can be used by teachers for delivering instruction and for students to use to present information. A document camera can be used to project images, content, and any technical data. Finally, YouTube can be used to link relevant media about marketing with video clips.

## College and Workplace Readiness

The unit engages students in realistic ways by giving them opportunities to create marketing strategies as if they were employed as entrepreneurs, advertising executives, and college level business students. Students will also be given an opportunity to browse college websites for courses/majors in business marketing and advertising. A guest speaker with experience as an advertising executive or ad agency background can be invited to the class.

# Marketing I - Unit 02

## The Free Enterprise System and Marketing

### Enduring Understandings:

The foundation of marketing is based on the free enterprise system.

### Essential Questions:

How does a mixed economy nurture and encourage business growth? What is the relationship between capitalism and marketing? What is the role of government in a mixed economy?

### Unit Goals:

Students will compare and contrast economic systems and evaluate how the private and public sectors co-exist in a capitalist society.

**Recommended Duration:** 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Why wouldn't marketing be taught as a high school elective course in North Korea?	Students will compare and contrast a command economy with a free enterprise economy	Internet, graphic organizers, maps, textbook	Debate the advantages of living in a free enterprise system, international research on contrasting economies, reading, note-taking, class discussion, Q&A	Student-generated multimedia presentations, editorial news article
Why is marketing an essential component in a free enterprise economy?	Students will analyze the engine (U.S. economy) and how marketing is the fuel supply. Students will analyze how this is a co-dependent relationship	Current government GDP, inflation, CPI, and unemployment statistics, using <i>Bloomberg News</i> website	Present a cause and effect flow chart that shows how marketing can spur consumer spending, and how consumer spending can spur the economy	Research report, news pod cast
How do consumers help drive a capitalist society?	Students will understand that consumer spending is essential to a robust economy by tracking buying trends in homes, cars, and big-ticket household items	<i>Consumer Reports</i> magazine, Internet, <i>Advertising Age</i> magazine, <i>Street &amp; Smith's Sports Marketing</i> magazine	Class discussion, Q & A note-taking, current event reading, and compiling consumer data in a spreadsheet application	Multimedia presentation, newspaper article

What is the relationship between the private and public sector in the U.S.?	Students will understand the co-existing relationship between the private sector and the public sector by contrasting a pure market economy with a command economy	Venn diagram, document camera, PowerPoint presentation	Class discussion, Q & A, textbook reading, current event reading	Essay
What are the effects of government regulation and deregulation in a mixed economy?	Students will examine case studies of government regulatory and deregulated measures in U.S. history  Students will report on their effectiveness or lack thereof	Internet, video <i>Inside Job</i>	Video presentation, class debate: too much government intervention in our economy or not enough?	Op-ed article, blog
How does the U.S. government act as a supporter of private business?	Students will analyze the infrastructure of selected United States cities  Students will compare them with cities in Third World countries	On-line almanac, Google maps	Independent research, cooperative learning exercise (each group representing a facet of the infrastructure, and must justify its importance: interstate highway, airports, seaports, telecommunications, bridges, tunnels)	Group presentations
How does the U.S. government act as a protector of private business?	Students will understand the government's role as a private sector protector by examining and debating the effectiveness of patent, copyright, and trademark laws	Visuals of existing patent drawings, downloaded copies of patent, copyright, trademark applications, video <i>Patents &amp; Copyrights</i>	Class discussion, Multimedia presentation, video presentation	Quiz, create an original cereal box that includes: company name, brand name, slogan, trade character, and company logo

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.5	Compare laws governing the unethical use of media in different countries.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A	Income and Careers
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.3	Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.5	Evaluate current advances in technology that apply to a selected occupational career cluster.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.8	Analyze how personal and cultural values impact spending and other financial decisions.

## Differentiation

Teachers can supply students with a T-chart that prompts students on the differences in economic systems (command vs. mixed.) Teachers can have groups of students represent economic leaders of various countries in a series of debates. Students will be able to utilize DECA practice role-play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role-play scenarios that simulate the DECA competitions.

## Technology

Teachers can use *Quizlet*, an online tool that promotes learning of vocabulary (economic terms) through virtual flashcards. When searching economic information for various countries students can use *Britannica.com*.

## College and Workplace Readiness

Students can read about career opportunities in business, economics, and the financial world by reading the classroom version of *The Wall Street Journal*. Students can create a "wish list" of jobs in a portfolio and map out a 4-year plan to obtain those positions.

# Marketing I - Unit 03

## Marketing and Competition

### Enduring Understandings:

Marketing is fueled by business competition.

**Essential Questions:** Why do businesses strive to improve the quality of their products and services? How is price used as a marketing strategy? How does technology influence the products and services that enter the marketplace? How can Main Street compete against Wall Street?

### Unit Goals:

Students will analyze and evaluate how businesses compete for market share and construct a competitive model for a small business.

**Recommended Duration:** 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What advances have been made to television sets over the last 50 years? What will a television set in 2050 look like and what features will it have?	Students will research how technology causes change in consumer products  Students will chart the evolution of common household goods	Current company sales catalogs, images of dated advertisements for cell phones, computers, and television sets from Google Images	Classroom discussion, Q & A, internet research	Essay: "How technology has changed [product] over the last 50 years." Using <i>Story-jumper</i> students can create a comic book about how technological change will affect consumer goods over the next 50 years
What causes certain products/services to become obsolete? Why wouldn't you invest in a company that makes typewriters? Why is Blockbuster struggling to remain in business? What is the future of DVD's and CD's?	Students will analyze the cause and effect relationship that technology has upon consumer goods  Students will make predictions about which businesses and products might not survive the next decade	Internet, textbook	PowerPoint presentation of 10 products that have not survived the 21st Century, class debate, Q & A, cooperative learning, guided note-taking	Essay: "Why I believe that [product] will become obsolete in ten years"



<p>Why do businesses such as car companies introduce new design models every year?</p>	<p>Students will analyze the relationship that marketing has upon competition by researching competitive business strategies within selected industries</p>	<p>Textbook, current event articles, sample car brochures, internet</p>	<p>Outlining, reading, independent research</p>	<p>Compile a report of the competitive strategies that market leaders have implemented within a particular industry (example: Coca Cola &amp; Pepsi in the soft drink industry)</p>
<p>What is the relationship between quality and price? What is the meaning of the phrase: "you get what you pay for"? What do the brands <i>Rolls Royce</i>, <i>Rolex</i>, and <i>Dolce Cabana</i> have in common?</p>	<p>Students will examine why and how prestige pricing is used by certain businesses Students will examine the levels of branding and create correlations between brand name products and price</p>	<p>Textbook, samples of generic brand products, examples of magazine ads using prestige pricing</p>	<p>Reading, outlining, student surveys, internet search</p>	<p>Students will create a Product/Price chart of 10 selected brand products and prices and compare them with identical generic brands and prices Topic Essay: Peer pressure and owning brand name products</p>
<p>How can a small retail business in Colts Neck compete against a national retail chain?</p>	<p>Students will create marketing strategies for a small business competing against a national chain</p>	<p><i>Entrepreneur</i> magazine, Small Business Administration website, guest entrepreneur speaker</p>	<p>Team marketing competition, independent research &amp; reading, group brainstorming, group presentations</p>	<p>Students will prepare a PowerPoint presentation outlining the marketing strategies that a small business would use when competing against a national chain</p>

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.4	Predict the impact of emerging media technologies on international business and globalization.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A	Income and Careers
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.E	Becoming a Critical Consumer
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.E.4	Evaluate business practices and their impact on individuals, families, and societies.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.E.6	Apply consumer protection laws to the issues they address.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.E.8	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.

## Differentiation

Students with learning disabilities can compare competitive strategies by cutting out newspaper advertisements that use price as a way to gain a competitive advantage. Students can also use *TimeToast* which is online interactive website which would enable students to create a timeline of the technological and competitive changes made to a television set or computer. Students will be able to utilize DECA practice role-play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role-play scenarios that simulate the DECA competitions.

## Technology

Students can use *Google Images* to present examples of product evolutionary stages. (Example: the first video game console, black and white console television sets.) Students can research corporate websites and report on products in the development stage. Students can also browse car websites that describe the concept cars of the 1960's that never were mass marketed. All of the information can be presented using a multimedia presentation tool.

## College and Workplace Readiness

To help students understand competition, they can explore entrepreneurial opportunities in business. The *Small Business Association (SBA)* website offers a wealth of information on how to start a small business and ideas on how small businesses can compete in a global market.

# Marketing I - Unit 04

## Consumerism

### Enduring Understandings:

Consumers decide the fate of all businesses, products, and services.

### Essential Questions:

What causes a product or service to become obsolete? Why are profit driven companies developing "green marketing" campaigns? How are business ethics and social responsibility related to marketing?

### Unit Goals:

Students will acquire evaluative skills that will enable them to make intelligent decisions about the products and services that are marketed by businesses.

**Recommended Duration:** 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Explain the phrase: "we live in a consumer based society". How is consumer purchasing power related to personal income? What is the difference between a customer and a consumer?	Students will understand the interdependent relationship of consumer purchases, the products and services offered, and discretionary income	flow charts, graphic organizers, textbook, Internet, Excel spreadsheet, <i>Consumer Reports</i> magazine, <i>Advertising Age</i> magazine	Students can research the most common household purchases and "big ticket" household items. Students can research income levels of geographic areas within NJ. Students can research the major retailers in NJ. Students can poll parents on what they spend on consumer products for 1 year. Students can prepare a monthly product and expense budget for a recent college graduate. Class discussion, Q & A, independent reading & writing.	Students can prepare a personal budget spreadsheet based on an annual salary of \$50,000

<p>Why are many <i>Blockbuster Video</i> franchises now bankrupt and obsolete business? How did streaming video contribute to Blockbuster's demise? Will Netflix one day become bankrupt? Why/Why not?</p>	<p>Students will explore the various reasons and causes that contribute to a business's downfall</p>	<p><i>Yahoo</i> financial page, financial records of selected Fortune 500 companies</p>	<p>Guided note-taking, independent research, comparative chart of the top 10 U.S. business/products in 1980 and the top 10 U.S. businesses/products in 2011. Class discussion, Q &amp; A. Guest speaker from a major retailer. Demonstration of how a SWOT analysis is done.</p>	<p>Oral presentations, written report, analysis of a selected business</p>
<p>How do marketers know if consumers accept or reject a product or service? Why was "New Coke" one of the biggest marketing blunders of the 20th Century? Why did Snapple discontinue its line of all natural sodas? Why did Dodge's pink colored muscle car sell so well in the early 1970's? Are U.S. consumers ready to accept a gasoline free auto?</p>	<p>Students will study, research, and predict consumer trends &amp; habits and the influence they have or will have upon marketers.</p>	<p>Internet, copies of <i>Cosmopolitan &amp; GQ</i> magazine, <i>Consumer Reports</i> magazine</p>	<p>The History of Coke video, cooperative learning activity involving personal buying habits, cooperative learning activity: "consumerism: a pictorial view of the last 5 decades". Class discussion, Q &amp; A</p>	<p>Poster collage, essay, Multimedia presentation</p>
<p>Why are businesses so environmentally conscious of the products they are presently marketing to consumers? What are ways that a company can implement "green marketing" strategies? Will consumers pay more for a product that is deemed more environmentally safe? Why are American car buyers still in love with their gas guzzling SUV's?</p>	<p>Students will explore and report on the green marketing efforts of various businesses and the effect it has had upon consumers</p>	<p>Internet, <i>Consumer Reports</i> magazine, samples of recycled packages, video: <i>Invention Recycle</i></p>	<p>Cooperative learning activity: groups choose 1 U.S. company and prepare a class presentation of its green marketing strategies. Class discussion, debate, Q &amp; A</p>	<p>Research paper (examples: The Environment &amp; Exxon, hybrid cars, and marketing green packaging to consumers)</p>

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A	Income and Careers
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.1	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.4	Summarize the financial risks and benefits of entrepreneurship as a career choice.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

## Differentiation

For students with learning disabilities, teachers can structure this unit with a journal on products that are purchased weekly. Students will track brand and price paid. Then write a short summary as to why they choose those particular brands. Students will be able to utilize DECA practice role play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role-play scenarios that simulate the DECA competitions.

## Technology

Students can use the program *Xtranormal* to create an animated cartoon depicting the efforts of companies using green marketing techniques.

## College and Workplace Readiness

Students can create a college budget that includes: books, meals, entertainment, clothes. This will prep students on becoming an educated consumer that lives within his/her means. Although this is a more practical use of college readiness, a personal budget fits well within this unit.

# Marketing I - Unit 05

## Market Segmentation

### Enduring Understandings:

Most goods and services are marketed to specific market segments.

### Essential Questions:

Why does advertising target specific groups of consumers? What is a customer profile and how do marketers create them? How are demographic studies useful to marketers?

### Unit Goals:

Students will understand the impact of market segmentation by researching the various ways markets are segmented and by implementing a marketing plan.

**Recommended Duration:** 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Why do marketers use product surveys after a consumer makes a purchase?	Students will understand the concept of obtaining demographic information from consumers	Examples of product surveys	Class discussion, Q & A, guided-note taking, independent reading	Creating a product survey card for a video game
How do marketers use advertising to reach certain demographic groups? What is target advertising? How do we determine who the target is?	Students will explore the many mediums of advertising and evaluate their effectiveness in reaching selected target markets	Clips of TV commercials, <i>YouTube</i> , graphic organizer, <i>Advertising Age</i> magazine, Internet using demographic studies of towns in Monmouth County	Independent research and reading, note-taking, class discussion, Q & A	Comparative essay, quiz
How can psychographics help marketers create a customer profile? What products and services could be marketed to "the outdoors type"? Can you write a customer profile for a person most likely to purchase a million dollar yacht?	Students will understand the concept of a customer profile by examining car dealership brochures and writing samples for certain makes and models of various vehicles	Auto dealership brochures, sample product descriptions, textbook	Class discussion, descriptive writing exercises, Q & A,	Design a magazine ad for a particular market segment

What products and services are currently being marketed to Generation Y?	Students will discover the power of target marketing by researching manufacturers and retailers that are currently marketing products to the teen crowd.	Internet, magazines and websites geared toward the teen market, ( <i>Seventeen, Teen People, Sports Illustrated</i> )	Conduct research on the video game industry, conduct a survey of the retailers and manufacturers that market their products to teens, research how these companies are reaching their target audience	Create a "Costco for Teens"
Why do marketers pay close attention to the Baby Boomer generation?	Students will become aware of other market segments by researching the spending habits of the largest and most richest target market- Baby Boomers	Internet, demographic data, charts, visuals	PowerPoint presentation, guest Baby Boomer speaker, note-taking, Q & A, class discussion, mock interview	Create a visual chart comparison of spending by Generation X, Y, and Baby Boomers

<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B	Creativity and Innovation
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.C	Collaboration, Teamwork, and Leadership
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Digital media are 21st-century tools used for local and global communication.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.F	Civic Financial Responsibility
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.1	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.F.6	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

## Differentiation

Students with learning disabilities can track historical buying purchases throughout age brackets. Example: they can list products they bought from ages 5 to 10, 10 to 15, and 15 to the present. Students can then create a list of products that they will most likely buy from ages 18 to 29. Students can be given a chart that labels age cohorts. Students then cut out magazine and newspaper advertisements that they believe are being marketed to those age cohorts. Students will be able to utilize DECA practice role-play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role play scenarios that simulate the DECA competitions.

## Technology

Students may utilize multimedia presentation tools in this unit. Students may develop a commercial for their “Costco for Teens,” and post that commercial to a streaming video or other video hosting service to gather feedback.

## College and Workplace Readiness

Students can learn workplace readiness skills in this unit by conducting demographic studies that can be used for marketing. Students can work with the Monmouth County Chamber of Commerce in compiling demographic data and statistics for future reports. Students can also elect to write a marketing research plan and enter the paper in the DECA state written event competition. The market research can be a DECA chapter activity, with teams of 3 students writing the actual research paper.



# Marketing I - Unit 06

## Public Relations

### Enduring Understandings:

Creating positive business image and community goodwill can be accomplished with an effective public relations campaign.

### Essential Questions:

Why is a business's public image as important as the suit of clothes that would be worn to a job interview? How can the public's perception about a company turn from good to bad or vice versa?

### Unit Goals:

Students will examine and analyze the components of a public relations campaign and then formulate strategies on how such a plan can be implemented.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How can a press release, press conference, and a press kit help shape a company's image with the public?	Students will be able to create a public relations campaign for a business. Students will analyze the rationale for creating a press kit, delivering a press conference, and writing a press release	Sample press kits, press releases, video of excerpted press conferences	Cooperative learning groups, internet research, modeling, mock role plays	Create a press kit and present a mock press conference
What are the responsibilities of a press agent or public relations firm? Why do people in the entertainment field hire publicists?	Students will understand the tasks, duties, and responsibilities of a press agent and a public relations firm	<i>Advertising Age</i> magazine, marketing textbook, newspapers, etc.	Guest speaker with experience in PR, note-taking, independent reading and research	Write a job description for a manager of a public relations firm
What is corporate sponsorship?	Students will gain insight into why and how corporations and businesses sponsor events and organizations	Internet, <i>Street &amp; Smith Sports Marketing</i> magazine, current event articles	Multimedia presentation, guest speaker, class discussion, note-taking, Q & A. independent research, field trip to the Meadowlands Sports Complex	Create a spreadsheet report on all the businesses that have bought naming rights to stadiums and arenas

How can a business forge a caring and responsible relationship with the public?	Students will examine why businesses donate to charities, establish scholarship programs, and support social programs	Internet, marketing textbook, current event articles	Class debate, cooperative research & presentation	Write a short report on how a business is demonstrating social responsibility
How do businesses deal with "bad press"?	Students will explore how businesses deal with negative press and how they can regain the confidence of consumers	Examples of negative movie reviews and restaurant reviews, Case briefs from the Tylenol poison case & Firestone defective tire case	Class discussion, mock role-plays, cooperative learning	Write a reactionary press release

<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B	Creativity and Innovation
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Digital media are 21st-century tools used for local and global communication.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.4	Predict the impact of emerging media technologies on international business and globalization.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.E	Becoming a Critical Consumer
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.1	The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.E.6	Apply consumer protection laws to the issues they address.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.A	Career Awareness
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.6	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

## Differentiation

Students with learning disabilities can be given a choice of public relations activities: writing a press release, creating a press kit, or speaking at a mock press conference. Students can be given a guided note-taking sheet that steers them through each of the possible public relations activities. Students will be able to utilize DECA practice role-play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role-play scenarios that simulate the DECA competitions.

## Technology

Students can use *Adobe Photoshop* when creating a press kit. Students can also use *WordPress* to post blogs.

## College and Workplace Readiness

Students can create a news release about the college they are to planning to attend. The news release can focus on a particular aspect of the university that the president wishes to publicize. As part of the *DECA Diamond*, students may get involved in volunteer work that builds a strong sense of civic duty and community responsibility.

# Marketing I - Unit 07

## Advertising

### Enduring Understandings:

Advertising provides a communicative bridge between marketers and consumers.

**Essential Questions:** Is advertising influenced by consumers or are consumers influenced by advertising? How are marketers creating a more interactive relationship between businesses and consumers?

### Unit Goals:

Students will analyze, evaluate, and apply advertising strategies to various products and services

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the future of newspaper and magazine advertising?	Students will analyze influential changes that have affected print advertising and magazine and newspaper ad costs	Current copies of magazine and newspaper ads, Internet. Slide show of print ads from the 50's, 60's, 70's, 80's and 90's	Class discussion Q & A, cooperative learning strategies	Create a full page color magazine ad or B & W newspaper ad
How have marketers capitalized on the use of Apps and the I-phone?	Students will investigate advertising strategies employed through the use of wireless cell phones	i-phone, multimedia presentation	Class discussion, student surveys, create new apps that would draw advertisers, group brainstorming, group presentations	Create five new wireless apps that advertisers and consumers could both benefit from
How has commercial radio survived the competitive threat of satellite radio?	Students will research the history of radio advertising.	Copies of commercial ad rates from local NJ radio stations, marketing textbook, sound bites from current radio commercials	Class discussion, critiquing radio commercials, Q & A, analyzing an advertising budget	Working in groups, students record a 60 second radio commercial

Why do marketers use celebrities and sports figures in advertisements?	Students will explore the concept of product endorsement	Copies of print ads featuring well known celebrities and sports figures	Class discussion, Q & A, student surveys	Students select 3 product ads that use a celebrity endorsement and write a reaction piece on whether the ad was effective in creating consumer interest
Why are Super Bowl TV commercials such a cultural phenomenon?	Students will research the cultural phenomenon of Super Bowl commercials.	Internet, <i>You Tube</i> , <i>Advertising Age</i> magazine, <i>The Billion Dollar Game</i> book	View and comment on past Super Bowl commercials, class discussion, Q & A	Working in groups students create a 60 second TV commercial for next year's Super Bowl
How have billboards, transit ads, and other traditional print ads (Yellow Pages) evolved over the last 10 years?	Students will analyze the impact that the digital age has had upon traditional print forms of advertising	Slide show of sample billboard ads from the past to the present, sample posters, examples of tactile, olfactory, visual, and auditory print ads	Class discussion, independent research, PowerPoint presentation	Students will create and or describe a print ad that taps into as many of the 5 human senses as possible
What is subliminal advertising and does it really exist?	Students will gain a deeper understanding of the psychology behind messages in print ads	<i>You Tube</i> clip: "Subliminal Messages Busted", copies of full page color magazine ads that contain subliminal messages, document camera	Class discussion, analyze magazine ads using the zoom feature on the document camera, view and comment on the <i>You Tube</i> clip	Students will search for three magazine ads that they believe contain a subliminal message and describe what that message is

<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B	Creativity and Innovation
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Digital media are 21st-century tools used for local and global communication.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.3	Design a digital communication system to alert other countries in the event of a natural disaster.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.4	Predict the impact of emerging media technologies on international business and globalization.

## Differentiation

Students with learning disabilities can choose from a variety of advertising mediums to express their knowledge and application of the content (print ads, multi-media ads, video clips). This unit affords the teacher many opportunities to incorporate cooperative learning activities. Students with learning disabilities can be assigned roles in groups that best meet their abilities. Students will be able to utilize DECA practice role-play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role-play scenarios that simulate the DECA competitions.

## Technology

Students have many opportunities to apply technology to the unit on advertising. *Wordle* can be used to control and create words by color, font, size, and background. *Wordle* can be used to create flyers, posters, and billboards. A digital movie camera can be used for filming TV commercials. Students can also use Xtranormal to create animated advertising cartoons.

## College and Workplace Readiness

Students can gain work experience by creating a full-page color magazine ad. Students will create, format, and illustrate a print ad. They will assume roles of: headline writer, ad copywriter, proofreader, and illustrator. Students will also gain insight to the occupations of a commercial storyboard illustrator. DECA competitive event series gives students an opportunity to write an advertising campaign for an existing business. Students can work cooperatively with store managers (Finish Line, Sears, and Footlocker are just a few of the DECA corporate sponsors) in developing a viable advertising plan.

# Marketing I - Unit 08

## Branding

### Enduring Understandings:

A brand name can achieve global recognition.

### Essential Questions:

Why are consumers more likely to purchase a brand name product?

How are logos, colors, trade characters, and names used in branding?

### Unit Goals:

Students will evaluate the effectiveness of corporate branding and develop new strategies of implementation.

**Recommended Duration:** 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the difference between a name brand and a generic brand?	Students will compare and contrast brand name products with generic brands	Sample products that are both name and generic	Student survey of brand name products preferred, class discussion, Q&A	Comparative essay
Why are brand name products more expensive than generic brands?	Students will debate the notion that brand name products are superior in quality and thus warrant a high price tag	Samples of low and high end sneakers, a <i>Coach</i> purse and a <i>Coach</i> look-a-like purse	Class debate, selected product comparisons	Students will create a price and brand name product report
What do the terms brand recognition, brand preference, and brand insistence imply?	Students will explore the conscious or subconscious decision making process that consumers make when choosing products and services	Marketing textbook, marketing LAP on branding	Cola blind test taste involving <i>Coca Cola</i> , <i>Pepsi</i> , and a store brand cola.	Essay: 'Why I chose a certain brand'
What does a logo reflect upon a company? Its customers?	Students will analyze company logos and evaluate their effectiveness in establishing brand identity	Internet, color transparency of corporate logos	Class discussion, Q & A, PowerPoint viewing	Students create a new logo and letter type for an existing company

How do trade characters reinforce brand recognition?	Students will research companies that have incorporated trade characters as part of their branding strategy	Internet, sample product packaging	Match game ( trade character with correct company) independent research, class discussion	Trade character Identification quiz, students can create a trade character for a new breakfast cereal
Why do companies use slogans as a branding strategy?	Students will evaluate company slogans in relation to brand identity	Internet, <i>Advertising Age</i> , list of the all time top 20 slogans	Match game (slogan with correct company), class discussion	Slogan match quiz, using <i>Quizlet</i>

<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B	Creativity and Innovation
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.D	Cross-Cultural Understanding and Interpersonal Communication
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A	Income and Careers
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.1	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.5	Evaluate current advances in technology that apply to a selected occupational career cluster.
<b>2009</b>	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

## Differentiation

Students with learning disabilities can be given the choice of creating brand logos by hand or with a computer program such as Word Art. Students can be shown examples of company branding strategies (trade characters, logos, slogans, signs) and instead of creating a logo or trade character from scratch can alter or change an existing one. Students can create a scrapbook of corporate branding examples. Students will be able to utilize DECA practice role play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role-play scenarios that simulate the DECA competitions.



## Technology

Students can experiment with Wordle and other illustration/text manipulation tools to change existing branding labels or create entirely new ones.

## College and Workplace Readiness

Students will gain experience in authentic assessment assignments that challenge individual creativity. Slogan writing, logo designing, and creating brand identity are work readiness skills for any student interested in marketing or advertising. Students could be challenged with a task to determine how their school can increase its brand awareness to college recruiters.

# Marketing I - Unit 09

## Personal Selling

### Enduring Understandings:

Personal selling is the most effective means of promotion.

### Essential Questions:

Why is a human face and voice a welcomed reprieve from digital communication devices?

Why do Fortune 500 companies employ an army of sales representatives?

Respond to the following study: "Non-verbal communication can account for up to 70% of a communicated message".

### Unit Goals:

Students will prepare and present a business-to-business sales presentation.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the "pre-approach" and why is it necessary?	Students will learn about and apply pre-sales activities such as credit checks, prospecting, and building a database for prospects	Graphic organizer to use for analysis, Microsoft EXCEL, Experian.com	Teacher can model a SWAT analysis by using McDonald's as an example	Students can conduct an analysis of a business of their choice
During the approach, what should the seller be cognizant of?	Students will demonstrate and model social intelligence skills. Students will become aware of non-verbal communication signals by studying various body postures, hand mannerisms, and facial expressions	Books: <i>Signals, Dress For Success, Body Language</i> . Clip of the approach used in the film <i>Wall Street</i>	Students can practice and simulate the first 3 minutes of a sales call. Practice handshakes and greetings and ice breaking techniques Students can be shown a series of pictures showing various facial expressions and body postures Students will hypothesize what the non-verbal message is	The 3-minute sales calls can be video taped and critiqued by students

How does the seller determine a client's needs? Why are open-ended questions needed in a B to B sales call?	Students will demonstrate effective sales questioning techniques	DECA prep booklets	Students can role-play various Q&A sessions exchanging roles as buyers and sellers Students can be given a list of "YES/NO" questions that they must rewrite as open-ended questions	A simple rubric can be created that evaluates the effectiveness of the open ended questions used in the mock role plays
Why should a sales representative be well versed in knowing the features and benefits of a product or service? What visual aids can be used during a product presentation?	Students will gain experience in preparing and presenting a product feature/benefit chart	Sample feature/benefit charts, car dealership auto brochures	Students can give short 2 to 3 minute product demonstrations Teachers can play the role of a retail buyer	Student presentations can be judged on whether the buyer (teacher) actually bought the product after listening to the sales pitch
Why is it wise to anticipate questions or objections from the buyer?	Students will gain skills on how to respond to customer questions and objections in a selling situation	Marketing textbook, DECA practice role play booklets	Students will be given a list of customer questions, concerns, complaints that they must write or verbally respond to each question	Students can create a list of 10 anticipated customer questions and provide an effective answer for each
How do you close a sale?	Students will practice sales close techniques and negotiating a sales contract	Excerpts from the book <i>The Art of the Deal</i> , mock sales contracts, DECA practice sales role play booklets	Students will practice role play closing techniques such as the direct close, the trial close, and the standing room only close.	Students will describe and provide examples of sales closing techniques that could be incorporated in a sales training manual
What is suggestive selling and when can it be used in a sales call?	Students will develop sales skills in the area of suggestive selling	Marketing textbook, DECA retail role play booklet, graphic organizer	Students can practice suggestive selling scenarios by simulating sales role plays in restaurants, clothing stores, and electronics stores. Students can compare the total amount of a bill with and without the use of suggestive selling	Students will be given a list of 5 core products Students will link an ancillary product that could be sold with each

<p>Why is it necessary to follow up on a sales deal that has been closed? How can a sales rep build a continuing relationship with a client?</p>	<p>Students will learn about business relationship building by composing a thank you letter and inter-office memo</p>	<p>Microsoft Word program, business letter and memo template, samples of inter-office memos and follow-up business letters, document camera</p>	<p>Students will examine formats for a business letter and inter-office memo Students can review, edit, and rewrite sections of sample business letters and inter-office memos</p>	<p>Students will write a business letter in block format and an inter-office memo</p>
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2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.3	Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Digital media are 21st-century tools used for local and global communication.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.2	Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.B.10	Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.A	Career Awareness
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.1	Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

## Differentiation

Although ideally this unit should culminate in an actual student role-play of a sales presentation, students with learning disabilities can work with a partner and have the presentation time shortened. A 10 minute sales presentation is usually the average length in an academic level classroom. Students will be able to utilize DECA practice role play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role-play scenarios that simulate the DECA competitions.

## Technology

Since this unit involves a student sales presentation, students can use Prezi, PowerPoint, video clips, Smartboard, or any other multimedia tool. Teachers should allow students the freedom to use whatever presentation tools that are available to enhance the sales pitch. Two easy to read and utilize "how to" books are: *Technical Presentation Skills* by Steve Mandel and *Using Visual Aids* by Claire Raines and Linda Williamson.

## College and Workplace Readiness

Students will get an excellent opportunity in this unit to fine-tune their public speaking skills. Students will also learn how to utilize visual aids and technology in a business sales meeting. A corporate sales representative invited as a guest speaker would greatly enhance students understanding of sales in business and marketing.

# Marketing I - Unit 10

## Promotion

### Enduring Understandings:

A promotional plan must be coordinated using personal selling, advertising, public relations, and special promotional offers.

### Essential Questions:

Why is promotion needed in event planning? What elements are essential in creating an effective promotional plan? How does a company know if a promotional plan was successful?

### Unit Goals:

Students will create a promotional plan for an event or business.

### Recommended Duration: 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Materials	Suggested Strategies	Suggested Assessments
What elements comprise a promotional plan?	Students will be able to integrate and apply advertising, public relations, personal selling, and special promotional offers to a promotional event	Graphic organizer, DECA promotional plans from past national winners	Students will use a graphic organizer in planning the outline for a promotional plan Students will research and examine promotional strategies used in film, music, and sporting events	Students will write the outline for a promotional plan Students can be given a choice of topics Example: a promotional plan for a concert tour
What is the difference between a sweepstakes and a contest?	Students will be able to distinguish among the different promotional offerings that are used in marketing goods and services	Sample coupons, sample sweepstakes and contest entry forms, rebate ads	Students can research recent examples of companies that have staged contests and sweepstakes as part of a promotional plan	Students can create an entry form that would appear in an ad or on a package for a sweepstakes or contest giveaway
How is event planning used in sports and entertainment?	Students will be able to write a promotional plan for a sporting or entertainment event	Template for writing a promotional plan, Microsoft computer program, DECA promotional plans from national winners	Students will be allotted computer lab time to begin writing the promotional plan. Ideally 3 or 4 class periods Teachers can facilitate the writing process by editing student outlines and graphic organizers	As a cumulative assessment a 4 to 6 page promotional plan

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Digital media are 21st-century tools used for local and global communication.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.2	Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A	Income and Careers
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.1	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.3	Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.B.10	Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.A	Career Awareness
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.1	Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

## Differentiation

Instead of writing a 4 to 6 page promotional plan incorporating the prior units of advertising, personal selling, special promos, and public relations, students with learning disabilities can create a PowerPoint presentation or a large flow chart that demonstrates the relationship of the elements of a promotional plan. Students will be able to utilize DECA practice role play booklets and practice exams in preparation for the DECA regional, state, and national competitions. Teachers can set-up role play scenarios that simulate the DECA competitions

## Technology

Students and teachers can collaboratively create a rubric using *Rubistar*. This will enable students to plan criteria for each section of the promotional plan (advertising, personal selling, special promos, and personal selling). Students will know what is expected of them before the writing process begins.

## College and Workplace Readiness

This unit enables students to get an inside view on how a public relations firm operates. Event planning, the roles of a publicist and a sports and entertainment promoter are examined and applied to a variety of assignments and class exercises.

# Marketing I - Unit 11

## Channel Distribution

### Enduring Understandings:

Distribution channels are necessary in every marketing decision.

**Essential Questions:** Why are the channels of distribution as vital to marketing as the arteries are to the heart? Why would a manufacturer bypass a retailer and what would be the effect?

### Unit Goals:

Students will understand the dependency relationship that exists among channel members by charting the flow of goods from manufacturer to consumer.

**Recommended Duration:** 1 week

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is necessary for a product that is manufactured in Detroit to reach a retailer in New Jersey?	Students will understand the necessity of intermediary businesses such as transportation services, storage facilities, and wholesalers in the chain of marketing functions	Graphic organizer, current event articles about fuel prices	Students may take a class trip to Port Elizabeth, NJ or conduct internet-based research on the rise of northeastern counties as hubs of trade and transportation	Students will create a comic book that illustrates the journey of a cereal box from Battle Creek Michigan ( home of Kellogg's) to a breakfast table in New Jersey
How did companies like Dell change the way consumers buy computers?	Students will understand the relationship that can exist with direct distribution from manufacturer to consumer by reviewing company webpages	Internet access to company WebPages such as Dell, Amazon, and Overstock.com	Students will explore and review company websites that allow consumers to bypass retailers and order products directly from a manufacturer	Students can design a company webpage that allows consumers to order goods on-line

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B	Creativity and Innovation
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

## Differentiation

Students with learning disabilities can develop a web or mind map help them visualize the connection that exists among channel members. Students can also replace words with pictures (trucks, ships, railroads) to help visualize the flow of intermediaries.

## Technology

Students can compare and contrast the high-speed railways of Europe with that of the U.S. and create a YouTube video that demonstrates the similarities and differences.

## College and Workplace Readiness

Students can take a field trip excursion to Port Elizabeth or conduct internet-based research on the rise of northeastern counties as hubs of trade and transportation and the intricacies of inbound and outbound logistics.



# Marketing I - Unit 12

## 21st Century Technology

### Enduring Understandings:

Technology in the 21st Century has ushered in revolutionary methods of marketing.

**Essential Questions** How has the internet created a global marketing arena? How has social media (Twitter, Facebook, LinkedIn, etc.) changed the way businesses and consumers interact with each other? Can internet advertising be regulated?

### Unit Goals:

Students will explore new marketing technologies and evaluate their impact on consumers.

**Recommended Duration:** 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How can a local business in Colts Neck NJ sell a horse saddle to a customer in Brazil?	Students will understand how businesses and consumers have benefited from Internet marketing	Profiles of Internet start-up companies, current event articles about Internet marketing and small businesses, <i>Entrepreneur</i> magazine	Students can research the SBA (Small Business Association) website and read how small business owners are utilizing the internet in marketing products worldwide	Students will write an essay: "How the Internet Has Fueled Global Marketing"
How has social media impacted advertisers and consumers alike?	Students will examine, review and predict how the relationship between consumers and businesses is and will be affected by social media	Advertising Age magazine, Facebook pages of major businesses and retailers, Colts Neck H.S. Facebook page	Students will research consumer comments left on <i>Facebook</i> pages that have influenced business practices and advertising strategies	Students will upload a consumer review on YouTube of a recent shopping experience
Can there be a cyberspace law that regulates Internet advertising?	Students will examine and hypothesize the threats that Internet advertising may have upon minors	FCC & FTC TV & radio advertising laws	Students can work in cooperative groups that draft a set of universal Internet advertising laws	Students can write letters to U.S. members of Congress on the topic of internet advertising regulation

2009	Technology	Grades: 9-12	TEC.9-12.8.2.12	All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
2009	Technology	Grades: 9-12	TEC.9-12.8.2.12.A	Nature of Technology: Creativity and Innovation
2009	Technology	Grades: 9-12	TEC.9-12.	Technology products and systems impact every aspect of the world in which we live.
2009	Technology	Grades: 9-12	TEC.9-12.8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E	Communication and Media Fluency
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	Digital media are 21st-century tools used for local and global communication.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.5	Compare laws governing the unethical use of media in different countries.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

## Differentiation

Students can research actual products that have been improved with technology, and trace a developmental line between current “hot” products and their predecessors: record player, 8-track cassette, cassette/Walkman, compact disc, DAT, iPod. This will allow students to explore how products have gotten smaller and lighter with technological advances.

## Technology

Students can explore and experiment with social media and business marketing. Students can engage in on-line real time communication with many businesses that they frequent.

## College and Workplace Readiness

Students can visit various business websites and gather ideas to build a new e-commerce business that could be run from home. Students can research the education and computer skills needed to become a web page designer in such a context.