Marking	Unit	Recommended
Period	Title	Instructional Days
Marking Period 1	<ul> <li>Chapters 1-3:</li> <li>Understand the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.</li> <li>Assess marketing information needs to develop a marketing information management system.</li> <li>Analyze marketing information to make informed marketing decisions.</li> <li>Acquire foundational knowledge of marketing-information management to understand its nature and scope.</li> <li>Chapters 4-6:</li> </ul>	Marking Period 1-4
Marking Period 2	<ul> <li>Chapters 4-0.</li> <li>The 4 P's of marketing are fundamental to effective practice in this discipline.</li> <li>Marketing is defined as the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.</li> <li>Marketing is an active process that requires developing, adapting, and applying a variety of skills and strategies to construct meaning from increasingly challenging and practical problems that deal with relevant issues that promote career development and intellectual growth.</li> <li>The marketing concept is a focus on customers' needs and wants while generating a profit.</li> <li>Consumers react differently to products perceived as needs versus wants.</li> <li>Three benefits of marketing are new and improved products, lower prices, and added value (utility).</li> <li>A marketing plan is a written document that directs the marketing activities of a company for a specific period of time.</li> </ul>	

Marking Period 3 Marking Period 4	<ul> <li>to obtain and com</li> <li>Understands tool maintain, evaluat business decision</li> <li>Integrates sociole understand custor</li> <li>Integrates psychocustomer motivat Chapter 9-10:</li> <li>Students will lear features in order services that will</li> <li>Students will lear of the product life</li> </ul>	ogical knowledge of group behavior to mer decision making. ological knowledge to understand tion. If to coordinate existing products and to continue to create products and be in demand. If product strategies to manage stages	
Personal Finance Disciplinary Concept: <i>Core Idea</i>	Performance Expectation/s:		
<b>Credit Profile/Financial</b> <b>Institutions/Financial Psychology</b> Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	<ul> <li>PFL.9.1.12.CP.1: Negative information in credit reports can affect a person's credit score and financial options.</li> <li>PFL.9.1.12.FI.1: Identify ways to protect yourself from identify theft.</li> <li>PFL.9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</li> </ul>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit	
Life Literacy & Key Skills Disciplinary Concept: <i>Core Idea</i>	Performance Expectation/s:		

Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.1, 9.2, 9.4) Grades K - 12 Business Education: Marketing/E-Marketing Grade: 9-12

<b>Creativity and Innovation</b> Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<b>TECH.9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas <b>TECH.9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities	<ul> <li><i>Essential Question/s:</i> What is Marketing?</li> <li>Why is it important to understand the use of promotional components used to communicate with targeted audiences?</li> <li>Why should we use critical thinking skills to plan and conduct research,</li> </ul>
Career Awareness, Exploration, Preparation, & Training Disciplinary Concept: <i>Core Idea</i>	Performance Expectation/s:	<ul><li>manage projects, solve problems, and make informed decisions using appropriate digital tools and resources?</li><li>How can comprehension and implementation of marketing concepts provide</li></ul>
<b>Career Awareness and Planning</b> Career planning requires purposeful planning based on research, self- knowledge, and informed choices.	<ul> <li>WRK.9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</li> <li>WRK.9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</li> </ul>	<ul> <li>success in the business world?</li> <li>How would a real business develop a marketing plan?</li> <li>How does research and analysis for a marketing plan help business be successful?</li> <li>How will 21st century skills help me be successful in the business world?</li> <li>How does the marketing concept influence business?</li> </ul>
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	How does marketing benefit consumers?
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	<ul> <li>Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>Recognize the skills needed to</li> </ul>	<ul><li>How does a business create a basic marketing plan?</li><li>How does product planning affect a business's long term success?</li><li>How does the Product Life Cycle affect product decisions?</li><li>Why is branding essential to a product's success?</li></ul>

	<ul> <li>establish and achieve personal and educational goals.</li> <li>Utilize positive communication and social</li> </ul>				
	<ul> <li>skills to interact effectively with others.</li> <li>Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>				
	ts (Formative)		ts (Summative)		
	standard/s, students will successfully	• •	standard/s, students will successfully		
Quizzes	e within:		nplete:		
<ul> <li>Quizzes</li> <li>Tests</li> </ul>		<ul> <li>Benchmarks:</li> <li>Students will obtain a score of 70% or higher, students who complete</li> </ul>			
<ul><li>Thumbs up/down</li></ul>		the proper assigned classwor			
Think Pair Share		• Rubric evaluations	6		
• Exit tickets					
		Summative Assessments:			
		District Assessments			
			Marketing Portfolio		
		ent Access to Content:			
Core	Alternate	ng Resources/Materials ELL	Gifted & Talented		
Resources	Core Resources	Core Resources	Core Resources		
Resources	IEP/504/At-Risk/ESL	Core Resources	Core Resources		
	<ul> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> </ul>	<ul> <li>Allow access to supplemental materials, including use of online bilingual dictionaries.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</li> </ul>	• Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.		

	<ul> <li>Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.</li> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom,</li> </ul>		
	or the school's Occupational or Physical Therapists.		
		al Resources	
	be beneficial. Some students with ling the school's speech therapist.	Access to computers with screen readers, von ited verbal abilities may require access to a	
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core

	Business Education: Marketing/E-Mar Grade: 9-12	keting		2020
<ul> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.</li> </ul>	<ul> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <li>Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.</li> </ul>	<ul> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul> <li>betta stren enha intro acco</li> <li>Integ and inclustud each</li> <li>Prop exter</li> </ul>	er pre-assessments to er understand students' ngths, and create an anced set of oductory activities ordingly. grate active teaching learning opportunities, uding grouping gifted ents together to push n other academically. bose interest-based nsion activities and ortunities for extra lit.

Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.1, 9.2, 9.4) Grades K - 12

Dev. Date:

		utes and Administrative Code /when present within the curriculum map)	
Amistad Law: N.J.S.A. 18A 52:16A-88	Holocaust Law: N.J.S.A. 18A:35-28	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	Standards in Action: <i>Climate Change</i>
	Stan	dard 9	
9 Career Ready Practices		<ul> <li>_X_CRP1. Act as a responsible and contributing citizen and employee.</li> <li>_X_CRP2. Attend to financial well-being.</li> <li>_X_CRP3. Consider the environmental, social and economic impacts of decisions.</li> <li>_X_CRP4. Demonstrate creativity and innovation.</li> <li>_X_CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>_X_CRP6. Model integrity, ethical leadership and effective management.</li> <li>_X_CRP7. Plan education and career paths aligned to personal goals.</li> <li>_X_CRP8. Use technology to enhance productivity, increase collaboratior and communicate effectively.</li> <li>_X_CRP9. Work productively in teams while using cultural global competence.</li> </ul>	