

MANCHESTER REGIONAL HIGH SCHOOL

BUSINESS DEPARTMENT

MARKETING

REVISED & ADOPTED
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Manchester Regional High School Board of Education

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Marketing

I. Course Synopsis

This course is designed as a beginning course in merchandising, distribution, advertising and marketing. Students will be provided with a foundation in economic and marketing concepts. It can stand alone as a survey course in sales, advertising and distribution activities, with practical information to further enhance economic, career, and consumer education. Marketing will enable students to understand the process, development, opportunities and strategies in developing a marketing mix. Emphasis will be placed on consumerism, social and legal aspects of the process, market understanding and decision-making. We will examine pricing, distribution, promotion and product policies. Students will gain an understanding that marketing is the business process that identifies customer needs and wants, determines which target markets the organization can serve best, and designs appropriate products, services and programs to serve these markets.

II. Philosophy & Rationale

New Jersey Core Curriculum Content Standards Standard 9 21st Century Life and Careers

- In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

II. Scope & Sequence

Unit 1: World of Marketing & Entrepreneurship (10 weeks)

- Marketing Defined
- 7 functions of Marketing
- Economic benefits of marketing
- Goods vs. services
- Marketing concept
- Customer satisfaction
- Competition
- Competitive advantage
- Business ownerships
- Marketing and social responsibility
- Ethics in marketing and consumerism
- Marketing ideas
- Entrepreneurship

Unit 2: Target Market (8 Weeks)

- Importance of finding target markets
- Market segmentation
- Demographics, geographics and psychographics
- Customer profiles
- Customer vs. consumer
- Consumer behavior

Unit 3. Marketing Research (4 weeks)

- Importance of market research
- Types of marketing research
- Focus Groups
- Surveys
- Role of the internet and social media in market research
- The marketing research plan
- Conducting marketing research
- Primary and Secondary data
- Constructing a Survey
- Data analysis

Unit 4: The Marketing Mix (12 weeks)

- Mission Statement
- Product development
- Product life-cycle
- Branding
- Packaging and labeling
- Price planning and strategies
- Supply and demand
- Break-even point
- Return on Investment
- Promotion and selling activities
- Traditional vs. nontraditional marketing
- Guerilla and ambush marketing
- Promotion and the role of social media
- Advertising
- Sales promotion
- Publicity and public relations
- Sponsorships
- Placement Strategies
- Distribution
- Location
- Supply Chain
- SWOT analysis

Unit 5. Career Exploration and Marketing Yourself (6 weeks)

- Public Speaking Skills
- Networking
- Parts of a Resume
- Job application
- Interviewing Techniques

IV. Unit Descriptions

Unit 1: World of Marketing & Entrepreneurship

(8 weeks)

Enduring Understandings

1. The Seven functions of marketing are used to create an effective marketing plan.
2. There are many economic benefits of marketing such as competition, lower prices, and improved products.
3. A good is a tangible item while a service is someone performing a task for you.
4. Competition is the rivalry of business for customers.
5. There are large and small businesses throughout the United States.
6. The types of business ownership are sole proprietorship, partnership, and corporation.
7. You do not only market goods and services you can also market ideas.
8. An entrepreneur is someone who assumes risk and starts a business.
9. Entrepreneurs have a great impact on our economy.

Essential Question(s)

1. What are the 7 functions of marketing?
2. Define Marketing?
3. What are the economic benefits of marketing to the consumer?
4. Explain the difference between a good and service?
5. Explain how an idea can be advertised?
6. What are the characteristics of an entrepreneur?
7. Who is a successful entrepreneur, and how did they become successful?

Learning Objectives

Students will be able to:

1. define marketing and list the seven functions of marketing
2. understand the benefits of marketing to the consumer
3. compare and contrast a good and service and small and large businesses
4. define competition
5. apply the concept of competition to a case study
6. create a public service advertisement
7. analyze competition between two businesses
8. research a successful entrepreneur and identify their characteristics
9. identify good business ethics

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Group work using large post its to brainstorm
 - b. Research presentation on a famous entrepreneur
 - c. Business related news clips
 - d. Kahoot to motivate and assess
 - e. Case studies
 - f. Business research project and presentation on competition
 - g. Creation of a Public Service Advertisement
 - h. Do now activities
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
 - d. Preferred seating to be determined by student and teacher.
 - e. Provide modified assessments when necessary.
 - f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 2: Target Markets**(6 weeks)**Enduring Understanding

1. Finding a target is the first things a business must do and it is the key to being successful
2. You must segment markets in order to identify your target market
3. Demographics are characteristics of your consumer such as age, gender, income level, occupation, etc.
4. Psychographics refer to segmenting people based upon the beliefs and attitudes of a group of people
5. Geographics are segmenting consumers based upon their location.
6. Business target both the consumer and the customer.

Essential Questions

1. What is target market?
2. How can a market be segmented?
3. What are demographics?
4. What are geographics
5. What are psychographics
6. What is the difference between a consumer and a customer?

Learning Objectives

Students will be able to:

1. define target market
2. understand the importance of finding a business's target market.
3. classify characteristics based on demographics , psychographics, and geographics.
4. compare and contrast customers and consumers.
5. identify how a business markets to the customer and the consumer
6. analyze consumer behavior
7. identify a popular businesses target market
8. create a customer profile

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

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NJCCS Standard 9.3 – Career and Technical Education

- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Cereal box activity
 - b. Magazine activity
 - c. Generation Activity
 - d. Facebook Activity
 - e. Group work
 - f. Do now activities
 - g. Online research
 - h. Business related video and news clips
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
 - d. Preferred seating to be determined by student and teacher.
 - e. Provide modified assessments when necessary.
 - f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 3: Marketing Research**(4 weeks)**Enduring Understanding

1. Market Research is a crucial part of the marketing planning process
2. Some ways that Market Research can be performed are focus groups, surveys, and social media.
3. Primary Data is data you perform while secondary data is research someone else performed.
4. Social media has dramatically changed the way businesses perform market research due to the immediate feedback they get on social media.

Essential Questions

1. What is market research?
2. How can market research be performed?
3. What is market research used for?
4. What is a focus group?
5. What is a survey?
6. How has social media changed the way businesses conduct market research?
7. What are the elements of a survey
8. What is the market research process
9. What is the difference between primary and secondary data

Learning Objectives

Students will be able to:

1. define market research
2. understand why market research is performed
3. list the various methods of market research
5. identify primary and secondary data
6. explain the role of social media in market research
7. create an effective survey

New Jersey Core Curriculum Standards – Technology

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- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
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- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.MK-RES.1 Plan, organize and manage day-to-day marketing research activities.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Create and analyze a survey
 - b. Fill out a survey
 - c. Perform a focus group
 - d. Business related video and news clips
 - e. Group work
 - f. Online research
 - g. Do now Activities

- h. Kahoot
- 2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
- 3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
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 - c. Extended time on assessments when needed.
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 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
- 4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 4: The Marketing Plan**(12 weeks)**Enduring Understandings

1. The marketing mix consists of price, product, placement, and promotion.
2. Product development is a crucial part of the marketing process
3. Logos, slogans and colors are part of making a brand effective
4. Packaging has many functions and features.
5. Pricing strategies that businesses use are psychological, loss leader, market skimming
6. The internet has impacted distribution methods dramatically.

7. A mission statement and SWOT analysis are a vital part of a business and marketing plan

Essential Questions

1. What are the 4 p's of Marketing
2. What is involved in the product development?
3. What are the elements of a Brand?
4. What are pricing strategies?
5. Explain the influence of supply and demand on pricing?
6. How do you calculate return on investment and break-even point
9. What is the difference between traditional and nontraditional marketing strategies?
10. Where can businesses sell their goods/services?
11. Explain the value chain?
12. What is the importance of a mission statement?
13. What is a SWOT Analysis and how is it useful?

Learning Objectives

Students will be able to:

1. list the 4 P's of marketing
2. described the product development process
3. analyze a Brand's image and equity
4. identify a brand logo and slogan
5. calculate return on investment and break even analysis
6. identify pricing strategies
7. categorize traditional and non-traditional marketing methods
8. list and describe the elements of promotion.
9. observe the role of public relations in marketing
10. explain the value/supply chain
11. list distribution methods
12. to explain the importance of the internet on placement and distribution.
13. examine a business's mission statement
14. develop a SWOT Analysis
15. be able to prepare a marketing plan.

New Jersey Core Curriculum Standards – Technology

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Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
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- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

NJCCS Standard 9.3 – Career and Technical Education

- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.MK.6 Select, monitor and manage sales and distribution channels.
- 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-SAL.1 Access, evaluate and disseminate sales information
- 9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants.
- 9.3.MK-SAL.3 Plan, organize and lead sales staff to enhance sales goals.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Branding identification exercise
 - b. Business research and SWOT Analysis activity
 - c. Create and present Marketing Plan
 - d. Group work to Calculate Return on Investment and Break even point

- e. Personal SWOT Analysis
 - f. Business related clips and videos
 - g. Kahoot
 - h. Do now activities
2. English Language Learners.
- a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
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- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 5: Career Education and Marketing Yourself

(6 Weeks)

Enduring Understandings

1. Public Speaking skills are necessary life skills
3. Networking is an essential part in finding a job
4. Interviewing is an essential part of getting a job
5. A resume is an essential tool to setting a job

Essential Questions

1. What are proper public speaking techniques?
2. What are verbal crutches?
3. What is networking?
4. What are effective networking skills?
5. What are effective interviewing skills ?
6. What are ways to search for a job?
7. What are the parts of a resume?

Learning Objectives

Students will be able to:

1. recognize verbal crutches
2. prepare a present a business presentation
3. choose possible career choices to research
4. critique a resume
5. develop networking skills
6. answer interviewing questions

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Career Readiness Practices

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NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.

- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Marketing Me public speaking project
 - b. Wordle Creation
 - c. Resume analysis and creation
 - d. Online Research
 - e. Do now activities
 - f. Mock interview
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
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 - a. Modifications in accordance with individual students' 504 plans and IEP's
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4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

V. Course Materials

1. Business related newspaper and magazine articles
2. Business related video clips

VI. Assessments

In this course we will use a mix of formative and summative assessments such as:

- Class discussions
- Individual activities
- Projects (short and long term)
- Exit tickets
- Socrates,
- Kahoot,
- Homework
- Essays,
- Midterm
- Final Exam
- Common assessments
- Presentations.

VII. Cross Curricular Aspects

1. Collaboration with other departments to market and advertise various events
2. Connection to art through various projects
3. Connections to English/Language Arts through various writing assignments