

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Business Management & Marketing	Grade Level(s): 11-12
Department: Business	Credits: 1.0
BOE Adoption Date: October 2012	Revision Date: October 2018

ABSTRACT

Business Management and Marketing is a full year, course designed for students who plan to attend college and may desire to obtain a degree in business or start a business of their own. This course provides students with insight into the personal characteristics of a manager, management styles, functions of management, managerial decision-making and current day problems and opportunities faced by management. Emphasis is placed on Human Resource Management and the ethics and laws that govern human resource management and everyday business practices. Using the Internet and technology, students will prepare presentations and break down case studies specific to the challenges faced business managers.

Additionally, students will study the concepts of marketing management, developing customer profiles, the sales process, applying the marketing concept, developing a promotional strategy and managing customer relationships. Using the Internet and technology, students will prepare presentations and break down case studies specific to the challenges faced by marketing managers. Working as a member of a team, students will develop and demonstrate a business plan, which will include a marketing strategy. Business ethics and a concern for the customer and the environment are emphasized along with presentation techniques, business communication skills and the interview process.

Students will learn how to analyze business management strategies, compare and contrast strategies through case study analysis, and present information creatively and succinctly in front of an audience. The Business Management and Marketing course will empower students to apply the fundamentals of management strategy and the concepts of marketing management toward their own career preparation. Students will learn about self-leadership, the interview process, and the various exciting careers in the field of Business Management and Marketing.

Proficiencies and Pacing Guide:

Course Title: Business Management & Marketing

Prerequisite(s): none

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1: The Dynamic Environment of Business Management & Marketing</p> <p>Students will benefit from understanding the dynamic climate of the business environment, and how the roles and responsibilities of managers in contemporary business are changing. Challenges opportunities and Competitive forces will be discussed and explored.</p>	<p>September (4 weeks)</p>	<p><u>Business Management Standards</u> BUS.9-12.BM-MGT BUS.9-12. I.1.3 9.3.12.BM-ADM.1 9.3.12. BM.4</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS: #1 Students will understand that the business environment is dynamic, challenging and exciting. Managers’ Roles and are changing yet their main functions of planning, organizing, staffing, leading and controlling remain the same. (BUS.9-12.BM-MGT & BUS.9-12. I.1.3)</p> <p>#2 Students will know that Management is business function that aims to collaborate and lead people, processes and policies. (9.3.12.BM-ADM.1)</p> <p>#3 Students will understand the new challenges of leading, communication and collaboration made possible thru advances in technology (9.3.12. BM.4)</p>	<p>SWBAT:</p> <p>Explain The Marketing Concept as a focus on customers' needs and wants while generating a profit.</p> <p>Define the Three Benefits of Marketing are new and improved products, lower prices, and added value (utility).</p> <p>Explain how Marketing is a complex field of study aimed at assessing changing consumer needs and wants.</p> <p>Define the process of innovation and explain how developing products and services that satisfy needs and wants while adhering to environmental and ethical standards is critical.</p> <p>Analyze how managers approach Social Responsibility and Ethical Business and marketing decisions.</p> <p>Explain how Responsibility and Accountability is shared between Marketers, Government and Consumers.</p> <p>Identify Innovation that has changed the way we do business. Show “Did You Know” wake up call to influences and opportunity of new technology in business</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 2: Business organization, ownership and Business Law</p> <p>Students will learn that there are many factors that influence and affect a business organization and the management style and skills required to own, run and manage an organization. Students will also learn about the foundational laws that protect the employees, the consumers and the business owners.</p>	<p>October (4 Weeks)</p>	<p><u>Business Management Standards</u> 9.3.12.BM-BIM.1 9.3.12.BM-BIM.2 9.3.21.BM-MGT.1 9.3.12.BM-HR.1 9.3.12.BM-HR.2</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS</p> <p>#1 Students will understand the functions that managers perform, including to Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing. (9.3.12.BM-BIM.2)</p> <p>#2 Students will understand the importance of managers’ abilities to interpret and follow laws and regulations affecting business operations and transactions. (9.3.21.BM-MGT.1)</p> <p>#3 Students will understand the laws and regulations affecting human resource operations and how to Access, evaluate and disseminate information for human resources management decision making. (9.3.12.BM-HR.1) (9.3.12.BM-HR.2)</p>	<p>SWBAT:</p> <p>Define laws and regulations affecting business operations and transactions</p> <p>Explain the functions that managers perform, including to Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing</p> <p>Explain the importance of managers’ abilities to interpret and follow laws and regulations affecting business operations and transactions.</p> <p>Analyze & Explain the laws and regulations affecting human resource operations and how to Access, evaluate and disseminate information for human resources management decision making</p> <p>Identify the companies that are considered to be the thought and action leaders in organization, adaptability and responsibility in the global business world.</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 3: Marketing is all around us Students will learn that Marketing is pervasive and constantly around - influencing our opinions and purchase decisions. The Marketing Manager must ensure that the Marketing Mix strategy is implemented to ensure that the customer's needs are identified and solved with the most innovative, cost efficient, socially responsible and ethical products and services, at a profit.</p>	<p>November – December (4 Weeks)</p>	<p><u>Business Management Standards</u> BUS.9-12. I.1 BUS.9-12. I.1.3 BUS.9-12. I.1.4 BUS.9-12. I.1.6</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLs: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p> <p>FAM.9-12.1.1.1 FAM.9-12.3.2.4</p>	<p>LEARNING GOALS: #1 Students will understand and recognize how marketing is all around us. Students will understand that Marketing is a customer centric business function that aims to anticipate and satisfy wants and needs for the consumer. (BUS.9-12. I.1)</p> <p>#2 Students will understand that Awareness, Anticipation and Innovation is a driving force that helps marketers find Ethical and Profitable solutions to customers' problems and needs. (BUS.9-12. I.1.3)</p> <p>#3 Students will understand the important roles of the marketing manager as Planning, Organizing, Staffing, Leading and Controlling marketing strategy. (BUS.9-12. I.1.4)</p> <p>#4 Students will understand the components of the marketing mix (4 P's) which include Product, Price Placement and Promotion. (BUS.9-12. I.1.6)</p>	<p>SWBAT: Explain The Marketing Concept as a focus on customers' needs and wants while generating a profit. Define the Three Benefits of Marketing are new and improved products, lower prices, and added value (utility). Explain how Marketing is a complex field of study aimed at assessing changing consumer needs and wants. Define the process of innovation and explain how developing products and services that satisfy needs and wants while adhering to environmental and ethical standards is critical. Analyze how marketers approach Social Responsibility and Ethical Business decisions. Explain how Responsibility and Accountability is shared between Marketers, Government and Consumers. Identify the differences between a production-oriented company, a sales-oriented company, and a marketing-oriented company</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 4: Branding, Positioning and Advertising</p> <p>Students will learn how Brands help consumers make choices. Brand recognition, Brand preference and ultimately brand loyalty is gained through creative and memorable communication from marketer to consumer. strategy.</p>	<p>January (4 Weeks)</p>	<p>Business Management Standards BUS.9-12.IV.1. A.4 BUS.9-12.IV.1. A.4.1 BUS.9-12.IV.1. A.4.2 BUS.9-12.IV.1. A.4.3</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS: #1 Students will understand the qualities of an effective brand and explain the impact of branding on consumers. (BUS.9-12.IV.1. A.4)</p> <p>#2 Students will understand what a Brand strategy is and why it is important for marketers to focus on developing enduring, memorable and creative Advertising with logos and slogans as brand identifiers. (BUS.9-12.IV.1. A.4.1)</p> <p>#3 Students will understand that Branding involves various strategic decisions that are based upon understanding consumers and influencing their purchase decisions from awareness to preference to brand loyalty. (BUS.9-12.IV.1. A.4.2)</p> <p>#4 Students will understand that a Brand leaves an “Emotional After-taste” and positions a product within a consumer’s mind. Some brand values exceed company revenue and are the main reason a product has a very long life cycle and remains successful among competition over time. (BUS.9-12.IV.1.A.4.3)</p>	<p>SWBAT: Define branding. Explain how branding leads to positioning and why this is important among the competition. Analyze brand strategy among competing products. Compare and Contrast brand strategy among similar consumer products. Design a positioning chart and understand where opportunities are for new brands within a market. Describe the components of effective advertising campaigns Identify the effects that digital marketing and social media have upon brand strategy and advertising decisions. Create a brand with color, music, words, images and emotion Explain the stages of brand awareness, preference and loyalty</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 5: Understanding the Customer Students will learn about marketing managers and how they develop, implement and adjust the Marketing Mix (4 P's) strategy to best serve the target. Additionally, students will learn that a manager must also be aware of and focused on achieving sustainable competitive advantages. A well planned, organized, and implemented marketing mix strategy ensures profitability and sustainable growth.</p>	<p>February – March (4 Weeks)</p>	<p><u>Foundations of Marketing Standards</u> BUS.9-12.II.1 BUS.9-12. I.1.2 BUS.9-12.II.1. A BUS.9-12.II.1. A.3</p> <p><u>Family & Consumer Science Standards</u> FAM.9-12.3.3.1 FAM.9-12.2.1.2 FAM.9-12.2.2.2 FAM.9-12.2.4.1</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS:</p> <p>#1 Students will understand the characteristics, motivations, and behaviors of different types of consumers. (BUS.9-12.II.1)</p> <p>#2 Students will understand how segmenting a market allows marketers to understand different types of consumers and their unique needs and wants. (BUS.9-12.II.1. A)</p> <p>#3 Students will understand how to use demographic, psychographic, and geographic information to understand consumer behavior and apply this to solving their needs. (BUS.9-12.II.1. A.3)</p>	<p>SWBAT:</p> <p>Analyze and interpret primary and secondary data in order to gain insight and information about changing consumer needs and wants.</p> <p>Define characteristics and behaviors of millennial buyers.</p> <p>Define Market segmentation.</p> <p>Explain how to classify people in a given market into smaller groups.</p> <p>Define the Four methods of segmenting a market by using demographics, Geographic's, psychographics, and buying behavior.</p> <p>Compare and Contrast various companies approaches to solving changing consumer needs.</p> <p>Describe the trends affecting consumers in relation to the advances in technology and SMART devices.</p> <p>Compare and contrast business trends that affect marketing decisions today.</p>

<p>Unit 6: Entrepreneurship & Financial management: Start your business!</p> <p>Students will be introduced to the unique characteristics, roles and the value of Entrepreneurs in our business society. Entrepreneurs are problem solvers, visionaries, risk takers and business managers. They are unique, creative and determined. Entrepreneurs usually start with a marketing strategy that can yield a profitable, socially responsible business venture.</p>	<p>April-May (5 Weeks)</p>	<p><u>Business Management Standards</u> 9.3.12. BM.3 9.3.12. BM.4 9.3.12. BM.6 BUS.9-12.VI.1.1 BUS.9-12.IV.1. D.4</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS:</p> <p>#1 Students will know how to develop and apply strategies for ensuring a successful business career as an entrepreneur. (9.3.12. BM.3)</p> <p>#2 Students will understand the unique characteristics and responsibilities of Entrepreneurs and the important role they play in our economy. (9.3.12. BM.4) (9.3.12. BM.6)</p> <p>#3 Students will understand that a complete marketing plan describes the business venture as a solution for consumers able to yield a profitable, socially responsible business venture. (BUS.9-12.VI.1.1)</p> <p>#4 Students will understand the importance of persuasion and personal selling techniques needed to present a business venture. (BUS.9-12.IV.1. D.4)</p>	<p>SWBAT:</p> <p>Explain the strategies used by entrepreneurs for successful business careers</p> <p>Define the unique personality characteristics and habits of Entrepreneurs.</p> <p>Analyze various entrepreneurial ventures and their strategic marketing plans.</p> <p>Compare and Contrast local entrepreneurial ventures and discuss their successes and failures.</p> <p>Explain the importance of persuasion and personal selling techniques used by entrepreneurs to secure funding and support for their business ventures.</p> <p>Discuss the skills necessary to maintain a sustainable competitive advantage in the business environment.</p>
<p>Unit 7: Human Resource Management / Self - Leadership</p>	<p>June (3 Weeks)</p>	<p><u>Business Management Standards</u> 9.3.12.BM-HR.1 9.3.12.BM-HR.3</p>	<p>LEARNING GOALS:</p> <p>#1 Students will understand the laws and regulations affecting human</p>	<p>SWBAT:</p> <p>Explain the laws and regulations that affect managerial decisions in human resources.</p>

<p>Students will learn about the theory and practical application of human resource management techniques. The importance of applying motivation and empowerment practices to produce happy productive and positive work environments will be highlighted. Students will learn how to begin preparing and developing habits in high school that will enhance their careers.</p>		<p>9.3.12.BM-HR.5 BUS.9-12.9.4.12. D.53</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLs: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>resource operations. (9.3.12.BM-HR.1)</p> <p>#2 Students will understand how to motivate and supervise personnel to achieve completion of projects and business goals. (9.3.12.BM-HR.3)</p> <p>#3 Students will know how to plan, staff, lead and organize human resources to enhance employee productivity and satisfaction. (9.3.12.BM-HR.5)</p> <p>#4 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable. (BUS.9-12.9.4.12. D.53)</p>	<p>Describe the Human resource management decision making process.</p> <p>Compare and Contrast various management styles of employee motivation and empowerment in business today.</p> <p>Discuss the best ways to motivate employees in today’s dynamic and competitive business environment.</p> <p>Describe and demonstrate work and classroom behaviors and habits that help prepare students for successful careers.</p>
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Unit: 1 The Dynamic Environment of Business Management	Recommended Duration: September (4 Weeks)
Unit Description: The discipline and business function of Business Management represents the method and means of planning, organizing, staffing leading, and controlling operations to lead a successful and profitable business. Social responsibility and Ethical business decisions are critical aspects of implementing a successful business strategy. Awareness of the dynamic business environment and anticipation of changing needs drives Innovation, which fuels growth and profitability.	

Essential Questions:	Enduring Understandings:
<p>Why is management such an important part of most businesses?</p> <p>How can the implementation of exceptional management practices improve businesses?</p> <p>How do Managers develop strategies to help businesses and employees make better decisions and enable businesses to maintain a competitive position in the global environment?</p>	<p>Management is an art and a science. Management-related careers involve many different roles and responsibilities within an organization. Business Management practices influence business outcomes in myriad ways. The Functions of Business Management, including planning organizing staffing leading and controlling are the underpinning of all organizational processes.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Business Management Standards</p> <p>BUS.9-12. I.1</p> <p>BUS.9-12. I.1.3</p> <p>BUS.9-12. I.1.4</p> <p>BUS.9-12. I.1.6</p> <p><u>Technology Standards:</u></p> <p>8.1.2</p> <p>Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u></p> <p>NJSLS:</p> <p>RI.9-12.1</p> <p>RI.9-12.5</p> <p>W.9-12.2A-F</p> <p>FAM.9-12.3.2.4</p> <p>FAM.9-12.3.2.5</p>	<p>LEARNING GOALS: #1 Students will understand that the business environment is dynamic, challenging and exciting. Managers’ Roles and are changing yet their main functions of planning, organizing, staffing, leading and controlling remain the same. (BUS.9-12.BM-MGT & BUS.9-12. I.1.3)</p> <p>#2 Students will understand that Management is business function that aims to collaborate and lead people, processes and policies. (9.3.12.BM-ADM.1)</p> <p>#3 Students will understand that there are three levels of management within the pyramid and each level has different roles and responsibilities. (9.3.12. BM.4)</p>	<p>SWBAT:</p> <p>Explain The Marketing Concept as a focus on customers’ needs and wants while generating a profit.</p> <p>Define the Three Benefits of Marketing are new and improved products, lower prices, and added value.</p> <p>Explain how Marketing is a complex field of study aimed at assessing changing consumer needs and wants.</p> <p>Define the process of innovation and explain how developing products and services that satisfy needs and wants while adhering to environmental and ethical standards is critical.</p> <p>Analyze how marketers approach Social Responsibility and Ethical Business decisions.</p> <p>Explain how Responsibility and Accountability is shared between Marketers, Government and Consumers.</p> <p>Identify the differences between a production-oriented company, a sales-oriented company, and a marketing-oriented company.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Exit Tickets /Bell Ringers</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Internet Research</p> <p>Current Events</p> <p>Pair and Share</p> <p>DECA</p> <p>Self-assessments</p> <p>MINDTAP</p>	<p>MINDTAP exercises</p> <p>Case study analysis</p> <p>Class Projects</p> <p>Unit Assessment</p> <p>Read & Respond</p>	<p>Current Business Event Summaries</p> <p>Responses to discussion questions</p> <p>Group Assignments</p> <p>Individual Activities</p>	<p>Harvard Business Case Study</p> <p>GRAPHIC ORGANIZERS</p> <p>Students will use SWOT Analysis to compare and contrast two leading companies with very different management styles and approaches. Students will prepare mini presentations and debate their findings.</p>
Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p>Hand signals</p> <p>Response cards</p> <p>Four Corners</p> <p>Exit tickets</p> <p>Think/Pair/share</p> <p>Assessments given orally</p> <p>Online submission of responses</p>	<p>Re-telling related stories and information</p> <p>Visual and written prompts for instructions</p> <p>Sequence of events with pictures</p> <p>Oral assessments</p> <p>Hand signals</p> <p>Audio recordings/ Video Cases</p>	<p>Bringing the relevance of marketing to their lives and helping them see the connection to being able to market themselves.</p> <p>Hand signals</p> <p>Response cards</p> <p>Assessments may be oral</p>	<p>Rigorous assignments and tiered assignments to challenge students to go beyond and deeper when appropriate.</p>
Instructional Strategies: (List and describe.)			
<p>Guided reading for content, vocabulary, Case Studies, Venn Diagrams, Debates, Video analysis, Compare and Contrast ideas, Group work, 4 corners to get students moving, Stations for Skills and Drills</p>			

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
One on one meetings with student and teacher Online google classroom Assignments Partners and pair and share activities Use of Audio recordings Share class notes Interactive class notes Sit where learning is enabled and away from distractions Extra time to process Allow breaks Use of bells/ alarms	Encourage students to participate in class Communicate high expectations of students Assign students to bilingual or an English speaking study buddy Assign partners for note taking Use physical activity – role playing or case implementation Repeat and emphasize Word Walls Use print to write Concrete language/ coined terms	Instructions to be kept brief Delivery in verbal and written format Peer tutoring Increased one on one time and small group instruction Stations for movement and feedback Assessments may be orally submitted	Tiered Assignments Extension projects Choice menus Flexible grouping Individual projects

Unit Vocabulary:

Essential: Management, Industry, Planning, Leading, Staffing, Organizing Controlling, Consumer, Innovation, Ethical, Profitable, Social Responsibility, Supply and Demand, Scarcity, Utility, Accountability, SWOT Analysis

Non-Essential: Awareness, Anticipation, Risk, Return on Investment, Impact,

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: LA.11-12.RST / LA.11-12.CCSS.ELA-Literacy.WHST.11-12 - Mathematics: 9.3.12.BM 9.3.12. BM.1 Science:	Promethean Board Chrome books Software programs that are necessary for writing reports, designing presentations, developing Marketing materials,	X Global Awareness X Civic Literacy X Financial, Economic, Business, & Entrepreneurial Literacy	X Creativity & Innovation X Media Literacy X Critical Thinking & Problem Solving X Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity,</i>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
Visual and Performing Art 9.3.12. BM.2 World Languages: Social Studies: Technology: 9.3.12.BM-BIM Career Ready Practice: 9.3.12. BM.3 Library: 9.3.12.BM-BIM	designing web sites and social media mock ups. Online subscriptions for interaction with their textbooks through MINDTAP Knowledge@Wharton		<i>leadership, etc.)</i> X Information & Communication Technologies Literacy X Communication & Collaboration X Information Literacy

Resources:
Texts/Materials: Marketing Textbook, Burrows/ Fowler, Burrows/ Fowler Activity and Study Guide. Online subscription for students to interact with their textbook. NYTimes online, Wall Street Journal, various bulk pack reading and excerpts from casebooks. Free student access to www.Coachgeorge.raveling.com

Unit 2: Business organization, ownership and Business Law	Recommended Duration: October (4 Weeks)
Unit Description: Students will learn that there are many factors that influence and affect a business organization and the management style and skills required to own, run and manage an organization. Students will also learn about the foundational laws that protect the employees, the consumers and the business owners.	

Essential Questions:	Enduring Understandings:
What factors influence the decisions managers make as they seek to plan, staff lead, and organize daily operations of a business? What skills can be learned necessary for successful managers? What are the laws and criteria that must be applied as managers make critical staffing and operational decisions?	Management is an art and a science. Managers need to have the knowledge skill and experience to be successful. However, managers must also possess and hone their personality and communication styles to best serve their organization and to motivate the people who work for them.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>Business Management Standards</u> 9.3.12.BM-BIM.1 9.3.12.BM-BIM.2 9.3.21.BM-MGT.1 9.3.12.BM-HR.1 9.3.12.BM-HR.2</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS:</p> <p>#1 Students will understand the functions that managers perform, including to Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing. (9.3.12.BM-BIM.2)</p> <p>#2 Students will understand the importance of managers’ abilities to interpret and follow laws and regulations affecting business operations and transactions. (9.3.21.BM-MGT.1)</p> <p>#3 Students will understand the laws and regulations affecting human resource operations. (9.3.12.BM-HR.1) (9.3.12.BM-HR.2)</p>	<p>SWBAT:</p> <p>Define laws and regulations affecting business operations and transactions</p> <p>Explain the functions that managers perform, including to Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing</p> <p>Explain the importance of managers’ abilities to interpret and follow laws and regulations affecting business operations and transactions.</p> <p>Analyze & Explain the laws and regulations affecting human resource operations Identify the companies that are considered to be the thought and action leaders in organization, adaptability and responsibility in the global business world.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit Tickets Bell Ringers Quizzes Written Assignments Oral Presentations Internet Research Current Events Pair and Share Reflections Self-assessments MINDTAP DECA	MINDTAP exercises Case study analysis Class Projects Unit Assessment Read & Respond	Current Business Event Summaries Responses to discussion questions Group Assignments Individual Activities	Business Organization and management Activity Students will take part in a debate. With the use of actual case studies, students will be asked to work in teams and prepare and exploration of facts and deliver arguments in response to readings supplied.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Hand signals Response cards Four Corners Exit tickets Think/Pair/share Assessments given orally Online submission of responses	Google Classroom and Google translator tools Re-telling related stories and information Visual and written prompts for instructions Sequence of events with pictures Oral assessments Hand signals Audio recordings/ Video Cases	Bringing the relevance of marketing to their lives and helping, they see the connection to being able to market themselves. Hand signals Response cards Assessments may be oral	Rigorous assignments and tiered assignments to challenge students to go beyond and deeper when appropriate.

Instructional Strategies: *(List and describe.)*
Guided reading for content, vocabulary, Case Studies, Venn Diagrams, Debates, Video analysis, Compare and Contrast ideas, Group work, 4 corners to get students moving, Stations for Skills and Drills

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
One on one meetings Online google classroom Partners and pair and share activities Use of Audio recordings Share class notes Interactive class notes Sit where learning is enabled and away from distractions Extra time to process Allow breaks Use of bells/ alarms	Encourage students to participate Communicate high expectations Assign students to bilingual or an English speaking study buddy Assign partners for note taking Use physical activity – role playing or case implementation Repeat and emphasize Word Walls Use print to write Concrete language/ coined terms	Instructions to be kept brief Delivery in verbal and written format Peer tutoring Increased one on one time and small group instruction Stations for movement and feedback Assessments may be orally submitted	Tiered Assignments Extension projects Choice menus Flexible grouping

Unit Vocabulary:
Essential: Management skills, tactics, personality traits, motivation, Human Resources, Business Law, Organizational goals, soft skills, hard skills Non-Essential: Awareness, Anticipation, economy, industry, allocates, discretion, goals

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: LA.11-12.RST / LA.11-12.CCSS.ELA-Literacy.WHST.11-12 - Mathematics: 9.3.12.BM 9.3.12. BM.1 Visual and Performing Art 9.3.12. BM.2	Promethean Board Chrome books Software programs that are necessary for writing reports, designing presentations, developing Marketing materials,	<input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity,</i>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
Technology: 9.3.12.BM-BIM Career Ready Practice: 9.3.12. BM.3 Library: 9.3.12.BM-BIM	designing web sites and social media mock ups. Online subscriptions for interaction with their textbooks through MINDTAP Knowledge@Wharton	<input type="checkbox"/> Health Literacy	<i>leadership, etc.)</i> <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy

Resources:

Texts/Materials: Marketing Textbook, Burrows/ Fowler, Burrows/ Fowler Activity and Study Guide. Online subscription for students to interact with their textbook. NYTimes online, Wall Street Journal, various bulk pack reading and excerpts from casebooks. Free student access to www.Coachgeorge.raveling.com

Unit 3: Marketing is all around us	Recommended Duration: November –December (4 Weeks)
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Unit Description: Students will learn **that** Marketing is pervasive and constantly around - influencing our opinions and purchase decisions. The Marketing Manager must ensure that the Marketing Mix strategy is implemented to ensure that the customer’s needs are identified and solved with the most innovative, cost efficient, socially responsible and ethical products and services, at a profit.

Essential Questions:	Enduring Understandings:
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<p>How do marketers decide which target to serve with their product or service?</p> <p>How does a company gain a competitive advantage and differentiate itself from the competition with creative service and product solutions</p>	<p>Marketing Managers must implement a carefully configured and creative marketing strategy by - focusing on serving the target customer – better than the competition. Differentiation becomes a key initiative to solve customers’ needs at a profit and do it better than the competition.</p>
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Relevant Standards:	Learning Goals:	Learning Objectives:
<p>BUS.9-12. IV BUS.9-12.IV.1 BUS.9-12.IV.1. A.1.2 BUS.9-12.IV.1. A BUS.9-12.IV.1. A.2 BUS.9-12.IV.1. A.3.1 BUS.9-12.IV.1. A.3.5</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLs: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS: #1 Students will understand and recognize how marketing is all around us. Students will understand that Marketing is a customer centric business function that aims to anticipate and satisfy wants and needs for the consumer. (BUS.9-12. I.1)</p> <p>#2 Students will understand that Awareness, Anticipation and Innovation is a driving force that helps marketers find Ethical and Profitable solutions to customers’ problems and needs. (BUS.9-12. I.1.3)</p> <p>#3 Students will understand the important roles of the marketing manager as Planning, Organizing, Staffing, Leading and Controlling marketing strategy. (BUS.9-12. I.1.4)</p>	<p>Define the Marketing Mix Explain how the marketing mix influences consumer decisions Compare and Contrast opposing promotion strategies for effectiveness Define the components of the marketing mix Analyze the Promotional AIDA model used by various companies Describe how competing companies with similar product/ service offerings differentiate themselves</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit Tickets Bell Ringers Quizzes Written Assignments Oral Presentations Internet Research Current Events Pair and Share Reflections Self-assessments	MINDTAP exercises Case study analysis Class Projects Unit Assessment Read & Respond	Current Business Event Summaries Responses to discussion questions Group Assignments Individual Activities	Marketing Mix strategy Project: Students will work with partners to analyze existing marketing strategies from 2 competing companies. Students will then develop their own strategy for a target customer group that ill accurately and creatively address the unsolved need, as well as create a distinct competitive advantage among the competition with their Product or service offering and explain how they would best

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
MINDTAP DECA			reach their target customer.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Hand signals Response cards Four Corners Exit tickets Think/Pair/share Assessments given orally Online submission of responses	Google Classroom and Google translator tools Re-telling related stories and information Visual and written prompts for instructions Sequence of events with pictures Oral assessments Hand signals Audio recordings/ Video Cases	Bringing the relevance of marketing to their lives and helping them see the connection to being able to market themselves. Hand signals Response cards Assessments may be oral	Rigorous assignments and tiered assignments to challenge students to go beyond and deeper when appropriate.

Instructional Strategies: *(List and describe.)*

Guided reading for content, vocabulary, Case Studies, Venn Diagrams, Debates, Video analysis, Compare and Contrast ideas, Group work, 4 corners to get students moving, Stations for Skills and Drills

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
One on one meetings Online google classroom Partners and pair and share activities Use of Audio recordings Share class notes Interactive class notes Sit where learning is enabled and	Encourage students to participate Communicate high expectations Assign students to bilingual or an English speaking study buddy Assign partners for note taking Use physical activity – role playing or case implementation	Instructions to be kept brief Delivery in verbal and written format Peer tutoring Increased one on one time and small group instruction Stations for movement and feedback Assessments may be orally submitted	Tiered Assignments Extension projects Choice menus Flexible grouping

away from distractions Extra time to process Allow breaks Use of bells/ alarms	Repeat and emphasize Word Walls Use print to write Concrete language/ coined terms		
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Unit Vocabulary:
Essential: The Marketing Mix, Marketing strategy, Target customer, needs analysis, product life cycle, warranty, packaging, utility, competitive advantage, utility, Customer Centric, Consumer, The Marketing Concept, utility, needs & wants, Innovation, Ethical, Profitable, Social Responsibility
Non-Essential: Accountability, guarantee, corporate, industry, impulse shopping, unsought, attributes, benefits

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: LA.11-12.RST / LA.11-12.CCSS.ELA-Literacy.WHST.11-12 - Mathematics: 9.3.12.BM, 9.3.12. BM.1 Visual and Performing Art 9.3.12. BM.2 Technology: 9.3.12.BM-BIM Career Ready Practice: 9.3.12. BM.3 Library: 9.3.12.BM-BIM	Promethean Board Chrome books Software programs that are necessary for writing reports, designing presentations, developing Marketing materials, designing web sites and social media mock ups. Online subscriptions for interaction with their textbooks through MINDTAP Knowledge@Wharton	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy

Resources:
Texts/Materials: Marketing Textbook, Burrows/ Fowler, Burrows/ Fowler Activity and Study Guide. Online subscription for students to interact with their textbooks. NYTimes online, Wall Street Journal, various bulk pack reading and excerpts from casebooks. Free student access to www.Coachgeorge.com

Unit 4: Branding, Positioning and Advertising	Recommended Duration: January (4 Weeks)
Unit Description: Brands help and influence consumers make simple and complex choices. Brand recognition, Brand preference and ultimately brand loyalty is gained through creative and memorable communication from marketer to consumer. Marketers position their product in consumers' minds and encourage preference and loyalty with advertising. Color, image, slogans and music are part of developing a memorable brand strategy.	

Essential Questions:	Enduring Understandings:
How do marketers communicate effectively with consumers to encourage brand awareness, preference and loyalty? What are the new opportunities and challenges presented to branding experts via social media and digital marketing? How is a brand developed to connect with large audiences and leave a lasting impression that helps consumers make buying decisions?	Branding is an artistic and scientific process that requires a deep understanding of consumer preferences and interests. Colors music slogans and images are all critical in creating an enduring brand. Branding strategy is connected to positioning strategy and Advertising is the main tool used to accomplish the marketing goals of brand loyalty and positive positioning.

Relevant Standards:	Learning Goals:	Learning Objectives:
<u>Business Management Standards</u> BUS.9-12.IV.1. A.4 BUS.9-12.IV.1. A.4.1 BUS.9-12.IV.1. A.4.2 BUS.9-12.IV.1. A.4.3 <u>Technology Standards:</u> 8.1.2 Strands C, E, & F <u>NJ Student Learning Standards</u>	LEARNING GOALS: #1 Students will understand the qualities of an effective brand and explain the impact of branding on consumers. (<u>BUS.9-12.IV.1. A.4</u>) #2 Students will understand what a Brand strategy is and why it is important for marketers to focus on developing enduring, memorable and creative Advertising with logos and slogans as brand identifiers. (BUS.9-12.IV.1. A.4.1)	SWBAT: Define branding. Explain how branding leads to positioning and why this is important among the competition. Analyze brand strategy among competing products. Compare and Contrast brand strategy among similar consumer products. Design a positioning chart and understand where opportunities are for new brands within a market. Describe the components of effective advertising campaigns

Relevant Standards:	Learning Goals:	Learning Objectives:
NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F	<p>#3 Students will understand that Branding involves various strategic decisions that are based upon understanding consumers and influencing their purchase decisions from awareness to preference to brand loyalty. (BUS.9-12.IV.1. A.4.2)</p> <p>#4 Students will understand that a Brand leaves an “Emotional After-taste” and positions a product within a consumer’s mind. Some brand values exceed company revenue and are the main reason a product has a very long life cycle and remains successful among competition over time. (BUS.9-12.IV.1.A.4.3)</p>	<p>Identify the effects that digital marketing and social media have upon brand strategy and advertising decisions.</p> <p>Create a brand with color, music, words, images and emotion</p> <p>Explain the stages of brand awareness, preference and loyalty</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit Tickets Bell Ringers Quizzes Written Assignments Oral Presentations Internet Research Current Events Pair and Share Reflections Self-assessments	MINDTAP exercises Case study analysis Class Projects Unit Assessment Read & Respond	Current Business Event Summaries Responses to discussion questions Group Assignments Individual Activities	<p>Self-Branding Activity</p> <p>The goal of branding is to gain customer recognition of a product service or company. Students will develop their own personal brand strategy with colors, logos, words, and music to create a presentation to the class. Their goal is to create a memorable and lasting impression (Emotional Aftertaste) of themselves as a unique product offering, and clearly differentiated among their peers.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Hand signals Response cards Four Corners Exit tickets Think/Pair/share Assessments given orally Online submission of responses	Google Classroom and Google translator tools Re-telling related stories and information Visual and written prompts for instructions Sequence of events with pictures Oral assessments Hand signals Audio recordings/ Video Cases	Bringing the relevance of marketing to their lives and helping them see the connection to being able to market themselves. Hand signals Response cards Assessments may be oral	Rigorous assignments and tiered assignments to challenge students to go beyond and deeper when appropriate.

Instructional Strategies: *(List and describe.)*

Guided reading for content, vocabulary, Case Studies, Venn Diagrams, Debates, Video analysis, Compare and Contrast ideas, Group work, 4 corners to get students moving, Stations for Skills and Drills, DECA Drills

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
One on one meetings Online google classroom Partners and pair and share activities Use of Audio recordings Share class notes Interactive class notes Sit where learning is enabled and away from distractions Extra time to process Allow breaks Use of bells/ alarms	Encourage students to participate Communicate high expectations Assign students to bilingual or an English speaking study buddy Assign partners for note taking Use physical activity – role playing or case implementation Repeat and emphasize Word Walls Use print to write Concrete language/ coined terms	Instructions to be kept brief Delivery in verbal and written format Peer tutoring Increased one on one time and small group instruction Stations for movement and feedback Assessments may be orally submitted	Tiered Assignments Extension projects Choice menus Flexible grouping

<p>Unit Vocabulary:</p> <p>Essential: Differentiation, Positioning, Market, Industry, Market Segment, SWOT Analysis, Social responsibility, ethical, warranty, guarantee, brand value, brand equity, awareness, preference, loyalty, Advertising, trademark, copyright, patent</p> <p>Non-Essential: social media marketing, Return on Investment, Awareness, Anticipation, Risk, Accountability, digital marketing, unique</p>
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Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: LA.11-12.RST / LA.11-12.CCSS.ELA-Literacy.WHST.11-12 -</p> <p>Mathematics: 9.3.12.BM 9.3.12. BM.1</p> <p>Visual and Performing Art 9.3.12. BM.2</p> <p>Technology: 9.3.12.BM-BIM</p> <p>Career Ready Practice: 9.3.12. BM.3</p> <p>Library: 9.3.12.BM-BIM</p>	<p>Promethean Board</p> <p>Chrome books</p> <p>Software programs that are necessary for writing reports, designing presentations, developing Marketing materials, designing web sites and social media mock ups.</p> <p>Online subscriptions for interaction with their textbooks through MINDTAP</p> <p>Knowledge@Wharton</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking & Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>

<p>Resources:</p> <p>Texts/Materials Texts/Materials: Marketing Text book, Burrows/ Fowler, Burrows/ Fowler Activity and Study Guide. Online subscription for students to interact with their text books. NYTimes online, Wall Street Journal, various bulk pack reading and excerpts from case books. www.coachgeorgeraveling.com</p>

Unit: 5 Understanding the Customer and applying The marketing mix	Recommended Duration: February - March (4 Weeks)
<p>Unit Description: A marketing manager must develop, implement and adjust the Marketing Mix (4 P's) strategy to best serve the target. A complete Marketing Plan consists of a marketing mix strategy (the 4 P's) aimed at a target market with the intent of satisfying customer needs & wants ethically, responsibly, and profitably. Beyond this goal, every manager must also be aware of and focused on achieving sustainable competitive advantages. A well planned, organized, and implemented marketing mix strategy ensures profitability and sustainable growth.</p>	

Essential Questions:	Enduring Understandings:
<p>How does a marketing manager adjust the 4 P's to best serve a target customer's needs and wants? How do managers decide which target to serve with their marketing mix? How does a company gain a competitive advantage and differentiate itself from the competition with the marketing Mix?</p>	<p>In order to apply the marketing concept effectively, marketers study consumer behavior. By understanding the reasons that consumers make purchases and understanding the needs and wants consumers attempt to satisfy, marketing managers can make sure their products match what consumers are looking for market.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Foundations of Marketing Standards BUS.9-12. IV BUS.9-12.IV.1 BUS.9-12.IV.1. A BUS.9-12.IV.1. A.1 BUS.9-12.IV.1. A.2.1</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p>NJSLS: RI.9-12.1 RI.9-12.5</p> <p>W.9-12.2A-F</p>	<p>LEARNING GOALS:</p> <p>#1 Students will understand the characteristics, motivations, and behaviors of different types of consumers. (BUS.9-12.II.1)</p> <p>#2 Students will know how to identify the elements of the marketing mix including product, price, place, and promotion. (BUS.9-12. I.1.2)</p> <p>#3 Students will understand how segmenting a market allows marketers to understand different types of consumers and their unique needs and wants. (BUS.9-12.II.1. A)</p> <p>#4 Students will understand how to use demographic, psychographic, and geographic information to understand consumer behavior and apply this to solving their</p>	<p>Analyze and interpret primary and secondary data in order to gain insight and information about changing consumer needs and wants.</p> <p>Define characteristics and behaviors of millennial buyers.</p> <p>Define Market segmentation.</p> <p>Explain how to classify people in a given market into smaller groups.</p> <p>Define the Four methods of segmenting a market by using demographics, Geographic's, psychographics, and buying behavior.</p> <p>Compare and Contrast various companies approaches to solving changing consumer needs.</p> <p>Describe the trends affecting consumers in relation to the advances in technology and SMART devices.</p> <p>Compare and contrast business trends that affect marketing decisions today.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
	needs. (BUS.9-12.II.1. A.3)	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit Tickets Bell Ringers Quizzes Written Assignments Oral Presentations Internet Research Current Events Pair and Share Reflections Self-assessments	MINDTAP exercises Case study analysis Class Projects Unit Assessment Read & Respond	Current Business Event Summaries Responses to discussion questions Group Assignments Individual Activities	Developing a Marketing Plan Students will work in collaborative groups to develop and

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Hand signals Response cards Four Corners Exit tickets Think/Pair/share Assessments given orally Online submission of responses	Google Classroom and Google translator tools Re-telling related stories and information Visual and written prompts for instructions Sequence of events with pictures Oral assessments Hand signals Audio recordings/ Video Cases	Bringing the relevance of marketing to their lives and helping them see the connection to being able to market themselves. Hand signals Response cards Assessments may be oral	Rigorous assignments and tiered assignments to challenge students to go beyond and deeper when appropriate.

Instructional Strategies: *(List and describe.)*

Guided reading for content, vocabulary, Case Studies, Venn Diagrams, Debates, Video analysis, Compare and Contrast ideas, Group work, 4 corners to get students moving, Stations for Skills and Drills, and DECA Participation

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
One on one meetings Online google classroom Partners and pair and share activities Use of Audio recordings Share class notes Interactive class notes Sit where learning is enabled and away from distractions Extra time to process Allow breaks Use of bells/ alarms	Encourage students to participate Communicate high expectations Assign students to bilingual or an English speaking study buddy Assign partners for note taking Use physical activity – role playing or case implementation Repeat and emphasize Word Walls Use print to write Concrete language/ coined terms	Instructions to be kept brief Delivery in verbal and written format Peer tutoring Increased one on one time and small group instruction Stations for movement and feedback Assessments may be orally submitted	Tiered Assignments Extension projects Choice menus Flexible grouping

Unit Vocabulary:

Essential: Marketing Plan, Industry, Market Segment, Target Market, Customer Centric, return on investment (ROI) Patent, packaging, competitive advantage, needs analysis, Position map, pricing model, supply and demand, product assortment, creative strategy, entrepreneurship, advertising campaign, benefits, attributes

Non-Essential: Risk, assets, goods, collaboration consumerism, perception, demand curve, product life cycle

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 st Century Themes: <i>(Check and explain how the connection is made.)</i>	21 st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: LA.11-12.RST / LA.11-	Promethean Board	___X_ Global Awareness	__X__ Creativity & Innovation

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>12.CCSS.ELA-Literacy.WHST.11-12 -</p> <p>Mathematics: 9.3.12.BM 9.3.12. BM.1</p> <p>Visual and Performing Art 9.3.12. BM.2</p> <p>Technology: 9.3.12.BM-BIM</p> <p>Career Ready Practice: 9.3.12. BM.3</p> <p>Library: 9.3.12.BM-BIM</p>	<p>Chrome books</p> <p>Software programs that are necessary for writing reports, designing presentations, developing Marketing materials, designing web sites and social media mock ups.</p> <p>Online subscriptions for interaction with their textbooks through MINDTAP</p> <p>Knowledge@Wharton</p>	<p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

Resources:

Texts/Materials: Texts/Materials: Marketing Text book, Burrows/ Fowler, Burrows/ Fowler Activity and Study Guide. Online subscription for students to interact with their text books. NYTimes online, Wall Street Journal, various bulk pack reading and excerpts from case books. Free student access to www.Coachgeorge.raveling.com

Unit 6: Entrepreneurship & Financial Management: Start your Business!	Recommended Duration: April – May (5 Weeks)
<p>Unit Description: Students will be introduced to the unique characteristics, roles and the value of Entrepreneurs in our business society. Entrepreneurs are problem solvers, visionaries, risk takers and business managers. They are unique, creative and determined. Entrepreneurs usually start with a marketing strategy that can yield a profitable, socially responsible business venture.</p>	

Essential Questions:	Enduring Understandings:
<p>What personal characteristics are distinct and uniquely possessed by successful entrepreneurs? How do people prepare to be successful entrepreneurs? What are challenges risks and rewards of entrepreneurial</p>	<p>Entrepreneurs are critical to the business culture. Entrepreneurs are unique and creative, risk takers and confident business professionals. Entrepreneurship is driven by the spirit of innovation and a desire to solve problems for consumers.</p>

Essential Questions:	Enduring Understandings:
ventures?	Planning, controlling staffing leading and organizing are the daily functions of entrepreneurs.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><u>Business Management Standards</u> 9.3.12. BM.3 9.3.12. BM.4 9.3.12. BM.6 BUS.9-12.VI.1.1 BUS.9-12.IV.1. D.4</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>LEARNING GOALS:</p> <p>#1 Students will know how to develop and apply strategies for ensuring a successful business career as an entrepreneur. (9.3.12. BM.3)</p> <p>#2 Students will understand the unique characteristics and responsibilities of Entrepreneurs and the important role they play in our economy. (9.3.12. BM.4) (9.3.12. BM.6)</p> <p>#3 Students will understand that a complete marketing plan describes the business venture as a solution for consumers able to yield a profitable, socially responsible business venture. (BUS.9-12.VI.1.1)</p>	<p>SWBAT:</p> <p>Define the unique personality characteristics and habits of Entrepreneurs.</p> <p>Analyze various entrepreneurial ventures and their strategic marketing plans.</p> <p>Compare and Contrast local entrepreneurial ventures and discuss their successes and failures.</p> <p>Explain the importance of persuasion and personal selling techniques used by entrepreneurs to secure funding and support for their business ventures.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit Tickets Bell Ringers Quizzes Written Assignments Oral Presentations Internet Research	MINDTAP exercises Case study analysis Class Projects Unit Assessment Read & Respond	Current Business Event Summaries Responses to discussion questions Group Assignments Individual Activities	<p>Entrepreneurship & Financial Management: Start your Business! Students will work in small groups of as individuals to present a business plan to the class. The plan will include an identified target market, an unsolved need, and the solution via product or</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Current Events Pair and Share Reflections Self-assessments			service. This will be a 4 part document, typed printed and turned in. Included will be a 5-8 slide presentation (95 min max) presented to the class with persuasion technique and pitching the idea with confidence

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Hand signals Response cards Four Corners Exit tickets Think/Pair/share Assessments given orally Online submission of responses	Google Classroom and Google translator tools Re-telling related stories and information Visual and written prompts for instructions Sequence of events with pictures Oral assessments Hand signals Audio recordings/ Video Cases	Bringing the relevance of marketing to their lives and helping them see the connection to being able to market themselves. Hand signals Response cards Assessments may be oral	Rigorous assignments and tiered assignments to challenge students to go beyond and deeper when appropriate.

Instructional Strategies: *(List and describe.)*

Guided reading for content, vocabulary, Case Studies, Venn Diagrams, Debates, Video analysis, Compare and Contrast ideas, Group work, 4 corners to get students moving, Stations for Skills and Drills, and DECA Participation

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
One on one meetings Online google classroom Partners and pair and share activities Use of Audio recordings	Encourage students to participate Communicate high expectations Assign students to bilingual or an English speaking study buddy	Instructions to be kept brief Delivery in verbal and written format Peer tutoring Increased one on one time and small	Tiered Assignments Extension projects Choice menus Flexible grouping

Share class notes Interactive class notes Sit where learning is enabled and away from distractions Extra time to process Allow breaks Use of bells/ alarms	Assign partners for note taking Use physical activity – role playing or case implementation Repeat and emphasize Word Walls Use print to write Concrete language/ coined terms	group instruction Stations for movement and feedback Assessments may be orally submitted	
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Unit Vocabulary: Essential: Innovation, marketing strategy, Target Market, Customer Centric, return on Investment (ROI) Patent, competitive advantage, needs analysis, Position map, pricing model, supply and demand, product assortment, creative strategy, entrepreneurship, advertising campaign, benefits, attributes Non-Essential: Risk, assets, goods, collaboration consumerism, perception, demand curve, product life cycle

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: LA.11-12.RST / LA.11-12.CCSS.ELA-Literacy.WHST.11-12 - Mathematics: 9.3.12.BM 9.3.12. BM.1 Visual and Performing Art 9.3.12. BM.2 Technology: 9.3.12.BM-BIM Career Ready Practice: 9.3.12. BM.3 Library: 9.3.12.BM-BIM	Promethean Board Chrome books Software programs that are necessary for writing reports, designing presentations, developing Marketing materials, designing web sites and social media mock ups. Online subscriptions for interaction with their textbooks	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking & Problem Solving <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input type="checkbox"/> Information & Communication Technologies Literacy

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	through MINDTAP Knowledge@Wharton		__X__ Communication & Collaboration _X__ Information Literacy

Resources:
Texts/Materials: Texts/Materials: Marketing Text book, Burrows/ Fowler, Burrows/ Fowler Activity and Study Guide. Online subscription for students to interact with their textbooks. NYTimes online, Wall Street Journal, various bulk pack reading and excerpts from casebooks. Free student access to www.Coachgeorge.com
Unit 7: Human Resource Management / Leadership
June (3 weeks)
Unit Description: Students will learn about the theory and practical application of human resource management techniques. The importance of applying motivation and empowerment practices to produce happy productive and positive work environments will be highlighted. Students will learn how to begin preparing and developing habits in high school that will enhance their careers.

Essential Questions:	Enduring Understandings:
What is human resource management? How do managers motivate and inspire employee productivity and satisfaction? Why a happy work force is often equated with a productive work force? What is employee empowerment and why is it a critical aspect of human resource management?	Human resource management is a dynamic and rewarding career path. HR management is critical to building loyal creative and empowered work forces. Human Resource Management can be the most important part of achieving a sustainable competitive advantage for a company.

Relevant Standards:	Learning Goals:	Learning Objectives:
Business Management Standards 9.3.12.BM-HR.1 9.3.12.BM-HR.3 9.3.12.BM-HR.5	LEARNING GOALS: #1 Students will understand the laws and regulations affecting human resource operations.	SWBAT: Explain the laws and regulations that affect managerial decisions in human resources. Describe the Human resource management decision-

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>BUS.9-12.9.4.12. D.53</p> <p><u>Technology Standards:</u> 8.1.2 Strands C, E, & F</p> <p><u>NJ Student Learning Standards</u> NJSLS: RI.9-12.1 RI.9-12.5 W.9-12.2A-F</p>	<p>(9.3.12.BM-HR.1) #2 Students will understand how to motivate and supervise personnel to achieve completion of projects and business goals. (9.3.12.BM-HR.3) #3 Students will know how to plan, staff, lead and organize human resources to enhance employee productivity and satisfaction. (9.3.12.BM-HR.5) #4 Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable. (BUS.9-12.9.4.12. D.53)</p>	<p>making process.</p> <p>Compare and Contrast various management styles of employee motivation and empowerment in business today.</p> <p>Discuss the best ways to motivate employees in today's dynamic and competitive business environment.</p> <p>Describe and demonstrate work and classroom behaviors and habits that help prepare students for successful careers.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Exit Tickets Bell Ringers Quizzes Written Assignments Oral Presentations Internet Research Current Events Pair and Share Reflections Self-assessments	MINDTAP exercises Case study analysis Class Projects Unit Assessment Read & Respond	Current Business Event Summaries Responses to discussion questions Group Assignments Individual Activities	Human Resource Management / Leadership Students will prepare a professional portfolio including a skills assessment, an online professional presence, resume, cover letter and skills assessment.

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Hand signals Response cards	Google Classroom and Google translator tools	Bringing the relevance of marketing to their lives and helping, they see the	Rigorous assignments and tiered assignments to challenge students to go

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Four Corners Exit tickets Think/Pair/share Assessments given orally Online submission of responses	Re-telling related stories and information Visual and written prompts for instructions Sequence of events with pictures Oral assessments Hand signals Audio recordings/ Video Cases	connection to being able to market themselves. Hand signals Response cards Assessments may be oral	beyond and deeper when appropriate.

Instructional Strategies: *(List and describe.)*

Guided reading for content, vocabulary, Case Studies, Venn Diagrams, Debates, Video analysis, Compare and Contrast ideas, Group work, 4 corners to get students moving, Stations for Skills and Drills, and DECA Participation

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
One on one meetings Online google classroom Partners and pair and share activities Use of Audio recordings Share class notes Interactive class notes Sit where learning is enabled and away from distractions Extra time to process Allow breaks Use of bells/ alarms	Encourage students to participate Communicate high expectations Assign students to bilingual or an English speaking study buddy Assign partners for note taking Use physical activity – role playing or case implementation Repeat and emphasize Word Walls Use print to write Concrete language/ coined terms	Instructions to be kept brief Delivery in verbal and written format Peer tutoring Increased one on one time and small group instruction Stations for movement and feedback Assessments may be orally submitted	Tiered Assignments Extension projects Choice menus Flexible grouping

<p>Unit Vocabulary:</p> <p>Essential: Human Resource Management, Motivation theory, empowerment, sustainable competitive advantage, business environment, cross training, job enrichment, career development program, occupation, job, career</p> <p>Non-Essential: implement, hierarchy, quality, cost control, image, benefits</p>

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<p>E/LA: LA.11-12.RST / LA.11-12.CCSS.ELA-Literacy.WHST.11-12 -</p> <p>Mathematics: 9.3.12.BM 9.3.12.BM.1</p> <p>Visual and Performing Art 9.3.12.BM.2</p> <p>Technology: 9.3.12.BM-BIM</p> <p>Career Ready Practice: 9.3.12.BM.3</p> <p>Library: 9.3.12.BM-BIM</p>	<p>Promethean Board</p> <p>Chrome books</p> <p>Software programs that are necessary for writing reports, designing presentations, developing Marketing materials, designing web sites and social media mock ups.</p> <p>Online subscriptions for interaction with their textbooks through MINDTAP</p> <p>Knowledge@Wharton.com</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking & Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

<p>Resources:</p> <p>Texts/Materials: Texts/Materials: Marketing Textbook, Burrows/ Fowler, Burrows/ Fowler Activity and Study Guide. Online subscription for students to interact with their text books. NYTimes online, Wall Street Journal, various bulk pack reading and excerpts from casebooks. Free student access to www.Coachgeorge.com</p>
