



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

SUBJECT: Marketing

Unit 8: "Product Planning, Mix, and Development"

Duration: April

Essential Questions

*What strategies might a business use during a product's introduction and growth stage?
 *What strategies might a business use during a product's maturity and decline stages?
 *List the strategies that a company can use during a product's decline stage.

-Enduring Understandings

- Students will explain, understand and define the following: , product life cycle, product positioning, category management, planogram

Relevant Standards:

NJSLS: 9.3.12 Career Awareness, Exploration & Preparation
 NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:

(i.e; NJSLS; NGSS)



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Interdisciplinary Connections: ELA, Math, Social Studies, Science	
Tier 2 Vocabulary: Analyze, Contrast, Compare, Demonstrate, Apply, Resume, Experience	
Tier 3 Vocabulary: Contracts, Public Relations, Goods, Services, Demographics, Psychographics, Allowances, incentives, Recession, Depression, Profit, Project Modification, Planogram	
Core Instructional Materials/Resources/Digital Tools	Websites- NJCAN, Almostrealproducts.com, Learndoearn.com, Schmoop.com Text-Investigating Your Career, Jordan and Crews, 2013
Sources New Jersey Student Learning Standards (2016) - http://www.state.nj.us/education/cccs/2016/math/standards.pdf New Jersey Student Learning Standards - Technology (2014) - http://www.state.nj.us/education/cccs/2014/tech/8.pdf Career Ready Practices (2014) - http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Pearson enVision 2.0 (2016) - https://www.pearsonrealize.com/index.html#/	
21st Century Themes and Skills: (CRP/NJSLS Standards)	<u>To apply the standards that apply copy and paste from the link.</u> 12 Career Ready Practices follow the link below. NJSLS http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend



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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. **CRP9.** Model integrity, ethical leadership and effective management. **CRP10.** Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence.

8.1 Educational Technology

8.2 Technology Education, Engineering, Design, and Computation

<http://www.stste.nj.us/education/ccss/2014/tech/8.pdf>

NJSLS Technology Literacy 8.1A, 8.1B

Assessments and Performance Tasks:

Formative: Teacher created individual and group projects
Home work
Written and oral tests and quizzes

Summative: Quarterly assessments with the standards embedded within



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Alternative: Project based assessment pertaining to relevant classroom topics

Differentiation/Accommodations/Modifications

Differentiation/Accommodations/Modifications				
Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failures	
<i>(content, process, product and learning environment)</i>	Highlight key vocabulary through close reading Use graphic organizers Modified Assignments		<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i>	



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<p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Students present on topic of interest and curriculum related</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p> <p>Alternative assignments</p> <p>Culturally related project based assignments</p>	<p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	
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