



BOE Approved 8/18

# Cliffside Park Public Schools

**GRADE: 9-12**

**SUBJECT: Marketing**

## Unit 10: "Packaging and Labeling"

**Duration: June**

### Essential Questions

- \*What is the difference between a package and a label?
- \* Name two contemporary packaging issues.
- \* Identify three kinds of information commonly found on product labels.
- \*Summarize the FTC label guidelines concerning environmental claims.

### -Enduring Understandings

- Package, label
- Project Based Assessment

### 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, Trademark**

**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#/>

<p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p><b>(CRP/NJSLS Standards)</b></p>	<p><b><u>To apply the standards that apply copy and paste from the link.</u></b></p> <p>12 Career Ready Practices follow the link below. NJSLS</p> <p><a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a> <b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP3.</b> Attend</p>
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	<p>to personal health and financial well-being. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid and reliable research strategies.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP9.</b> Model integrity, ethical leadership and effective management. <b>CRP10.</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11.</b> Use technology to enhance productivity. <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
<p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computation</b></p>	<p><a href="http://www.stste.nj.us/education/ccss/2014/tech/8.pdf">http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</a></p> <p>NJSLS Technology Literacy 8.1A, 8.1B</p>	
<p><b>Assessments and Performance Tasks:</b></p>	<p><b>Formative:</b>Teacher created individual and group projects Home work Written and oral tests and quizzes</p> <p><b>Summative:</b> Quarterly assessments with the standards embedded within</p>	



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**Alternative:** Project based assessment pertaining to relevant classroom topics

## Differentiation/Accommodations/Modifications

<b>Differentiation/Accommodations/Modifications</b>				
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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