



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

SUBJECT: Marketing

Unit 9: "Branding Elements and Strategies"

Duration: May

Essential Questions

- * Describe how brands are generated.
- * What is the difference between a manufacturer brand and a private distributor brand?
- * How does brand extension differ from brand licensing?
- * When does a co-branding strategy work well for companies?
- * What is a mixed-brand strategy? Why is it used?

-Enduring Understandings

- Students will explain, understand and define the following: brand, brand name, brand mark, trade name, trade character, trademark, manufacturer brands, private distributor brands, generic brands, brand extension, brand licensing, mixed-brand strategy, co-branding strategy.

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#/	
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 to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.



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	<p>CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> <p>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.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</p> <p>NJSLS Technology Literacy 8.1A, 8.1B</p>	
<p>Assessments and Performance Tasks:</p>	<p>Formative:Teacher created individual and group projects Home work Written and oral tests and quizzes</p> <p>Summative: Quarterly assessments with the standards embedded within</p>	



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Alternative: Project based assessment pertaining to relevant classroom topics

Differentiation/Accommodations/Modifications

<p>Gifted and Talented</p>	<p>English Language Learners</p>		<p>Students with Disabilities</p> <p>504 Plans</p> <p>Students at risk of academic failures</p>	
<p><i>(content, process, product and learning environment)</i></p> <p>Debate topics of interest / subject importance.</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p>		<p><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></p>	



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<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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