



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

SUBJECT: Marketing

Unit 2: Marketing Is All Around Us”		
Duration: October		
Essential Questions	What is the Marketing Concept? *Define the concept of a market and give an example of one. *When is a consumer not the customer of a product purchased in a retail store? *Name the four Ps of the Marketing mix and explain how they should be used in target marketing? *Explain market segmentation and the four main ways a market can be segmented. *Why do generations make good markets to segment? *What is the difference between disposable income and discretionary income?	
-Enduring Understandings	<ul style="list-style-type: none">Students will explain, understand and define the following: Marketing concept, customers, consumers, market, target marketing, customer profile, marketing mix, market segmentation, demographics, psychographics, geographic	



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Relevant Standards: (i.e; NJSLS; NGSS)	NJSLS: 9.3.12 Career Awareness, Exploration & Preparation NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:
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	
Core Instructional Materials/Resources/Digital Tools	Websites- NJCAN, Almostrealproducts.com, Learndoeearn.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:	<u>To apply the standards that apply copy and paste from the link.</u>



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(CRP/NJSLS Standards)	<p>12 Career Ready Practices follow the link below.</p> <p>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. 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>	
Assessments and Performance Tasks:	Formative: Teacher created individual and group projects	



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	<p>Home work Written and oral tests and quizzes</p> <p>Summative: Quarterly assessments with the standards embedded within</p> <p>Alternative: Project based assessment pertaining to relevant classroom topics</p>
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<h2>Differentiation/Accommodations/Modifications</h2>				
Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failures	



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<p><i>(content, process, product and learning environment)</i></p> <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>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</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><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> <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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