



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

SUBJECT: Marketing

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| Unit 1: Marketing Is All Around Us” | | | |
| Duration: September | | | |
| Essential Questions | <p>What is Marketing?</p> <p>*Identify the seven functions of Marketing?</p> <p>*Of the four Marketing utilities, is one the most important for business success?</p> <p>*Which of the five economic utilities are related to Marketing?</p> <p>*How can Marketing help lower prices?</p> <p>*Explain Marketing’s role in developing new and improved products.</p> <p>*Why is the study of Marketing helpful in any career?</p> | | |
| -Enduring Understandings | <ul style="list-style-type: none"> Students will explain, understand and define the following:: Marketing, products, goods, services, exchange, utility, form utility, place utility, time utility, possession utility, information utility | | |
| Relevant Standards: (i.e; NJSLS; NGSS) | <p>NJSLS: 9.3.12 Career Awareness, Exploration & Preparation</p> <p>NJSLS 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2FTechnology:</p> | | |



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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 | |
| 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: CRP /NJSLS | <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

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| 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 | | <i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by</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>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>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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