

# Marketing

## Course Compendium

Areas of study in this course include: current trends in retail marketing, forms of business ownership, franchising, promotion, selling, human resources and business management. Marketing provides an excellent background for those students planning to major in business.

### UNITS OF STUDY\*

- Unit 1- Marketing Make the World Go Round
- Unit 2- Marketing Plan
- Unit 3- Promotional Topics
- Unit 4- Visual
- Unit 5- Essential Elements of Pring
- Unit 6- Price Planning
- Unit 7- Pricing Policies
- Unit 8- The Marketing Research Project
- Unit 9- Product Plan
- Unit 10- Social Media Marketing

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**RST.9-10.9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

**WHST.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

## 21st Century Life and Careers

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP7.** Employ valid and reliable research strategies.
- 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

### 9.1 PERSONAL FINANCIAL LITERACY

- 9.1.12.B.6** Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.7** Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.
- 9.1.12.B.8** Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
- 9.1.12.B.9** Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
- 9.1.12.B.10** Develop a plan that uses the services of various financial institutions to meet personal and family financial goals
- 9.1.12.C.1** Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
- 9.1.12.C.2** Compare and compute interest and compound interest and develop an amortization table using business tools.
- 9.1.12.C.3** Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
- 9.1.12.C.4** Compare and contrast the advantages and disadvantages of various types of mortgages.
- 9.1.12.C.5** Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.
- 9.1.12.C.6** Explain how predictive modeling determines "credit scores."
- 9.1.12.C.7** Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.C.8** Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).
- 9.1.12.C.9** Evaluate the implications of personal and corporate bankruptcy for self and others
- 9.1.12.D.1** Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).
- 9.1.12.D.2** Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.D.3** Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
- 9.1.12.D.4** Assess factors that influence financial planning.
- 9.1.12.D.5** Justify the use of savings and investment options to meet targeted goals.
- 9.1.12.D.6** Analyze processes and vehicles for buying and selling investments.
- 9.1.12.D.7** Explain the risk, return, and liquidity of various savings and investment alternatives.
- 9.1.12.D.8** Explain how government and independent financial services and products are used to achieve personal financial goals.
- 9.1.12.D.9** Relate savings and investment results to achievement of financial goals.
- 9.1.12.D.10** Differentiate among various investment products and savings vehicles and how to use them most effectively.
- 9.1.12.D.11** Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.
- 9.1.12.D.12** Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

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- 9.1.12.D.13 Determine the impact of various market events on stock market prices and on other savings and investments.
- 9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.
- 9.1.12.D.15 Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.
- 9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
- 9.1.12.E.3 Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
- 9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
- 9.1.12.E.5 Evaluate business practices and their impact on individuals, families, and societies.
- 9.1.12.E.6 Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
- 9.1.12.G.6 Explain how to self-insure and how to determine when self-insurance is appropriate.
- 9.1.12.G.7 Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
- 9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
  
- 9.3.12.FN.10 Plan, organize and manage a finance organization/department.
- 9.3.12.FN.11 Plan, monitor and manage day-to-day activities required to sustain continued business functioning.
- 9.3.12.FN.12 Access, evaluate and disseminate financial information to enhance financial decision-making processes.
- 9.3.12.FN.13 Manage a financial product or service mix in order to respond to market opportunities.
- 9.3.12.FN.14 Employ financial risk-management strategies and techniques used to minimize business loss.
- 9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.
- 9.3.LW-LEG.7 Compare and contrast different career fields in the legal services.

## **Technology**

- 8.2.12.C.4 Explain and identify interdependent systems and their functions.

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>
		<b>Students with 504 Plan</b>
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.		
At Risk Learners / Differentiation Strategies		
<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> <li>Learning Contracts</li> <li>Leveled Rubrics</li> <li>Multiple Texts</li> <li>Personal Agendas</li> <li>Homogeneous Grouping</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Project-Based Learning</li> <li>Varied Supplemental Activities</li> <li>Varied Journal Prompts</li> <li>Tiered Activities/Assignments</li> <li>Tiered Products</li> <li>Graphic Organizers</li> <li>Choice of Books/Activities</li> <li>Mini-Workshops to Reteach or Extend</li> <li>Think-Pair-Share by readiness or interest</li> <li>Use of Collaboration of Various Activities</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Think-Tac-Toe</li> <li>Cubing Activities</li> <li>Exploration by Interest</li> <li>Flexible Grouping</li> <li>Goal-Setting with Students</li> <li>Homework Options</li> <li>Open-Ended Activities</li> <li>Varied Product Choices</li> <li>Stations/Centers</li> <li>Work Alone/Together</li> </ul>

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