

# Unit Three: Digital Marketing Tools

Content Area: **Business Management and Information**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **4 Weeks**  
Status: **Published**

## Summary

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In the increasingly competitive world of business, marketing is an essential process to increase sales and meet business goals. In the two part Marketing sequence at Cranford High School, students develop the knowledge and skills to effectively target consumers using a variety of marketing techniques. Students develop foundational knowledge regarding market research, analysis, and target markets, that is then applied throughout the course series. The course sequence challenges students to think about how marketing pertains to all aspects of a business, including product development, distribution methods, sales, and advertising, and how effective marketing plans can help businesses meet and exceed their goals.

This unit is part of the larger aforementioned course sequence and specifically focuses on creating and maintaining an online presence using digital marketing tools where students will understand that brands can increase their market share by developing a website and social media accounts. By the end of this unit, students will be able to create a website and social media account that showcase the company's identity, promote its products, and offer direct messaging about the brand.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2022

## Standards

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- TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
- LA.RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- LA.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still

accurate terms.

- LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- 12 texts and topics. Biological behavioral biases, psychology, and unconscious beliefs affect financial decisionmaking.
- LA.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- PFL.9.1.12.FP.2 Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
- TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- LA.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- PFL.9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- WRK.9.1.2.CAP.4 List the potential rewards and risks to starting a business.
- WRK.9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
- TECH.9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- TECH.9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- PFL.9.1.12.FP.6 Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

## **Essential Questions and Enduring Understandings**

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### **Essential Questions:**

- Why is it imperative that businesses create and maintain websites?
- How can social media increase brand recognition and steer conversations regarding products?

### **Enduring Understandings:**

- Websites and social media accounts that are well-constructed can inform, persuade, or remind consumers about a good or service.
- Businesses must carefully consider content that is posted to their websites and social media accounts; failure to do so can affect the success of the business.

## **Objectives**

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### **Students will know:**

- A company's website or social media account can reach millions of customers at a time.
- Websites should contain product information, company information, historical information, and links to social media.

- Websites and social media accounts should be frequently updated and maintained.
- Today’s consumers shop online, therefore, websites should be easy to navigate.
- Consumer complaints and praise posted online can affect revenue.
- Businesses must carefully consider content before posting to websites and social media accounts.

**Students will be skilled at:**

- Defining and explaining the significance of key terms and concepts to the discipline, including: a/ayout, style, content, functionality, header, navigation, main content, sidebar, footer, hyperlinks, cost-per-click, click through, impressions, A/B testing, algorithm, clickbait, conversion rate, crowdsourcing, engagement rate, feed, handle, hashtag, native advertising, social media ROI.
- Calculating the cost to advertise online using the cost per click method. .
- Evaluating the attractiveness and ease of navigation of a business’s website.
- Determining the core elements of a product and creating a website that best highlights those assets.
- Using software to create a company website.
- Strategically utilizing specific social media to heighten brand awareness, reach the target market, increase brand loyalty, and convert followers into verified customers.
- Creating and curating content for a social media page, including carefully considering the implications of what is posted online.

**Learning Plan**

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This learning plan includes but is not limited to the following learning strategies:

**Studying Marketing Trends Through Current Events:** Students will use Adweek.com or Morningbrew.com to analyze current events and trends in marketing as related to the unit of study.

**Website Ratings:** Students will be presented with a series of businesses’ websites. Using what they have learned about what makes an effective website, students must evaluate the websites and make recommendations for improvement, specifically explaining how those changes will increase revenues.

**Website Venn Diagram:** Students will compare and contrast websites for three different brands that offer a similar product (ex: pasta - Barilla, Ronzoni, and Dececco). They will create a three-part Venn diagram to

highlight their conclusions.

**Social Media Complaints:** Students will pretend they are responsible for managing the social media for Taco Bell. A number of complaints (generated by the teacher) have been posted regarding a new product. Working in small groups, students must compose a carefully constructed and thoughtful response that would be posted on social media.

**Click-Through Calculations:** Students will be provided with the cost to advertise online and the number of click-throughs to determine customer acquisition cost.

**How Organizations Are Leveraging Digital Marketing Jigsaw:** Students will meet in small groups where they will be assigned to learn about Tesla, Burberry, Netflix, or Visit Dubai's digital marketing strategies via Ojo's video series. They will take note of the pillars of their assigned brand's digital strategy and then investigate the brand's various digital marketing platforms, including their website and social media accounts. Students will find examples of how the brand brought their digital marketing strategy to life and why this strategy is so effective.

**Working as a.... :** Students will watch the "Working as a" video series that outlines the roles different digital marketers play. Students will consider how these marketers work together to support the digital marketing team. They will also consider the extent to which these positions might be appealing professions to them in the future.

**The Best in Show - Cranford Edition:** Students will work in teams to investigate the websites and social media accounts of local businesses in Cranford. They will then determine who has the best website and social media accounts respectively taking into consideration aesthetics, accessibility, and maintenance. Each group will share their winners with the class.

**Wix and Canva Tutorials:** Students will watch video tutorials on how to use Canva for social media content and Wix for creating a website. Students are then encouraged to explore these platforms and create a skeletal website and sample social media content in order to practice using these digital creation tools. The instructor may also choose to assign a topic or product if greater focus is needed.

**Bring a New Product to the Marketplace - Phase Seven:** Students will continue to collaborate in small groups to develop their marketing plan for their product. During this phase of the development process, students will:

- Create a website to highlight the product. The website must include: a description of the product, photos of the "entrepreneurs" and their job descriptions, a company history, upcoming events, links to social media, and any other interesting, unique, or applicable corporate information.

- Create a social media account (Facebook, Instagram, TikTok, Snapchat, or Twitter) with at least five posts that reflect the brand identity, encourage brand loyalty, and promote customers to act. Social media content should be carefully curated, aesthetically pleasing, and inform customers about the product.

**Bring a New Product to the Marketplace - The Pitch:** Students will present their new product marketing pitches to their clients (i.e. the instructor, administrators, community members, etc.). The clients will ask a series of questions to which students must be prepared to respond.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

## **Assessment**

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When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

### **Formative Assessments:**

- Do Nows/ Exit Slips, Class Activities, Homework, Quizzes, Current Event Analyses

### **Summative Assessments:**

- Unit tests including multiple choice, free response questions, and current events analysis as applicable.
- Bring a New Product to the Marketplace - Phase Seven
- Bring a New Product to the Marketplace - Pitch

### **Alternative Assessment:**

- Social Media Response Research: Students will research examples of negative posts on social media and how businesses have responded. They will then evaluate the company's response in a written report.

### **Benchmark Assessment:**

- Pitch Analysis

## **Materials**

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The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: [Core Book List](#)

The following are approved resources that teachers can include to further unit related objectives:

[Social Media Marketing](#) video

[How Netflix leverages Digital Marketing](#) video

[Learning about Burberry's Digital Revolution](#) video

[Visit Dubai's Digital Marketing Strategy](#) video

[Tesla's Approach towards Social Media Marketing](#) video

“Working as a...” Videos:

- [Ads Manager](#)
- [Social Media Manager](#)
- [Content Marketing Manager](#)
- [Digital Marketing Executive](#)
- [Account Executive](#)

[Wix Tutorial - A Step-by-Step Guide for Beginners](#) video

[How to Create Animated Social Media Posts with Canva](#) video



Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

### **Suggested Strategies for Modification**

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This link includes content specific accommodations and modifications for all populations:

<https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing>

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.