Unit 2: Branding Tools/ Target Marketing

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 weeks**
Status: **Published**

Summary

Students in the Introduction to Marketing explore core marketing concepts and principles to consider ways businesses can alter consumer buying patterns. Topics include market research, consumer behavior, branding, advertising strategies, and the role of digital media in marketing. Through hands-on projects and case studies, students will learn how businesses identify target audiences, develop marketing campaigns, and measure their effectiveness. By the end of the course, students will be equipped with valuable insights and practical skills to pursue further studies in the CHS marketing course track.

This unit is part of the larger aforementioned course sequence and specifically focuses on branding and market identification and segmentation where students will understand that marketers use specific and purposeful methods to identify and then break, or segment, the market into manageable groups that share specific needs and wants. By the end of this unit, students will be able to analyze how different brands use demographic, geographic, psychographic, and behavioral factors to leverage, gain and maintain a larger market share that is necessary to the success of the business.

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 2025

Standards

9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.

9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.

9.3.MK.4 Plan, monitor and manage the day□to□day activities required for continued marketing business operations.

9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

9.3.MK.6 Select, monitor and manage sales and distribution channels. 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.

9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

9.3.MK□RES.1 Plan, organize and manage day□to□day marketing research activities.

9.3.MK□RES.2 Design and conduct research activities to facilitate marketing business decisions.

9.3.MK□RES.3 Use information systems and tools to make marketing research decisions.

9.3.MK□MGT.1 Plan, organize and lead marketing staff to achieve business goals.

9.3.MK□MGT.2 Plan, manage and monitor day□to□day marketing management operations.

9.3.MK□MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.

9.3.MK□MGT.4 Access, evaluate and disseminate information to aid in making marketing management

decisions.

9.3.MK□MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.

9.3.MK□MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

9.3.MK□MGT.7 Communicate information about products, services, images and/or ideas.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

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)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., NJSLSA.R6, 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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).

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and

objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. 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.

W.SE.9–10.6. 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 (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The

content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

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.

Essential Questions

Essential Questions:

- To what extent can branding tools expand customer reach?
- Why should a business analyze the market need for a particular good or service before commercializing it?
- Why is market share and effective testing procedures vital to the success of small, mid, and large firms alike?
- To what extent is market segmentation a more powerful marketing tool than mass marketing?

Enduring Understandings:

- Branding tools should be simple and reflect the attributes of the good or service it represents; if done effectively, a visual branding tool can result in instant product recognition for sustained periods of time.
- Successful marketers utilize data analysis to first determine a target market and to address the wants and needs of customers in order to remain competitive and increase overall profits; this can be achieved through data analysis.

Objectives

Students will know:

- To be competitive in the marketplace, businesses must use visual and verbal marketing tools to reach the desired target market.
- Positioning a product in the mind of a consumer requires symbols, colors, and words that differentiate it from its competitors.
- Brand marks and trademarks are protected by the United States government.
- A market is a group of customers who share common needs and wants and who have the ability and willingness to buy a specified product.
- Identifying a target market can allow for more success in marketing a new product as they will make up the bulk of consumers.
- Branding tools will differ based on the target market for a good or service; these tools should also be adaptable to meet the wants and needs of consumers.
- Gaining and maintaining market share is imperative to the longevity of a business.
- All components of the marketing mix must be utilized in order for a business to be successful; this requires careful and purposeful planning by marketers.
- Demographics refer to personal and measurable characteristics of an individual consumer.
- People born to specific generations share some common characteristics and experiences, which in turn affect buying patterns.
- A customer's change in income affects which goods are sold in the marketplace and where they are sold.
- The demographic makeup of America is changing; marketers must be aware of these trends and respond accordingly.
- The ways in which different branding tools can be utilized to attract potential customers.

Students will be skilled at:

- Defining and explaining the significance of key terms and concepts to the discipline, including but not limited to: target market, brand mark, trademark, United States Patent and Trademark Office, logo, brand name, brand symbol, brand recognition, slogan, brand loyalty, brand parity, brand image, market leader, differentiation, freelance, ad agency, advertising campaign, brand manager, positioning, creatives, metaphor, alliteration, play on words, rhyme, complexity, market target, market segmentation, geographics, psychographics, industrial markets, market research, focus group, historical research, secondary data, primary data, barriers to entry, mass marketing, market share, beta

testing, niche market, competitive advantage, customer profile, customer needs analysis.

- Explaining how proper branding allows for greater market share.
- Comparing and contrasting how different businesses use branding tools to appeal to their target market.
- Examining the nuance use of color, line, font, image, and words in brand logos.
- Analyzing the effectiveness of brand marks.
- Explaining the general guidelines to follow when creating logos, slogans, and brand names and applying these principles when developing a mock brand.
- Creating a brand name that is unique, short, memorable, easy to say and write, and evokes feeling.
- Developing a logo that is simple, timeless, memorable, versatile, and appropriate for the target market.
- Producing a slogan that is relevant, positive, empowering, and takes what the consumer already knows and builds upon it.
- Researching available brand names, slogans, and logos via the United States Patent and Trademark Office.
- Collaborating to begin an advertising campaign for an original product that will be presented to a client (i.e. teacher, administrators, or other guest) - note: this is the first unit of a semester-long project where student groups will be required to bring a new product to the marketplace from concept definition through product launch, using a variety of media, technology, creative skills, collaborative learning, and research.
- Identifying effective brand extensions and solutions to prevent brands from failing.
- Defining and explaining the significance of key terms and concepts to the discipline, including: channel management, information management, pricing, product/service management, promotion, selling, marketing concept, relationship marketing, market segmentation, demographics, Baby Boomers, Generation X, Millennials, Generation Z, psychographics, disposable income, discretionary income, Census trends, family life cycle.
- Identifying which target markets are digital natives versus digital immigrants.
- Explaining the difference between customers and consumers.
- Explaining the difference between a target market and niche market.
- Applying the “Four P’s” of marketing (i.e. the marketing mix) to various examples.
- Categorizing consumer markets and business-to-business markets.
- Discussing how a customer’s change in income affects what goods are sold in the marketplace and where they are sold.

- Identifying demographic information that marketers might seek based on specific products.
- Creating a targeted market campaign based on demographic-, location-, and interest-based data.
- Comparing and contrasting data, methods, and strategies used by those who market necessities versus those who market luxury goods.
- Analyzing changing American demographics (ex: age, income, ethnic background, education, geographic location) and proposing how marketers might alter their strategies accordingly.
- Evaluating how companies may adapt their branding tools to account for changes to their target market.

Learning Plan

Understanding Generational Marketing: Students will review the most prominent current generations (Baby Boomers, Gen X, Millennials, Gen Z) and consider how generations may serve as a specific market segment. Students will first complete article readings on generational characteristics, keeping in mind that this is one of many identities consumers have and do not define all people equally. Then, in groups students will be assigned a generation to analyze further as a specific market segment in preparation for their social club project. Students will be assigned generation-specific articles and videos by the instructor to gain more information on their assigned generation, considering how they receive information and their values as consumers.

Social Club Project : Students will develop a social club based on a specific market segment: Baby Boomers, Generation X, Millennials, Generation Z. They will highlight geographic, demographic, and psychographic characteristics of their specific target group. To effectively target a specific market segment, students will utilize their previously collected research from their "Understanding Generational Marketing" assignment. As they design their social club, the characteristics of their generation should be reflected in their hours of operation, brand colors, club activities and food offered at their establishment. The way students choose to market their club will also be dependent on their generational group, as older markets still rely more on newspapers, television and radio ads than the younger markets which are more digitally inclined.

Marketing Mix Analysis: Students will watch "Kenneth Shinozuka: My Simple Invention" TED Talk. Then, working in groups, students will create a marketing mix for this new product. They will present their marketing mix in a Google Slides presentation that will be shared with the class.

RIP Kodak?: Students will read "The Death of Scale: Is Kodak's Failure An Omen Of Things To Come For Corporate America?" They will then propose which elements of the marketing mix contributed to Kodak's failure and if there is a potential for the company to be resurrected to its former glory.

Market Segmentation Grab Bag: Working in small groups, students will select a product from a "grab bag" (ex: a bottle of vitamins, a haircare product, a candle, a box of markers, etc.). As a group, students will identify the key benefits of their product to target a specific market that has been segmented by geographics, demographics, or psychographics. Groups will then identify a different market that could be targeted with only minor changes to the product or packaging.

Repositioned Marketing Campaign: Students will create an ad campaign that is repositioned for Generation Z for Sunsweet Prunes, New Balance Sneakers, or Ponds Face Cream. Students will reflect on why they made their changes and how it will better address the interests of their target market.

Market Segmentation Infographic: Students will use Canva to create an infographic to explain how the market is segmented for a product of their choice. Students must identify and describe at least three demographic, psychographic, and geographic variables.

Guess the Brand: Students will be presented with a series of different logos, slogans, and brand marks and will guess which brand each represents. The instructor will then lead a discussion regarding what makes these effective and the power of brand recognition. Students will then provide examples of the four different kinds of logos and explain what makes them effective brand logos based on their popular brand recognition.

Niche Market Analysis: Students will identify a niche market and potential problem that individuals within the target market may face. Students will then either create a new branding strategy for an existing product to better meet the needs of the niche market or create branding for an entirely new product and explain how their product fits the needs and wants of the niche market of their choice. Examples of potential niche markets to explore include gluten free/vegan restaurants, sustainable shopping, specialty gyms (SoulCycle, PureBarre), size-inclusive clothing stores, etc.

Discretionary Income Ad Dissection: Students will analyze different ads that target groups of people with significant amounts of discretionary income to determine how the ads create the illusion of the product being luxurious and elite.

Paper Person Marketing: Working in groups, students will be assigned a particular generation and will then create a life-size paper person that accurately reflects the tastes, attitudes, and/or lifestyles of the age segment based on their previous research. Each paper person must include data and brands specific to the assigned generation. Students will then present their paper people to the class.

Bring a New Product to the Marketplace - Phase One: Students will collaborate in small groups to develop a product concept that is intended to be brought to the marketplace. During this phase of the development

process, they will:

1. Create an original product and assign it a brand name, slogan, and logo.
2. Use the USPTO web site to research the availability of their brand name and logo - revise or edit brand name, slogan, or logo as needed.
3. Use graphic design software to develop an effective brand name and logo.
4. Begin to build a slideshow as a final presentation to the client.

Testing a New Product Assessment: Students will read excerpts from "Types of Research: Primary vs Secondary," "Test Marketing in New Product Development," and "5 Creative Ways To Test-Market A New Product." In their groups, they will discuss the benefits and detriments of each of the methods presented and assess their viability in testing their concept.

Test Market Treasure Hunt: Students will listen to "Columbus, Ohio: 'Test City, USA'" from NPR. The teacher will then present a series of different criteria needed for a test market and students will use Census data to identify an ideal test city.

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

1. Examine secondary data for USA zip codes of at least 500,000 people that might serve as location to conduct field testing for their product.
2. Come to a consensus regarding a test city for their product.
3. Add the test city location and rationale (why city data justifies commercializing the product for the target market) to their existing slideshow for their client presentation.

Assessment

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

- Homework
- Quizzes
- Current Event Analyses
- Kodak Article Analysis
- Brand Logo Evaluation
- Marketing Mix Analysis
- Market Segmentation Grab Bag
- Repositioned Marketing Campaign
- Marketing Segmentation Infographic
- Discretionary Income Ad Dissection
- Niche Market Analysis
- Testing a New Product Assessment
- Paper Person Marketing

Summative Assessments:

- Unit tests including multiple choice, free response questions, and current events analysis as applicable.
- Social Club Project
- Bring a New Product to the Marketplace - Phase One
- Bring a New Product to the Marketplace - Phase Two

Alternative Assessments:

- Students will work individually or in small teams to create and develop a new brand and product, building a full marketing plan from idea to launch. Each phase of the project aligns with essential marketing topics, reinforcing classroom instruction with hands-on experience.

-Week 1–2: Brand Concept & Team Formation

-Week 3: Target Market & Segmentation

-Week 4: Product Development

-Week 5: SWOT Analysis

-Week 6: Pricing Strategy

-Week 7: Distribution Strategy (Place)

-Week 8–9: Promotion Plan

-Week 10: Social Responsibility & Ethics

-Week 11–12: Final Marketing Plan + Presentation

Benchmark Assessment:

Marketing Strategies Application and Analysis: Students will pick a product which they will apply the marketing mix and explain how their marketing strategy will contribute to the product's success.

Materials

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:

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

"Kenneth Shinozuka: My Simple Invention" TED Talk

"The 4 Ps of The Marketing Mix Simplified" video (College and Career Ready Labs)

"The Death Of Scale: Is Kodak's Failure An Omen Of Things To Come For Corporate America?" article (Forbes)

"Apple's Award Winning Marketing Strategy" video (Thought Catalyst)

“What is psychographic segmentation?” article (Survey Monkey)

Generational Differences in the Workplace (Purdue Global)

“Generation Z: In Their Words” video (C Space)

5 Characteristics of Millennials (Michigan Scouting)

8 Characteristics of Gen X to Know in 2025 (GWI)

5 Things You Need to KNow About Marketing to Baby Boomers (Forbes)

Generations FAQs (Center for Generational Kinetics)

The Changing Generational Values (Johns Hopkins University)

5 Tips to Remember When You Hear about Gen Z, Millennials, Boomers and Other Generations (PEW Research Center)

“Futurist Dr. Jagdish Sheth on America's Changing Demographics” video (Interloper Films)

“What Makes a Truly Great Logo?” video (Vox)

“30 Companies with Famous Brand Slogans & Taglines” article (Adobe)

“Top 10 Brands Synonymous with a Product” video (Watch Mojo)

“Stories Behind Iconic Logos” video (Skillshare)

"Five Tips on How to Write a Killer Slogan" article (Web Designer Depot)

Advertising Slogans Match Game (Sporcle)

"How to Choose a Brand Name That Can Be Trademarked" article (Live Plan)

"5 Creative Ways To Test-Market A New Product" article (Forbes)

"Test Marketing in New Product Development" article (Harvard Business Review)

"Types of Research: Primary vs Secondary" article (The Hartford)

"McDonald's Test Kitchen: Where Fast Food Is Born" video (Bloomberg)

"Columbus, Ohio: 'Test City, USA'" broadcast (NPR)

"Top U.S. Microcosm Cities to Test Market a National Product" article (SmallBusiness.com)

"Steps To Identify Your Target Market" article (Forbes)

"Your Target Market: How to Find It" video (Big Brand System)

"Profiles of the 50 Largest Cities of the United States" article (Infoplease)

What is a Niche Market and How Can You Target It? (Coursera)

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.

Integrated Accommodations and Modifications

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.