| ***Product and Event Marketing: Unit 4 - Trends in Marketing and Digital Marketing***  ***3 Weeks - 15 Days*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **9.1.12.CFR.3:** Research companies with corporate governance policies supporting the common good and human rights.  **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). | | | | | |
| **Rationale and Transfer Goals** :  In this unit, students will take an in-depth look at popular trends in marketing by analyzing case studies of popular companies using a case analysis approach. Students will also explore the elements of digital marketing including online advertising, social media and social media influencers, and false advertising. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Companies use digital resources such as online ads, social media presence, and apps to reach their customers in a digital world.  Current popular trends in marketing include content marketing, personalization, interactive content and are often large revenue generators.  Over 3 billion companies have a social media presence to increase brand awareness and increase sales leads.  The Federal Trade Commission (FTC) investigates false advertising and has truth-in-advertising laws to help protect consumers and companies. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  How are marketing strategies used in a digital world?  What are popular trends in marketing?  Why are most major companies on social media? How do they use it to reach customers?  What is false advertising and how does it negatively affect a company? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * 21st century marketing requires an online marketing presence in a digital world * Companies who use the most current trends in marketing are often more successful * How to complete a proper case analysis and review marketing case studies * The Federal Trade Commission and false advertising laws | * Review popular marketing case studies using a case analysis approach * Differentiate between a proper advertisement and false advertisement * Evaluate current trends in marketing and explain how these trends lead to marketing success * Explain what a social media influencer is and why they are important * Explain why a social media presence is important for most businesses | | * Multimedia presentations. * Classroom activities. * Student participation in classroom discussion * Social Media Influencers Activity * Facebook/Snapchat/Instagram Activity * Company Marketing Case Studies (Example: Ben and Jerry’s and Social Responsibility) * False Advertising Activity * YouTube videos | | * Class Activities * Class Discussions * Challenge Question participation. * Exit Ticket * [Final Exam](https://docs.google.com/document/d/12igDaBsWj7E-q34_5CpbleMcr0J2xb64eIf7lLZJ8BA/edit?usp=sharing). * Teacher observation and reflection * Social Media Influencers activity results * Facebook/Snapchat/Instagram Activity responses * Student responses to company case studies using a case analysis format * Student responses to False Advertising activity |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Analyzing the marketing mix in marketing case studies. * Writing using a case analysis format. * Differentiate between proper and false advertising. * Analyze the success of digital marketing promotions. | | * Google Classroom and Google Drive familiarity. * SWOT Analysis. * Marketing Mix. * Market Segmentation. * Supply and Demand. * Direct vs. indirect competition. | | * Challenge Questions. * Mini Paragraphs/Sentence Starters. * Use of Google Classroom and Google Drive applications. | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  CRP1. Act as a responsible and contributing citizen and employee.  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.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?   * Quizizz * Google Classroom * Google Drive Applications (Docs, Sheets, Slides) * Nearpod * Internet use for research * SMART Board for presentations * Projector | | | | | |
| **Interdisciplinary Connections:**  **English Language Arts -** Students will be analyzing marketing case studies and will be presenting their findings and supporting evidence using a case analysis approach/ NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  **Mathematics:** Students will be evaluating marketing case studies and false vs. proper advertisements and solve for how to fix them/MP1. Make sense of problems and persevere in solving them. | | | | | |