Department of College and Career Readiness

Marketing I
Curriculum
5.0 Credits

Unit One
Marketing I

Course Description

Marketing I is designed to be the second course in a sequence of three marketing courses. During this class students will apply basic knowledge that they received in Intro to Marketing to various different areas. They will discuss marketing in a global context, and apply knowledge to various industries including retail, fashion tourism and hospitality. Finally, they will have the opportunity to prepare themselves for the workplace by creating a resume, filling out job applications, and practicing interview skills. Overall, they will be able to get a deeper understanding of each of the marketing functions.
# Marketing I

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Credit, &amp; Global Marketing</td>
<td>approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Retail</td>
<td>approx. 8 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Sports, Entertainment and Fashion Marketing</td>
<td>approx. 9 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Marketing Myself and Preparing for the Future</td>
<td>approx. 9 weeks</td>
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</tbody>
</table>
## Educational Technology Standards


<table>
<thead>
<tr>
<th>Standards Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Operations and Concepts</td>
<td>• Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>• Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
</tr>
<tr>
<td>Communication and Collaboration</td>
<td>• Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</td>
</tr>
<tr>
<td>Digital Citizenship</td>
<td>• Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
</tr>
<tr>
<td>Research and Information Literacy</td>
<td>• Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</td>
</tr>
<tr>
<td>Critical Thinking, Problem Solving, Decision Making</td>
<td>• Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
</tr>
</tbody>
</table>
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
# Differentiated Instruction

## Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
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</tbody>
</table>

### Assistive Technology

<table>
<thead>
<tr>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
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</tbody>
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### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
## Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
### Interdisciplinary Connections

**English Language Arts**
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

**Social Studies**
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

**World Language**
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

**Math**
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

**Fine & Performing Arts**
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

**Science**
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields
New Jersey Student Learning Standards

9.1 Personal Financial Literacy

9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

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.6 Explain how predictive modeling determines “credit scores.”

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.3– Career and Technical Education

Career Cluster: Marketing (MK)

- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 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.
Common Career Technical Core (CCTC)

Career Cluster Marketing

MK 01 – Describe the impact of economics, economics systems and entrepreneurship on marketing.

- MK 01.1 – Describe fundamental economic concepts used in marketing.
- MK 01.4 – Describe economic indicators that can impact marketing activities.
- MK 01.5 – Describe marketing's role and function in business.

MK 05 – Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

- MK 05.1 – Acquire self-development skills for success in marketing careers.
- MK 05.2 – Develop personal traits to foster career advancement in marketing.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCCS.ELA-Literacy .W.11-12-5, Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 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
Common Core State Standards (CCSS)

CCSS - Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.
### Course: Marketing I
**Unit:** 1 - Credit and Global Marketing
**Grade Level:** 9-12

### Unit Overview:
Students will explore the impact of credit on their future. They will understand how to build credit and to plan for a stable financial future.

Next, students will explore how the global economy is changing marketing, and how it is affecting individual businesses, workers, and consumers.

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<tr>
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<tbody>
<tr>
<td>Common Career Technical Core (CCTC):</td>
<td>MK 01.1, MK.1.4, MK 1.5, MK5.1, MK5.2</td>
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</tbody>
</table>

### Student Learning Objectives (SLOs)

<table>
<thead>
<tr>
<th>Understand what credit is and how it can affect one's future</th>
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<tbody>
<tr>
<td><strong>CCSS:</strong> ELA-LITERACY.W.11-12.10</td>
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### Essential Questions

- What is credit?
- Why do I need to build credit?
- What will my future be like if I choose not to build credit?
- What will my future be like if I choose not to build credit?

### Skills & Indicators

- Understand how credit can affect the future
- Create goals for the future that include personal goals and career goals
- Explain how good and bad credit can affect your life

### Sample Activities

- **Goals Sheet**
  Create a list of goals you would like to accomplish. Put a “c” next to each goal that requires a large sum of money.

- **Writing**
  Write a story about what your life will be like if you

### Resources

- Goals Sheet [Link](http://www.grandschools.org/mentor/The%20Goals%20Worksheet.pdf)
- Credit Lesson Plans [Link](https://www.practicalmonetyskills.com/foreducators/lesson_plans/highschool.php)
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
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</tr>
</thead>
</table>
| Students will understand how to build credit to achieve their goals and how to measure it | How can I build credit?  
How can I do now to start building credit and setting ground for healthy finances?  
What is a credit score and how will it affect my life? | List ways to build credit  
List choices that hurt your credit  
Understand how to build credit  
Understand the key factors they creditors use to measure credit | Writing  
Write a letter to someone you know explaining how to build credit  
How-To Guide  
Create a one page guide to build credit for teens  
Credit Reports  
View sample credit reports and answer questions  
Lifestyle assessment:  
Assess the lifestyle of a person with each credit score; What are the differences among various people with different credit scores?  
Write about the differences between a score of 400 and 800. | Money Lesson Plans  
MoneyInstructor.com  
View “Free Credit Report” commercials  
Sample Credit Reports  
https://www.credit.com/credit-reports/how-credit-impacts-your-day-to-day-life/ |
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</table>
| Understand the terms of a credit card or a loan and how to read several financial documents related to credit | How can I understand the terms of a loan? How can interest rates affect me? What information is contained on credit card statements? | Understand the terms of simple loan or credit card information Calculate simple interest Understand the components of a credit card statement Use credit vocabulary appropriately | Compare and contrast two credit card offers then decide on one and explain why that was the better one. Calculate simple interest on a credit card Answer questions Answer using a sample credit card statement | Credit Card Offers
http://www.fcs.uga.edu/docs/credit_ho_5.pdf
Sample credit lessons
Money Instructor.com
Bank Rate (Credit Resource)
| Understand how to complete several basic financial documents | What is the purpose of financial documents? How can I ensure accuracy of records? What is accounting and how does it relate to marketing? | Understand the components of a simple balance sheet Explain a profit and loss statement Create a profit and loss statement based on guidelines set by teacher | Profit/Loss Statement
Create a profit and loss statement based on guidelines set by teacher
Balance Sheet
Create a balance sheet
Accounting vocabulary
Utilize basic accounting | Profit & Loss Statement
Basic Accounting |
<table>
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</table>
| Determine the difference between imports, exports and explain how these factors affect balance of trade  
**NJSLS:** 9.3.MK.1  
**CCTC:** MK 01.1.1.4,1.5  
**CCSS.ELA-LITERACY.W.11-12.10,** CCSS.ELA-LITERACY.W.11-12.7, ELA-LITERACY.W.11-12.7 | What is balance of trade and why is it important to a country?  
Why are resources an integral part of imports and exports?  
How do resources affect imports and exports? | Explain the concept of balance of trade  
Assess the resources of the U.S. and how this affects our BOL  
Explain the four types of resources | Research the resources that the U.S. is rich in; Write about how this affects our balance of trade  
Compare and contrast the resources of the U.S. with those of another country | Top Import and Exports in U.S.  
[http://www.worldsrichestcountries.com/top_us_imports.html](http://www.worldsrichestcountries.com/top_us_imports.html)  
Chart with imports/exports  
Balance of Trade Article  
| vocabulary to explain business concepts | Plans  
[https://www.moneyinstructor.com/lesson/accountcontrolp.asp](https://www.moneyinstructor.com/lesson/accountcontrolp.asp)  
Sample Accounting Questions  
[http://www.helpteaching.com/questions/Accounting](http://www.helpteaching.com/questions/Accounting) |
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<tr>
<td>Understand what an environmental scan is, and why it is important when marketing domestically and internationally&lt;br&gt;&lt;br&gt;NJSL5: 9.3.MK.1, 9.3MK&lt;br&gt;&lt;br&gt;CCTC: MK 01.1.1.4,1.5</td>
<td>What is standard of living?  &lt;br&gt;How does my standard of living differ from those in other places?  &lt;br&gt;What does standard of living have to do with marketing?  &lt;br&gt;What is the difference between a developed and developing country?</td>
<td>Define standard of living  &lt;br&gt;Compare your SOL with people in another location  &lt;br&gt;Explain how standard of living affects the marketing of products  &lt;br&gt;Explain how Maslow’s Hierarchy of Needs affects the marketing of products  &lt;br&gt;Describe and categorize the components of an environmental scan</td>
<td><strong>Standard of Living country comparison:</strong>  &lt;br&gt;Give students a country a monthly sum of money to spend based on the average monthly income in that country. Have students “shop” for different items that they need including food, shelter, entertainment based on the amount of money they were given. Have them then compare with each other the standard of living they would have if they lived in the alternate nation.  &lt;br&gt;<strong>Discuss</strong> the water crisis that exists in developing countries  &lt;br&gt;<strong>Complete</strong> a Maslow’s Hierarchy of Needs chart independently given a blank form</td>
<td>World Bank Country Data&lt;br&gt;<a href="http://data.worldbank.org/country">http://data.worldbank.org/country</a>  &lt;br&gt;Maslow’s Hierarchy of Needs&lt;br&gt;<a href="http://www.simplypsychology.org/maslow.html">http://www.simplypsychology.org/maslow.html</a>  &lt;br&gt;Marketing Essentials Textbook&lt;br&gt;<a href="http://glencoe.mheducation.com/sites/0078769043/student_view0/index.html">http://glencoe.mheducation.com/sites/0078769043/student_view0/index.html</a></td>
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<tr>
<td>Determine what globalization is and how it affects consumers and future marketers <strong>NJSLS:</strong> 9.3.MK.1</td>
<td>What is globalization? What implications does a global economy have? How can globalization affect you positively and negatively?</td>
<td>Explain the idea of globalization in your own words Identify some of the effects of globalization Explain some evidence of globalization that you see in your city Assess the pros and cons of outsourcing</td>
<td><strong>Write</strong> your own definition of globalization <strong>Globalization Around Me</strong> Assess some of the evidence of globalization that you see around you (including economic and cultural factors)</td>
<td><strong>Globalization Resources</strong> <a href="http://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/integrated-humanities/secondary-three/globalization.html">http://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/integrated-humanities/secondary-three/globalization.html</a></td>
</tr>
<tr>
<td><strong>CCTC:</strong> MK 01.1.MK1.4,MK1.5</td>
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<tr>
<td><strong>CCSS:</strong> CCSS.ELA-LITERACY.W.11-12.7</td>
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<tr>
<td><strong>Write</strong> about the significance of the chart <strong>Determine examples</strong> of environmental scan by analyzing the U.S. <strong>Complete</strong> an environmental scan for another country using the internet to a marketer; Citing evidence where applicable</td>
<td><strong>Case Study- Research</strong> Marketing Essentials Textbook</td>
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<tr>
<td><strong>Explain why businesses outsource to other countries</strong></td>
<td>McDonald’s and globalization using accountable talk strategies</td>
<td><strong>Persuasive Writing</strong> Write a persuasive essay for why American companies should outsource or not outsource; Include moral and economic reasoning in your essay; cite information where appropriate</td>
<td><strong>KitKat around the world</strong> View sample items and assess what changes have been made in order to bring them to another country</td>
<td><a href="http://glencoe.mheducation.com/sites/0078769043/student_view0/index.html">http://glencoe.mheducation.com/sites/0078769043/student_view0/index.html</a></td>
</tr>
<tr>
<td>When should a product be changed for another country?</td>
<td>Determine when it is appropriate to use globalization, adaption and customization strategies to sell a product in a foreign market</td>
<td><strong>Items around the world</strong> Assign students an American product; Have them research a foreign country and make</td>
<td><a href="https://www.buzzfeed.com/lydiah/35-kit-kat-varieties-from-around-the-world-18d7">https://www.buzzfeed.com/lydiah/35-kit-kat-varieties-from-around-the-world-18d7</a></td>
<td></td>
</tr>
<tr>
<td>How do Americans differ from people in other countries?</td>
<td>Explain cultural differences that exist in various places</td>
<td><strong>Research</strong> Assign students an American product; Have them research a foreign country and make</td>
<td><a href="http://www.pbs.org/pov/lasttrainhome/lesson-plan-1/">http://www.pbs.org/pov/lasttrainhome/lesson-plan-1/</a></td>
<td></td>
</tr>
<tr>
<td>How do my family customers differ from those around me?</td>
<td>Determine what changes</td>
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</tbody>
</table>

**Understand the changes that can be made to products when they are brought to another country**

**NJSLS:** 9.3.MK.1, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10

**CCTC:** MK 01.1.1.4,1.5

**CCSS.ELA-**
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY.W.11-12.7</td>
<td></td>
<td>need to be made to products when bringing them to another nation</td>
<td>recommendations whether or not changes should be made to bring the product to that country</td>
<td>3/student_view0/index.html</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Presentation</strong></td>
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<tr>
<td></td>
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<td></td>
<td>Research the etiquette of another place and prepare a presentation to discuss the differences between etiquette in the U.S. versus etiquette in the country researched</td>
<td>Slideshow on Global Marketing <a href="http://www.slideshare.net/Hjyotsana/standardization-and-customization">http://www.slideshare.net/Hjyotsana/standardization-and-customization</a></td>
</tr>
</tbody>
</table>

**Understand the concept of GDP and productivity, and how these factors affect a country and their workforce**

**NJSLS:** 9.3.MK.1, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10

**CCTC:** MK 01.1.1.4, 1.5

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<tr>
<td>What is GDP and what does it mean?</td>
<td>Explain the concept of GDP in your own words</td>
<td><strong>Research</strong> the productivity in other countries and compare it with that of the U.S.</td>
<td>World Bank Data <a href="http://data.worldbank.org/country">http://data.worldbank.org/country</a></td>
</tr>
<tr>
<td>How does our economy compare with other economies?</td>
<td>Explain what productivity is and how it relates to GDP</td>
<td><strong>Use accountable talk</strong> strategies to discuss research as a class</td>
<td>Marketing Essentials Textbook <a href="http://glencoe.mheducation.com/sites/0078769043/student_view0/index.html">http://glencoe.mheducation.com/sites/0078769043/student_view0/index.html</a></td>
</tr>
<tr>
<td>How can we increase productivity?</td>
<td>Compare the productivity and working conditions of Americans to workers in other countries</td>
<td><strong>Graphing</strong> Create a spreadsheet and bar graph that</td>
<td>Working Conditions</td>
</tr>
<tr>
<td></td>
<td>List ways to increase productivity</td>
<td></td>
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</table>
| **Understand the nature of trade restrictions**  
**NJSLS**: 9.3.MK.1, 9.3.MK.8, 9.3.MK.9, 9.3.MK.10  
**CCTC**: MK 01.1.1.4,1.5  
**CCSS.ELA-LITERACY.W.11-12.10,CCSS.ELA-LITERACY.W.11-12.7 ,ELA-LITERACY.W.11-12.7 | How do trade restrictions limit business?  
What causes negative trade relations with other countries? | Assess the working environments here and in foreign measures productivity around the world | **Embargos**  
Read about the history of the Cuban embargo and use accountable talk strategies to discuss with students | **Article on Trade Relations with Cuba**  
| | Explain the nature of free trade  
Explain several types of trade restrictions including embargoes, tariffs, quotas  
Identify sources of negative trade relations | **Research**  
Research some of the trade restrictions that are currently in place between the United States and other nations | **Marketing Essentials Textbook**  
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<td></td>
<td></td>
<td>around the world and find out the source of these restrictions.</td>
<td></td>
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### Unit 1 Vocabulary

| Credit                          | Credit score        | Balance sheet       | Profit and loss statement | Globalization | Outsourcing | Globalization | Product adaption | Promotion Adaptation | Customization | Multinational | Mininational | Tariff     | Free trade | Quota    | Etiquette | Culture |
|--------------------------------|---------------------|---------------------|---------------------------|---------------|-------------|---------------|------------------|----------------------|-----------------|---------------|--------------|------------|------------|----------|----------|---------|---------|
| Credit                          | Credit score        | Balance sheet       | Profit and loss statement | Globalization | Outsourcing | Globalization | Product adaption | Promotion Adaptation | Customization | Multinational | Mininational | Tariff     | Free trade | Quota    | Etiquette | Culture |


**Suggested Unit Projects**

**Choose At Least One**

| Have students research a country of their choice. They should conduct a global environmental scan to assess the market in that country for a sample product or service. | Assign students a product and a country. Have them research what changes they should make to the product and the marketing of the product before selling it in the country they were assigned. |

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**Suggested Structured Learning Experiences**

| Finance Park - Junior Achievement of New Jersey  
4365 Route 1 South  
Princeton, NJ 08540  
609-419-0404 | Shadow an entrepreneur to get a feel for all of the responsibilities that must go into this profession. |