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

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<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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<tr>
<td>Unit 1</td>
<td>Credit, &amp; Global Marketing</td>
<td>approx. 9 weeks</td>
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<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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## Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - 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.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

- **Research and Information Literacy**
  - 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.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## 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

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<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
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<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>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</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>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Graphic organizers</td>
<td>Audio-taped books</td>
<td>Provide a warning for transitions</td>
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<td>Color code materials</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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</tbody>
</table>
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 Core Curriculum Content Standards

9.3– Career and Technical Education

Career Cluster: Marketing (MK)

- 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Pathway: Marketing Communications (MK-COM)

- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Common Career Technical Core (CCTC)

Career Cluster Marketing

MK 07 – Determine and adjust prices to maximize return while maintaining customer perception of value.

- MK 07.1 – Develop a foundational knowledge of pricing to understand its role in marketing.
MK 09 – Communicate information about products, services, images and/or ideas to achieve a desired outcome.

- MK 09.1 – Acquire a foundational knowledge of promotion to understand its nature and scope.
- MK 09.2 – Describe promotional channels used to communicate with targeted audiences.
- MK 09.3 – Explain the use of an advertisement's components to communicate with targeted audiences.
- MK 09.4 – Discuss the use of public relations activities to communicate with targeted audiences.
• MK 09.5 – Explain the use of trade shows/expositions to communicate with targeted audiences.
• MK 09.6 – Manage promotional activities to maximize return on promotional efforts.
• MK 09.7 – Evaluate long-term and short-term results of promotional efforts.

Common Core State Standards (CCSS)
CCSS - English-Language Arts

• 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.
• CCSS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Research to Build and Present Knowledge:

• CCSS.ELA-LITERACY.W.11-12.7 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.

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
**Course:** Marketing I  
**Unit:** 3- Sports, Entertainment and Fashion Marketing  
**Grade Level:** 9-12

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<tr>
<th><strong>Student Learning Objectives (SLOs)</strong></th>
<th><strong>Essential Questions</strong></th>
<th><strong>Skills &amp; Indicators</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
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</table>
| Understand the nature of sports marketing and how this area relates to businesses and consumers | What is sports marketing?  
What is considered a sport?  
How much money is spent in sports? | Locate sports related activities locally  
Explain marketing activities as they relate to sports  
Identify products and services that relate to the sports industry  
Explain the major | Local Sports Marketing  
Provide a list of various ways that sports are marketed to consumers. Have students complete an online scavenger hunt to find local versions of these sporting events | Sports Marketing Lesson Plans  
http://www.harrisondeca.com/sports--entertainment-marketing.html |
| **NJLS:** 9.3.MK.7, 9.3.MK.9  
**CCTC:** MK 07.1 | | | | Sports Marketing Online Textbook  

**Unit Overview:**  
Students will explore how marketing principles apply to sports, entertainment and marketing. They will research the intricacies of these industries and determine how each of the seven functions of marketing is utilized in these fields.

**New Jersey Student Learning Standards (NJSL):** 9.3.MK.7, 9.3.MK.9, 9.3.MK-COM.1, 9.3.MK-COM.3, 9.3.MK-COM.5

**Common Career Technical Core (CCTC):** MK 07.1, MK9.1, MK9.2, MK9.3, MK9.4, MK9.5, MK9.6, MK 09.7.7

**Common Core State Standards (CCSS):** ELA-LITERACY.RL.11-12.1, ELA-LITERACY.W.11-12.4, ELA-LITERACY.W.11-12.7, ELA-LITERACY.W.11-12.10
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<tr>
<td>Understand how each marketing function relates to the sports marketing industry</td>
<td>How do the functions of marketing relate to the sports industry?  How does marketing a product differ from marketing a sport?  How are professional sports financed?</td>
<td>differences that exist between professional and amateur sports  Compare the marketing and popularity of sports in the United States with other nations</td>
<td>over the last fifty years; Create a bar graph and draw conclusions about why revenue has changed</td>
<td>Most Popular Sports  <a href="http://www.therichest.com/sports/ranking-the-15-most-popular-sports-in-america/">http://www.therichest.com/sports/ranking-the-15-most-popular-sports-in-america/</a></td>
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<tr>
<td>NJSLS: 9.3.MK.9  9.3.MK-COM.1  9.3.MK-COM.3  9.3.MK-COM.5</td>
<td>Event planning: Explain the differences between marketing a product and a service  Explain how each of the seven functions of marketing relate to sports marketing  Identify various pricing strategies used to market professional sports  Explain promotional methods used in sports</td>
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<td><strong>Ticket Comparison</strong>&lt;br&gt;Look up the various prices of tickets for a professional sporting event; Create a graph comparing the prices and draw conclusions about why some tickets are much more expensive than others; Present your findings to the class</td>
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<td><strong>Promotions</strong>&lt;br&gt;View promotions as they relate to sports and identify the target markets that are trying to be reached</td>
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<td><strong>Mock Draft /Player selection</strong>&lt;br&gt;Create and demonstrate a mock draft that mimics the choice teams must</td>
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<td>Understand the role of sponsorship endorsements, and licensing in sports marketing</td>
<td>How can sponsorship occur in professional and local sports? How does the behavior</td>
<td>Explain ways in which sponsorship can occur Explain local and professional versions</td>
<td>make when selecting players (tailor the game to a particular sport) Or utilize a Fantasy team game in order to demonstrate issues that come up during various sports seasons</td>
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<tr>
<td>Research History</td>
<td>Research the history of sports in Paterson and assess important people, places and things that have existed; Then determine how these people and places can be marketed in order to bring positive publicity to the city</td>
<td>Research recent sponsorship and endorsement campaigns</td>
<td>Athlete Endorsements <a href="http://opendorse.com/blog/highest-paid-athlete-endorserers/">http://opendorse.com/blog/highest-paid-athlete-endorserers/</a></td>
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<td>Athletes Lose</td>
<td>Case study</td>
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<tr>
<td><strong>NJSLS:</strong> 9.3.MK.9 <strong>CCTC:</strong> MK 09.6 MK 09.7 <strong>CCCS:</strong></td>
<td>of a celebrity, team or organization affect their sponsorship and endorsement opportunities? How are target markets related to sports marketing?</td>
<td>of sponsorship Explain the nature of endorsements in the sports marketing industry</td>
<td>Read about the impact of negative behavior and how it can affect a sponsorship or endorsement deal <strong>Create endorsement campaign</strong> Supply students with the sample product and have them come up with an endorsement or sponsorship campaign for that product</td>
<td><strong>Endorsements</strong> [<a href="http://fortune.com/2014/09/20/ray-rice-adrian-peterson-tiger-woods-athletes-dropped-endorsements/">http://fortune.com/2014/09/20/ray-rice-adrian-peterson-tiger-woods-athletes-dropped-endorsements/</a>] <strong>Sports Sponsorships</strong> [<a href="http://adage.com/article/agency-viewpoint/score-sports-sponsorships/300524/">http://adage.com/article/agency-viewpoint/score-sports-sponsorships/300524/</a>]</td>
</tr>
<tr>
<td>Examine how cause marketing is related to sports and entertainment <strong>NJSLS:</strong> 9.3.MK.9 <strong>CCTC:</strong> MK9.1, MK9.2, MK9.3, MK9.4,MK9.5, MK9.6, MK9.7 <strong>CCCS:</strong></td>
<td>What is cause marketing and why is it so important? How do professional sports utilize cause marketing? How are causes strategically chosen by professional sports teams?</td>
<td>Explain the nature of cause marketing Identify various examples of cause marketing in sports in recent years</td>
<td><strong>Article/Discussion</strong> Read and discuss examples of cause marketing in recent years using accountable talk strategies <strong>Create a campaign</strong> Have students choose a sport and a cause and come up with an ad campaign related to both</td>
<td><strong>NFL &amp; Breast Cancer</strong> [<a href="http://www.si.com/thecaudron/2015/10/26/nfl-breast-cancer-month-deangelo-williams">http://www.si.com/thecaudron/2015/10/26/nfl-breast-cancer-month-deangelo-williams</a>] <strong>WNBA &amp; Cause Marketing</strong> [<a href="http://thefieldsofgreen.com/2014/05/28/the-wnba-sports-vs-cause-marketing/">http://thefieldsofgreen.com/2014/05/28/the-wnba-sports-vs-cause-marketing/</a>] <strong>Cause Marketing</strong></td>
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| Understand what fashion is and what the scope of fashion marketing is | What is considered fashion? | Explain the size and scope of the fashion industry | Research  
Have students research successful cause marketing campaigns and draw inferences about why these campaigns were so successful | https://www.entrepreneur.com/article/197820 |
| NJSLS: 9.3.MK 09.4 | What jobs are available in the fashion marketing industry? | Explain what factors affect fashion trends | Timeline  
Create a timeline of fashion trends throughout history and link each trend with a historical event | |
| CCTC: MK 09.4 | How are fashion and culture related? | Explain some changes in fashion throughout history | Essay  
Write about changes in fashion over the last one hundred years and what some of the reasons for these changes are. | |
| CCSS: ELA-LITERACY.RL.11-12.1 | How are fashions and history related? | Explain some of the ethical issues that have come up in fashion | Debate  
Have students research and debate an ethical fashion issue | |
<p>| ELA-LITERACY.W.11-12.1 | | | | |
| ELA-LITERACY.W.11-12.4 | | | | |
| ELA-LITERACY.W.11-12.7 | | | | |
| | | | | |
| Fashion Marketing Lesson Plans | | | | <a href="http://mygmea.org/resources.cfm?subpage=152367">http://mygmea.org/resources.cfm?subpage=152367</a> |</p>
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</table>
| Determine how trends begin and spread | What are some fads that have caught on in recent years?  
How do trends return over time?  
What factors affect how quickly a trend spreads? | Explain the theories on how fashion trends begin  
Explain the fashion cycle  
Assess particular trends and their roots  
Explain why fads become popular  
Explain what a fad is and how it catches on  
Explain how trends can be viewed over time  
Explain the difference between fashion leaders, followers and laggards  
Explain the factors that affect how quickly a trend spreads | **Drawing**  
Visually depict the three theories about how trends start and spread | How trends begin  
|                                  |                                                                                     |                                                                                     | **Research**  
Conduct market research to determine how people about certain trends over time | Fashion Marketing Lesson Plans  
[http://mygmea.org/resources.cfm?subpage=152367](http://mygmea.org/resources.cfm?subpage=152367) |
|                                  |                                                                                     |                                                                                     | **Writing**  
Choose one of the theories about how fashion trends spread. Research this topic and find reliable evidence about why you believe this theory to be true. Put all of the information into a well thought out essay. | Fashion Through the Ages  
[www.slideshare.net/marifex88/fashion-through-the-decades](http://www.slideshare.net/marifex88/fashion-through-the-decades) |
### Unit 3 Vocabulary

<table>
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<tr>
<th>Retail</th>
<th>Fashion marketing</th>
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<tr>
<td>Merchandise</td>
<td>Fad</td>
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<tr>
<td>Endorsement</td>
<td>Retail</td>
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<td>Sponsorship</td>
<td>Manufacturer</td>
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<tr>
<td>Sports marketing</td>
<td>Fashion leaders</td>
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<tr>
<td>Fashion Cycle</td>
<td>Fashion followers</td>
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<td></td>
<td>Fashion laggars</td>
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### Suggested Unit Projects

**Choose At Least One**

- Have students begin their own sports franchise. They should research an appropriate location, name, sponsors, and all other elements to create a marketing plan.
- Have students create their own clothing label. They should assess how each of the seven functions of marketing must be used to market their fashions, and determine how they will use marketing knowledge to spread their trends.

### Suggested Structured Learning Experiences

- Shadow a retail owner. What are some of the day-to-day responsibilities that this owner has and how have they related to what you have learned?