Department of College and Career Readiness

Marketing I
Curriculum
5.0 Credits

Unit Four
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.
# Introduction to Marketing

## 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>
</tr>
<tr>
<td>Unit 3</td>
<td>Sports, Entertainment and Fashion Marketing</td>
<td>approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Marketing Myself and Preparing for the Future</td>
<td>approx. 9 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards


<table>
<thead>
<tr>
<th>Standard</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><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></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>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</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

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<thead>
<tr>
<th>English Language Arts</th>
<th>Math</th>
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<tbody>
<tr>
<td>• Journal writing</td>
<td>• Research industry salaries for a geographic area and juxtapose against local cost of living</td>
</tr>
<tr>
<td>• Close reading of industry-related content</td>
<td>• Go on a geometry scavenger hunt</td>
</tr>
<tr>
<td>• Create a brochure for a specific industry</td>
<td>• Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers</td>
</tr>
<tr>
<td>• Keep a running word wall of industry vocabulary</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Fine &amp; Performing Arts</strong></td>
</tr>
<tr>
<td>• Research the history of a given industry/profession</td>
<td>• Create a poster recruiting young people to focus their studies on a specific career or industry</td>
</tr>
<tr>
<td>• Research prominent historical individuals in a given industry/profession</td>
<td>• Design a flag or logo to represent a given career field</td>
</tr>
<tr>
<td>• Use historical references to solve problems</td>
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<td></td>
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<tr>
<td><strong>World Language</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>• Translate industry-content</td>
<td>• Research the environmental impact of a given career or industry</td>
</tr>
<tr>
<td>• Create a translated index of industry vocabulary</td>
<td>• Research latest developments in industry technology</td>
</tr>
<tr>
<td>• Generate a translated list of words and phrases related to workplace safety</td>
<td>• Investigate applicable-careers in STEM fields</td>
</tr>
</tbody>
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### 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

9.3– Career and Technical Education

9.1 Personal Financial Literacy

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 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

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability
- 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

Common Career Technical Core (CCTC)

Career Cluster Marketing

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 08 – Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

- MK 08.6 – Position company to acquire desired business image.
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.

- CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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: 4- Marketing Myself and Preparing for the Future  
Grade Level: 9-12 | Unit Overview:  
Unit Overview: Students will assess their goals for the future and research opportunities that will exist. They will create documents to be used to find a job and be accepted to college. |
| --- | --- |

Common Career Technical Core (CCTC): MK 08.6, MK 5.1  

<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>
</table>
| Create and understand the purpose of a resume and cover letter  
**CCTC:** MK 5.1  
**CCSS:** ELA-LITERACY.W.11-12.10 | What is a résumé?  
What information belongs on a résumé and cover letter?  
How can I make my résumé stand out? | Create a résumé that can be used to apply for a job  
Create a cover letter to be used for applying for jobs  
Determine what information belongs on a resume and what | Résumé Editing  
View sample resumes and assess errors  
**Create résumé**  
Complete resume using a template on a documents sharing software; Update the resume over time | Resume Template [http://www.simsbury.k12.ct.us/page.cfm?p=3978](http://www.simsbury.k12.ct.us/page.cfm?p=3978)  
Resumes for High School Students |
<table>
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</table>
| CCSS:ELA-LITERACY.W.11-12.5, CCSS:ELA-LITERACY.W.11-12.4 | - What it appropriate to do on an interview?  
- How does my behavior affect whether I will get a job?  
- What should I wear on a job interview?  
- What kind of questions should I expect on an interview and how should I respond? | - Information should be left off  
- Understand how to behave on a job interview  
- Explain what to wear on a job interview  
- Explain the types of responses that should be given on an interview  
- Explain what information an interviewee should provide on an interview  
- Explain the importance of following up after a job interview | - Cover Letter  
- Create a cover letter  
- Interview Dos and Don’ts  
- Create a one page sheet that explains the Dos and Don’ts of business attire to teenagers  
- Short Response: Summarize answers for interview questions | - http://jobsearch.about.com/od/sampleresume1/a/high-school-resume-examples.htm  
- Interview Dos and Don’ts | http://www.career.vt.edu/interviewing/DosDonts.html |
<p>| CCTC: MK 5.1 | | | | |
| CCSS: ELA-LITERACY.W.11-12.10 | Understand the components of a job application and determine how to fill out a job application in a | Appropriately fill out a job application | Application | Application Dos and Don’ts |
| | | Explain the importance of following up after a job interview | Complete a sample application as a group | <a href="https://www.youtube.com/watch?v=hPSp-Lhn-ic">https://www.youtube.com/watch?v=hPSp-Lhn-ic</a> |</p>
<table>
<thead>
<tr>
<th>Professional Manner</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCTC:</strong> MK 5.1</td>
<td>Who can I use as a reference?</td>
<td>Explain how to answer difficult questions</td>
<td>Personal Application Have students apply for a position they are interested in during class time</td>
<td>Snag a Job website <a href="http://www.snagajob.com/">http://www.snagajob.com/</a></td>
</tr>
<tr>
<td><strong>CCSS:</strong> ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.W.11-12.5</td>
<td>What kind of experiences is applicable to an application?</td>
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<tr>
<td>9.2.12.A.1</td>
<td>What kind of job skills does an employer care about?</td>
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</tr>
<tr>
<td><strong>CCSS:</strong> ELA-LITERACY.RI.11-12.7</td>
<td>What career field is right for me?</td>
<td>Assess your own interests and skills to find career paths that are appropriate</td>
<td>Career Assessment Complete a career assessment</td>
<td>Career Assessment <a href="http://www.yourfreecareertest.com/">http://www.yourfreecareertest.com/</a></td>
</tr>
<tr>
<td></td>
<td>What do I need to do to get to the career I want?</td>
<td>Explain the importance of career outlook on career choices</td>
<td>Research Use the internet to research several careers of interest and determine salaries, required education and day to day responsibilities of this position</td>
<td>Occupational Outlook Handbook <a href="http://www.bls.gov/ooh/">http://www.bls.gov/ooh/</a></td>
</tr>
<tr>
<td></td>
<td>What will my life be like if I pursue the careers I am interested in?</td>
<td>Determine how to meet personal career goals</td>
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</table>
**CCTC:** MK5.1  
**CCSS.ELA-LITERACY.W.11-12.7, CCSS.ELA-LITERACY.W.11-12.5, CCSS.MATH.CONTENT.HSS.IC.B.6** | What are the different colleges that meet my educational needs? Where are these schools and how much do they cost? What information will help me become accepted to a college? | Use the internet to research colleges that match career goals  
Assess college costs and compare them  
Research a school and highlight all of its benefits  
Complete a college application | **College Comparison**  
Research various schools and compare their offerings  
**Graphing**  
Compare the costs associated with public versus private and two versus four year schools; Create a graph  
**Presentation**  
Use sales skills to present a college or trade school to classmates and try to convince them to apply there  
**Application**  
Begin to fill out a Common App application as a class in order to explain how various | College Board [https://www.collegeboard.org/](https://www.collegeboard.org/)  
Common App [CommonApp.org](http://www.commonapp.org)  
College Costs [http://www.collegedata.com/cs/content/content_payaricletmpl.jhtml?articleId=10064](http://www.collegedata.com/cs/content/content_payaricletmpl.jhtml?articleId=10064) |
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<tr>
<td>Understand how an online presence can affect your future</td>
<td>What does my online presence say about me? How can my online presence affect my future? What information is available on the internet? How can businesses make sure their online presence is a positive one?</td>
<td>Assess personal online presence to determine whether it is appropriate or not Determine how employers view online presence Name ways to protect your online identity List social media marketing tips for businesses</td>
<td>Online Profiles Assess personal online profile for appropriateness Guide Create a guide for teens to protect themselves online List List ways that businesses can create a positive online presence</td>
<td>Digital Citizenship <a href="http://www.huffingtonpost.com/news/digital-citizenship/">http://www.huffingtonpost.com/news/digital-citizenship/</a> Checking Your Online Profile <a href="http://www.webwise.ie/parents/social-networking-advice-for-teenagers-2/">http://www.webwise.ie/parents/social-networking-advice-for-teenagers-2/</a> Controlling Online Presence <a href="https://youthradio.org/creative-studio/article/diy-toolkit-controlling-your-online-presence/">https://youthradio.org/creative-studio/article/diy-toolkit-controlling-your-online-presence/</a> Businesses and Social Media presence <a href="http://www.huffingtonpost.com/siva-yenneti/optimze-your-facebook-bu_b_9014510.html">http://www.huffingtonpost.com/siva-yenneti/optimze-your-facebook-bu_b_9014510.html</a></td>
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<td>CCTC: MK 08.6</td>
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<tr>
<td>CCCS: ELA-LITERACY.W.11-12.10</td>
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### Student Learning Objectives (SLOs)

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<td></td>
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<td>Who uses Social Media? <a href="http://www.pewinternet.org/2015/10/08/social-networking-age-2005-2015/">link</a></td>
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</table>

### Unit 4 Vocabulary

<table>
<thead>
<tr>
<th>Résumé</th>
<th>Cover letter</th>
<th>Template</th>
<th>Attire</th>
<th>Interview</th>
<th>Etiquette</th>
<th>Online presence</th>
<th>References</th>
<th>Social media</th>
</tr>
</thead>
</table>

### Suggested Unit Projects

**Choose At Least One**

- Create a job search folder in your Google Drive that contains a resume, cover letter and any other documents that you may need to apply for positions.
- Create a LinkedIn profile for yourself.

### Suggested Structured Learning Experiences

- Apply each of the seven functions of marketing to working in the school store. Each function can then be outlined by the student in order to better the store and the customer experience.
- Shadow an entrepreneur to get a feel for all of the responsibilities that must go into this profession.