Department of College and Career Readiness

Marketing II
Curriculum

5.0 Credits

Unit Three
Marketing II

Course Description

Marketing II is the third in a sequence of 3 classes designed as a Program of Study within the scope and guidelines of New Jersey Career and Technical Education. The courses and program are consistent with a vision to prepare students to succeed as global citizens, for college and career opportunities of the 21st century, and to support healthy economic growth within the state of NJ and beyond.

This course, generally offered during students’ senior year of HS, is designed to support students’ exploration of both a marketing related career and/or marketing/business college degree. As such, at the beginning of the year, students focus on Professional Development concepts and skills as well as finding a job to secure their eligibility for the Marketing II Job Training Program. Subsequent to the Professional Development Unit, students recap the marketing functions learned in the prior two marketing classes in Unit II. This refresher prepares students to then implement these marketing functions in an online simulated entrepreneurial venture in Unit III. In doing so, students get the opportunity to delve deeper into marketing functions especially where students showed less competence based on the Marketing II pre-assessment. The pre-assessment is based on a NOCTI administered assessment by MBA Research called Fundamental Marketing Concepts. Students end the year in Unit IV with writing a Marketing Plan for a business that span all marketing functions in preparation for the pathway’s capstone post-assessment.
# Marketing II

## Pacing Guide

<table>
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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Professional Development Job Training Skill Development</td>
<td>approx. 10 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Fundamentals in Marketing Recap</td>
<td>approx. 11 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Marketing Implementation / Business Simulation</td>
<td>approx. 7 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Business Marketing Plan</td>
<td>approx. 7 weeks</td>
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</tbody>
</table>
## 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

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

### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### 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

9.3– 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.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

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.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Pathway: Marketing Management (MK-MGT)

- 9.3.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.
- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers’ perceptions of value.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
Pathway: Merchandising (MK-MER)

- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers’ perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for 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 01.2 – Explain economic systems in which marketing activities are performed.
- MK 01.3 – Acquire knowledge of the impact of government on business activities to make informed economic decisions.
- MK 01.4 – Describe economic indicators that can impact marketing activities.
- MK 01.5 – Describe marketing's role and function in business.
- MK 01.6 – Apply knowledge of business ownership to establish and continue business operations.
- MK 01.7 – Explain production's role and function in marketing business.
- MK 01.8 – Explain commerce laws and regulations that affect marketing businesses.

MK 02 – Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

- MK 02.1 – Acquire a foundational knowledge of finance to understand its nature and scope.
- MK 02.2 – Implement accounting procedures to track money flow and to determine financial status.
- MK 02.3 – Analyze cost/profit relationships to guide business decision-making.
- MK 02.4 – Determine needed resources for a new marketing project or business venture.
- MK 02.5 – Manage financial resources to ensure solvency.
- MK 02.6 – Assess marketing strategies to improve return on marketing investment (ROMI).

MK 03 – Plan, monitor, manage and maintain the use of financial resources for marketing activities.
MK 04 – Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

• MK 04.7 – Explain human resource laws and regulations to facilitate business operations.

MK 06 – Select, monitor and manage sales and distribution channels.

• MK 06.1 – Acquire foundational knowledge of channel management to understand its role in marketing.
• MK 06.2 – Manage channel activities to minimize costs and to determine distribution strategies.

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

• MK 08.1 – Acquire a foundational knowledge of product/service management to understand its nature and scope.
• MK 08.2 – Generate product ideas to contribute to ongoing business success.
• MK 08.3 – Apply quality assurances to enhance product/service offerings.
• MK 08.4 – Employ product-mix strategies to meet customer expectations.
• MK 08.5 – Position products/services to acquire desired business image.
• MK 08.6 – Position company to acquire desired business image.
Common Core State Standards (CCSS)

CCSS - Literacy in History/Social Studies, Science and Technical Subjects

Key Ideas and Details:

- CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure:

- CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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.

- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

CCSS – English – Language Arts – Speaking & Listening

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
CCSS – English – Language Arts – Language

Conventions of Standard English:

- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

- CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

- CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Common Core State Standards (CCSS)

CCSS - Mathematics

Reason quantitatively and use units to solve problems.

- CCSS.MATH.CONTENT.HSS.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Understand solving equations as a process of reasoning and explain the reasoning:

- CCSS.MATH.CONTENT.HSS.A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g. using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
**Course:** Marketing II  
**Unit:** III – Marketing Implementation  
**Grade Level:** 9-12

**Unit Overview:**  
This unit presents an opportunity for students to implement all the marketing functions reviewed to date and to challenge their knowledge of these concepts in an online business simulation. Students get to be entrepreneurs by choosing a product to sell, choosing a distribution channel, price & quality. They also choose the promotional mix and relevant cost then compete with others in the marketplace to secure customers market share and make a profit.

**New Jersey Student Learning Standards (NJSLS):** 9.3.MK-MER.1, 9.3.MK-MER.2, 9.3.MK-MER.3, 9.3.MK-MER.4, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.3.MK-MER.7, 9.3.MK-MER.8, 9.3.MK-RES.1, 9.3.MK-RES.2, 9.3.MK-RES.3, 9.3.MK-MGT.7, 9.3.MK-MGT.5, 9.3.MK.6, 9.3.MK.8, 9.3.MK-MGT.6, 9.3.MK.8, 9.3.MK-MGT.6

**Common Career Technical Core (CCTC):** 9.3.MK.5, MK 10.1, MK 10.2, MK 10.3, MK 10.5, MK 10.6, MK 04.4, MK 04.8, MK 04.9, MK 10.4, MK 09.1, MK 09.2, MK 09.6, MK 09.7, MK 07.1, MK 01.2, MK 01.8, MK 02.1, MK 02.2, MK 02.3, MK 02.4, MK 02.5, MK 02.6, MK 06.1, MK 06.2, MK 08.1, MK 08.2, MK 08.3


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<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
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</table>
| Understand the nature of receiving information constantly from multiple sources and staying alert to receive and process information and make decisions in real time | How many messages do we receive each day from machines?  
What is the optimal number of messages we can receive to make good decisions? | • Understand how to receive and incorporate business information  
• Determine the value of each source, type and timing of information | Message Reporter  
Identify the multiple sources of information we receive and rank their importance and urgency | Realityworks – RealCareer  
Entrepreneurship  
http://cloud.realityworks.com  
Realityworks – RealCareer |
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| **NJSLS:** 9.3. MK-COM.2, 9.3. MK-COM.3, 9.3. MK-COM.4, 9.3. MK-COM.5 | What are the best sources of information in running a business? | ▪ Understand how to manage feedback  
▪ Understand the many sources for information in running a business | **Game Simulation**  
**Message Reporter**  
Identify the multiple sources of information in The Entrepreneurship Game | **Entrepreneurship: Student Guide**  
| **CCTC:** MK01.4, MK01.8, MK02.04, MK04.07 | | | **Message Evaluation**  
Assess the relative value of the information received from The Entrepreneurship Game | **Navigating Information Overload**  
https://www.melcrum.com/navigating-information-overload |
| **CCSS:** RST.11-12.2 | Where might you find answers to questions on how to start a new business?  
How do you read and interpret market research?  
What makes a successful entrepreneur? | ▪ Making business decisions based on market research  
▪ Understand the value of product or service knowledge before going into business  
▪ Understanding interest and passion as a driver in entrepreneurship | | |
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| CCSS: RST.11-12.4, RST.11-12.7    |                    |                     | about, things that you think would be great to have as a business and secure 5 products/services that satisfy both criteria | A Business Plan  
Glencoe Marketing Essentials Section Unit 11 Entrepreneurship and Finance |
| NJSLS: 9.3. MK-MER.1, 9.3. MK-MER.3, 9.3. MK-MER.6 | What role does the target market play in helping to shape the sales strategy for a company? Is it possible to choose multiple sales strategies/distribution channels? What role does the nature of a product play | • Choosing a distribution strategy that is best for a product  
• Weighing the advantages and disadvantages of various distribution channels | Product Sales Strategy  
Identify the sales strategy or multiple distribution channels available to a product e.g. perfume  
Optimal Sales Strategy  
Select the optimal sales strategy for a set of products and explain choice | Realityworks – RealCareer Entrepreneurship  
http://cloud.realityworks.com  
Realityworks – RealCareer Entrepreneurship: Student Guide  
http://cloud.realityworks.com/resources/support/Entrepreneurship%20Game |
<p>| CCTC: MK02.4, MK02.6, MK06.1, MK06.2 |                    |                     |                  |           |</p>
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<td><strong>CCSS: RST.11-12.9</strong></td>
<td>in shaping its sales strategy?</td>
<td>• Connect the distribution channel and sales strategy of a product seamlessly</td>
<td><strong>Target Market Mapping</strong> Identify a product or group of products sold to several target markets and the relative distribution channel appropriate for that target market</td>
<td>%20Student%20Guide.pdf</td>
</tr>
<tr>
<td><strong>NJSLS: 9.3.MK-MGT.5</strong></td>
<td>Is setting a low price for your product always better? What purpose does price serve? What pricing strategy is best for a product?</td>
<td>• How to set the optimal price for your product based on competitive pricing • When is it best to use various pricing strategies e.g. penetration pricing • Employ pricing</td>
<td><strong>Pricing Scenarios</strong> Prepare a presentation that outlines the pricing strategy selected for your product in simulation <strong>Analysis of Pricing Products</strong> Analyze the prices of products for a specific target market and explain the goals and factors that must have been considered when</td>
<td>Realityworks – RealCareer Entrepreneurship: Student Guide <a href="http://cloud.realityworks.com/resources/support/Entrepreneurship%20Game%20%20Student%20Guide.pdf">http://cloud.realityworks.com/resources/support/Entrepreneurship%20Game%20%20Student%20Guide.pdf</a> Goals of Pricing Glencoe Marketing Essentials Section Unit 8 Pricing General Pricing</td>
</tr>
<tr>
<td><strong>CCTC: MK 07.1, MK 01.2, MK 01.8, MK 02.1, MK 02.2, MK 02.3, MK 02.4, MK 02.5, MK 02.6</strong></td>
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<td><strong>CCSS: RST.11-12.4, RST.11-12.9, RST.11-12.7,HSS.N-Q.A.1HSS. A-REI.D.11</strong></td>
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**Is setting a low price for your product always better? What purpose does price serve? What pricing strategy is best for a product?**

- **How to set the optimal price for your product based on competitive pricing**
- **When is it best to use various pricing strategies e.g. penetration pricing**
- **Employ pricing**

**Target Market Mapping** Identify a product or group of products sold to several target markets and the relative distribution channel appropriate for that target market

**Pricing Scenarios** Prepare a presentation that outlines the pricing strategy selected for your product in simulation

**Analysis of Pricing Products** Analyze the prices of products for a specific target market and explain the goals and factors that must have been considered when

**Realityworks – RealCareer Entrepreneurship: Student Guide**


**Goals of Pricing**

Glencoe Marketing Essentials Section Unit 8 Pricing

**General Pricing**
<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></td>
<td></td>
<td>strategies systematically over time to optimize price</td>
<td>pricing the products Pricing Simulation Run the Realityworks app and conduct a simulation of using multiple prices and see the impact on sales.</td>
<td>Strategies <a href="https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/pricing-8/">https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/pricing-8/</a></td>
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<tr>
<td>Understand the nature of promotions, their impact on sales and their relative costs</td>
<td>What is the optimal level of promotion required for a product to be successful?</td>
<td>• How to weigh the relative value of promotional options for a business</td>
<td>Promotional Mix Game Simulation</td>
<td>Realityworks – RealCareer Entrepreneurship <a href="http://cloud.realityworks.com">http://cloud.realityworks.com</a></td>
</tr>
<tr>
<td>CCTC: MK07.1</td>
<td>How do you create an effective promotional campaign to reach a target market?</td>
<td>• Knowing whether to match competitive promotions</td>
<td>Promotions Simulation</td>
<td>How to establish a Promotional Mix <a href="http://edwardlowe.org/how-to-establish-a-promotional-mix/">http://edwardlowe.org/how-to-establish-a-promotional-mix/</a></td>
</tr>
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<td>CCSS: RST.11-12.9</td>
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<td>Understand the link between product cost, quality and price</td>
<td>How can a company effectively conceive and market a new product?</td>
<td>Set price competitively in a specific market</td>
<td><strong>Product Positioning</strong>&lt;br&gt; Evaluate your product positioning in the market simulation and determine price and/or quality levers to adjust to attain desired market share</td>
<td>Realityworks – RealCareer Entrepreneurship&lt;br&gt;<a href="http://cloud.realityworks.com">http://cloud.realityworks.com</a></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3. MK-MER</td>
<td>Are products of a higher quality also higher cost and higher price?</td>
<td>Set price based on quality and cost</td>
<td><strong>Create a Product Positioning Graph</strong>&lt;br&gt; Research then create graph for a group of like products using graphing software and present to class</td>
<td>Realityworks – RealCareer Entrepreneurship: Student Guide&lt;br&gt;<a href="http://cloud.realityworks.com/resources/support/Entrepreneurship%20Game%20Student%20Guide.pdf">http://cloud.realityworks.com/resources/support/Entrepreneurship%20Game%20Student%20Guide.pdf</a></td>
</tr>
<tr>
<td><strong>CCTC:</strong> MK07.1, MK08.3, MK08.5</td>
<td>Are all high priced products also high quality?</td>
<td>Ensure that price is reflective of product image etc.</td>
<td><strong>Product Positioning Simulation</strong>&lt;br&gt; Run a number of scenarios using various product positions relative to the competition and determine their impact on sales.</td>
<td>Perceptual Mapping/Positioning Map&lt;br&gt;<a href="http://www.learnmarketing.net/perceptualmaps.htm">http://www.learnmarketin g.net/perceptualmaps.htm</a></td>
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<td><strong>CCSS:</strong> RST.11-12.9</td>
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| Read and Interpret Charts and Graphs | What is the best approach to take in reading graphs? | • Understand production terms including stock storage, overhead & variable costs, surplus/shortfall etc.  
• Understand financial reports and terms including income statements, balance sheet and cash flow statements  
• Interpret and make related decisions based on the production and financial reports | Financial Analysis  
Write a summary of your trading in RealityCareer Entrepreneurship based on the game’s Record of Achievement which includes a Production Report and Financial Report  
Reading Financial Statements  
Secure financial statement for real company, evaluate primary reports and present findings  
Compare Financials  
Compare 2 of more group of financial statements and determine which if any of the company are doing better. | Realityworks – RealCareer Entrepreneurship  
http://cloud.realityworks.com  
Realityworks – RealCareer Entrepreneurship: Student Guide  
Financial Statements Simplified  
http://accountingsimplified.com/financial/statements/types.html |

**NJSLS:** 9.3. MK-COM.3  
**CCTC:** MK01.4, MK02.1, MK02.2, MK02.5, MK03  
**CCSS:** RST.11-12.9
<table>
<thead>
<tr>
<th>Accountant</th>
<th>Investment/ investors</th>
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<tbody>
<tr>
<td>After Sales Support</td>
<td>Management Consultant</td>
</tr>
<tr>
<td>Agent</td>
<td>Market Knowledge, Research, Size &amp; Share</td>
</tr>
<tr>
<td>Capacity</td>
<td>Mentor</td>
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<tr>
<td>Cashflow</td>
<td>Net Profit</td>
</tr>
<tr>
<td>Certificate of Incorporation</td>
<td>Overhead</td>
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<tr>
<td>Customer Care</td>
<td>Over time</td>
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<td>Demand</td>
<td>Production Cost</td>
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<tr>
<td>Direct Cost</td>
<td>Product Positioning</td>
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<tr>
<td>Director</td>
<td>Sales Channels</td>
</tr>
<tr>
<td>Distribution / Distributor</td>
<td>Sales Strategy</td>
</tr>
<tr>
<td>Demographic</td>
<td>Sale Commission</td>
</tr>
<tr>
<td>Enterprise</td>
<td>Sales &amp; Marketing</td>
</tr>
<tr>
<td>Entrepreneur / Entrepreneurship</td>
<td>Sales Revenue</td>
</tr>
<tr>
<td>Flotation</td>
<td>Shares</td>
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<tr>
<td>Forecast</td>
<td>Shipping Cost</td>
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<tr>
<td>Gross Profit</td>
<td>Shortfall</td>
</tr>
<tr>
<td>Investment/ Investors</td>
<td>Startup</td>
</tr>
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<td>Management Consultant</td>
<td>Storage Cost</td>
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<tr>
<td>Market Knowledge</td>
<td>Surplus</td>
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<td>Market Research</td>
<td>Trading/Selling</td>
</tr>
<tr>
<td>Market Size</td>
<td>Training</td>
</tr>
<tr>
<td>Gross Profit</td>
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</table>
### Suggested Unit Projects

**Choose At Least One**

| Visit to a distribution center for a company or franchise to see business planning and operations | Play a group version of Realityworks RealCareer Entrepreneurship with two or more people collectively making decisions about the business during the game |

### Suggested Structured Learning Experiences

| The Paterson Education Association (PEA)  
445 Straight St.  
Paterson, New Jersey 07501  
Riviera Check Cashing Inc.  
99 Church St.  
Paterson, New Jersey 07505  
Phone: [973) 977-8899](tel:973) 977-8899) | St. Joseph’s Regional Medical Center  
703 Main St  
Paterson, New Jersey 07503  
Phone: 973-754-2000  
[https://www.stjosephshealth.org/](https://www.stjosephshealth.org/) |