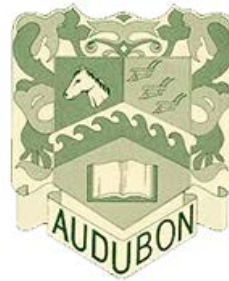


Audubon Public School District



Grades 9-12: Sports & Entertainment Marketing Curriculum Guide

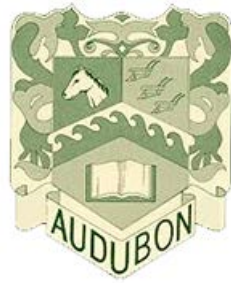
Developed by:

Mrs. Sharon Selby

July 1, 2021

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Course Description

Grades 9-12: Sports & Entertainment Marketing

Sports & Entertainment Marketing is a one semester course. In this course you will learn the different marketing strategies and then put them into practice through the use of Virtual Business. You will own and operate your own stadium where you market a football franchise team and host various concerts. Sports & Entertainment Marketing is everywhere - ballparks, theaters, television, stores and the Internet. This class will prove to be a current and exciting way to learn about the world of marketing.

Overview / Progressions

Overview	Standards for Career Readiness, Life Literacies, and Key Skills	Unit Focus	Standards for Practice
Unit 1	<ul style="list-style-type: none"> ● 9.1.12.EG.4 ● 9.1.12.CFR.1 ● 9.1.12.CFR.4 ● 9.1.12.TL.1 ● 9.1.12.TL.2 ● 9.4.12.PB.5 ● 9.4.12.CI.1 ● 9.4.12.CT.1 ● 9.4.12.CT.2 ● 9.4.12.CT.4 ● 9.2.12.CAP.21 ● 9.2.12.CAP.22 ● 9.2.12.CAP.23 	<ul style="list-style-type: none"> ● What is Marketing? 	<p>MP3</p> <p>Marketing Mix</p> <p>Sports vs Entertainment Examples</p> <p>Customer Needs vs Wants</p> <p>Target Market</p> <p>Costs vs Benefits</p>
Unit 2	<ul style="list-style-type: none"> ● 9.1.12.EG.1 ● 9.1.12.EG.3 ● 9.1.12.EG.5 ● 9.1.12.EG.6 ● 9.1.12.FP.7 ● 9.1.12.PB.2 ● 9.1.12.PB.4 ● 9.4.12.TL.1 ● 9.1.12.TL.2 ● 9.4.12.CI.1 ● 9.4.12.CT.1 	<ul style="list-style-type: none"> ● Marketing Game Plan, Product, Promotion 	<p>Tactics</p> <p>Strategies</p> <p>Gathering Information</p> <p>Marketing Plan</p> <p>Recruiting Athletes and Entertainers/Laws</p> <p>Promotion</p>

	<ul style="list-style-type: none"> ● 9.4.12.CT.2 ● 9.4.12.CT.4 ● 9.2.12.CAP.17 ● 9.4.11.IML.3 		
Unit 3	<ul style="list-style-type: none"> ● 9.1.12.EG.1 ● 9.1.12.EG.3 ● 9.1.12.EG.4 ● 9.1.12.EG.5 ● 9.1.12.EG.6 ● 9.1.12.FP.7 ● 9.1.12.CFR.1 ● 9.1.12.CFR.4 ● 9.1.12.PB.2 ● 9.1.12.PB.4 ● 9.1.12.PB.5 ● 9.1.12.TL.1 ● 9.1.12.TL.2 ● 9.4.12.CI.1 ● 9.4.12.CT.1 ● 9.4.12.CT.2 ● 9.4.12.CT.4 ● 9.4.12.CAP.17 ● 9.4.12.CAP.21 ● 9.4.12.CAP.22 ● 9.4.12.CAP.23 ● 9.4.12.IML.3 	<ul style="list-style-type: none"> ● Marketing Program-Virtual Business online program 	<p>MP4</p> <p>Market sporting and entertainment events by running sample online real-world businesses.</p> <p>Ticket Pricing</p> <p>Stadium Staffing</p> <p>Ingress & Egress</p> <p>Parking</p> <p>Concessions Sponsorships</p> <p>Traditional Media</p> <p>Social Media</p> <p>Promoting a Band</p> <p>Player Management</p> <p>Mogul (combine the above topics into one large project)</p>

Sports & Entertainment Marketing	Grade 9-12	Unit 1	Marking Period 3
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Focus Indicator	
● 9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
● 9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
● 9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
● 9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
● 9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
● 9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
● 9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
● 9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
● 9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
● 9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

● 9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
● 9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
● 9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Do-Nows ● Graphic Organizers ● Quizlet ● Essays 	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Primary Source Analysis ● Document Based Questions ● Projects <ul style="list-style-type: none"> ○ Evaluate/identify pieces of Marketing ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Sports and Entertainment Marketing Thomson, Kaser ● Knowledgematters.com Virtual Business Online Sim- Retailing ● Powerpoint Notes 	<ul style="list-style-type: none"> ● Current Events ● Statistical Data
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in Social Studies. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout class 	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● What makes up the marketing mix and how do I apply it to a business? ● What is a sporting event? ● What is an entertainment event? ● What is the difference between a need and a want? ● How do you determine a target market? ● How do you determine if the cost is worth the benefit? 	<ul style="list-style-type: none"> ● What is Marketing?

504	<ul style="list-style-type: none"> ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Notes provided ● Behavior management support ● Adjusted grading
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Notes provided ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Partner/Team work 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career Education		

<ul style="list-style-type: none"> • A person who knows statistics in trends will help a marketing team reach their goals. 	<ul style="list-style-type: none"> • If you hire a marketing company, what would you expect from them?
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Sports & Entertainment Marketing	Grade 9-12	Unit 2	Marking Period 3
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<ul style="list-style-type: none"> • 9.4.12.CT.1 	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
<ul style="list-style-type: none"> • 9.4.12.CT.2 	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
<ul style="list-style-type: none"> • 9.4.12.CT.3 	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
<ul style="list-style-type: none"> • 9.4.12.CT.4 	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
<ul style="list-style-type: none"> • 9.1.12.EG.1 	Review the tax rates on different sources of income and on different types of products and services purchased.
<ul style="list-style-type: none"> • 9.1.12.EG.3 	Explain how individuals and businesses influence government policies.

● 9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
● 9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
● 9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
● 9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.
● 9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.
● 9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
● 9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
● 9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
● 9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
● 9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Graphic Organizers ● Quizlet ● Youtube Clips 	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ Create a Marketing Plan ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Sports and Entertainment Marketing Thomson, Kaser ● Knowledgematters.com Virtual Business Online Sim- Retailing ● Powerpoint Notes 	<ul style="list-style-type: none"> ● Current Events ● Statistical Data
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in Social Studies. ● Consistent Academic Language ● Public Speaking 	

<ul style="list-style-type: none"> ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout class 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● What kinds of tactics and strategies are used in promoting a product or service? ● How do I gather/collect information from my target market? ● What pieces make up the Marketing Plan? ● How do you recruit athletes and entertainers? 	<ul style="list-style-type: none"> ● What is a Marketing Plan?

504	<ul style="list-style-type: none"> ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Notes provided ● Behavior management support ● Adjusted grading
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Notes provided ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Partner/Team work 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career Education		

<ul style="list-style-type: none"> Coaches look for what characteristics in a player? 	What kind of skills are needed to plan a wedding?
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Sports & Entertainment Marketing	Grade 9-12	Unit 3	Marking Period 4
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<ul style="list-style-type: none"> 9.1.12.CFR.1 	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
<ul style="list-style-type: none"> 9.1.12.CFR.4 	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

● 9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
● 9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
● 9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
● 9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
● 9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.
● 9.1.12.EG.3	Explain how individuals and businesses influence government policies.
● 9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
● 9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
● 9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
● 9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
● 9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.

● 9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.
● 9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
● 9.1.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
● 9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
● 9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
● 9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
● 9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
● 9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
● 9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
● 9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Graphic Organizers ● Youtube Clips ● Essays 	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ Virtual Business Sports & Entertainment Sim ○ Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Sports and Entertainment Marketing 	<ul style="list-style-type: none"> ● Current Events

<p>Thomson, Kaser</p> <ul style="list-style-type: none"> ● Knowledgematters.com ● Virtual Business Online Sim-Retailing ● Powerpoint Notes 	<ul style="list-style-type: none"> ● Statistical Data
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in Social Studies. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout class 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● How do I select prices for tickets? ● How do I place staff? ● Which are the best ways to handle parking for everyone's safety and convenience? ● How do I use traditional and Social media? ● How do I promote a band? ● How do I choose a team? 	<ul style="list-style-type: none"> ● What topics does the Marketing Virtual Business online program cover?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Notes provided ● Behavior management support ● Adjusted grading

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Notes provided ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration

<ul style="list-style-type: none"> ● Partner/Team work 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career Education	
<ul style="list-style-type: none"> ● What types of positions are needed to run a stadium? 	<ul style="list-style-type: none"> ● Wh has the most important position at the stadium?

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Betsy Kirkbride
Reapproved June 2017

Course Title: Marketing Unit Name: The World of Marketing Grade Level: 9-12

<p>Content Statements Students will explore the benefits of marketing, the marketing concept, four P's of the marketing mix, target marketing, and market segmentation.</p>	<p>NJSLS</p> <p>9.1.12: All 9.3.12C.3,5,8,17 9.4.12.M-N: All</p> <p>Companion Standards:</p> <p>RSTK-9.5-9 WHST 9 All</p>
<p>Overarching Essential Questions What is marketing?</p>	<p>Overarching Enduring Understandings Marketing is an umbrella term that includes many activities and has many functions.</p>
<p>Unit Essential Questions What are the economic values and the benefits of marketing? What is the importance of marketing careers to the U.S. economy? How does competition among businesses help the economy? What is the role of business in society? How do I analyze product information to identify product features and benefits? What is the difference between consumer and industrial markets? What are the four P's of marketing? What are the basic elements of a marketing plan?</p>	<p>Unit Enduring Understandings I am aware that exchanges take place in the marketplace. I understand that marketing helps lower prices by encouraging competition. Market segmentation refers to the breaking down of a market into smaller groups that have similar needs. I am aware that a SWOT analysis is a critical examination by a business of itself and its business environment. I understand that businesses depend on customer's discretionary income.</p>

<p>What is a SWOT analysis? What are the current employment trends? What is a marketing plan? How is a market segmented? How do I differentiate between mass marketing and market segmentation?</p>	
<p>Unit Rationale Students must understand the foundation and function of marketing in order to make the transition from thinking like a consumer to thinking like a marketer.</p>	<p>Unit Overview Students will explore the benefits of marketing, the marketing concept, four P's of the marketing mix, target marketing, and market segmentation by participating in collaborative, problem solving activities.</p>
<p>Authentic Learning Experiences Career exploration Identification of personal strength, weakness, opportunities and threats using a SWOT analysis of own personality. Visual documentation of visual ideas</p>	
<p>21st Century Skills and Themes Global: Brainstorm ways that a foreign company might become first in a market position in another country. Collaboration: All activities are collaborative in nature Problem solving: role play situations with positive outcome Technology: utilizing the internet to access and analyze information</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit acts as a base of knowledge throughout the textbook. Most students have been marketed to since they were very young, so they already know a lot about marketing from the viewpoint of the potential customer.</p>	
<p>Key Terms Marketing: The process of planning, pricing , promoting, selling, and distributing ideas, goods or services to create exchanges that satisfy customers. Goods: Tangible items that have monetary value Services: Intangible items Marketing concept: Idea that a business should strive to satisfy customers' needs and wants. Consumer market: Consists of consumers who purchase goods and services for personal use. Target market: The group that is identified for a specific marketing program. Marketing mix: Includes four basic marketing strategies called the four P's: product, place, price and promotion.</p>	
<p>Instructional Strategies</p>	

Lecture Discussion
<p>Customizing Learning/ Differentiation</p> <p>Special Needs - Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p> <p>ELL - Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.</p> <p>Gifted Learners - Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners - Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments</p> <p>Work in pairs during projects</p> <p>Research reports</p> <p>Role Play</p>
<p>Interdisciplinary Connections</p> <p>Language arts – writing and oral communications</p> <p>Math – percentages, discounts</p>
<p>Resources</p> <p>Marketing Essentials, Glencoe, McGraw Hill</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Work in groups of two to five, choose a product or service and research each of the functions of marketing for that product or service.</p> <p>Keep a log of recent marketing trends noted through the media or by observing others.</p> <p>Collect ads or slogans that show direct competition.</p> <p>Divide the class into small groups, imagine a company selling a product, and segment the class.</p> <p>Write a customer profile for a magazine of choice.</p> <p>Assume the role of a marketing student; prepare a presentation on the importance of marketing in our society.</p> <p>Present your work to another student acting as a customer with no knowledge of marketing.</p> <p>Work in small groups to choose one component of SWOT analysis and create a brief role play in which the person conducting the study meets the company's employees to conduct that part of the analysis.</p>

Research and select an online periodical that is targeted to a particular interest group. Predict and summarize the prospective audience for the periodical in a one-page response.

Work with partner; describe a certain target market while partner creates an ad for that specific market.

Unit Timeline

9 weeks

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	