Marketing Unit 1

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **Marketing Fundamentals**  .- Marketing mix (Four P’s )  -Marketing Plan  -SWOT analysis  - Identify markets for a product and/or service  - Market segmentation -Target markets  - Profile a target customer  - marketing strategies  1st amendment | \*\*\*Aligned to Next Gen 11-12\*\*\*   * **RST1:** Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account**.** * **RST2**: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms. * **RST3**: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.. * **WHST2**: Write informative/explanatory text focused on discipline-specific content. | * Define the term marketing and explain its role and importance in a business. * Describe what the first Amendment is define the 1st amendment and important court cases protecting that right. * Understand the importance of strategic marketing and know the basic outline for a marketing plan * Analyze the external environment and target marketplace to identify opportunities or challenges to a business. * Describe the elements of the marketing mix: 4Ps of marketing: Product, Place, Promotion, Pricing | -I can explain how marketing (branding, promotion, packaging, online sales) affects competition among products.  -I can describe how evolving information technologies are used to influence, inform, and motivate consumers.  -I can describe how branding, promotion, pricing, packaging, and information technology create an impact on competition amongst products.  I can explain freedom of speech and freedom of press. | [**Media Literacy** Lesson Plans](https://www.readwritethink.org/collections/media-literacy)  [Hillgrove HS Marketing](https://hillgrovemarketing.weebly.com/marketing-principles.html)  [Marketing | Mr. George Academics](http://georgeacademics.com/marketing-spring-2016/)  [The 4 Ps of Marketing: What They Are and How to Use Them | Coursera](https://www.coursera.org/articles/4-ps-of-marketing)  [What Are the 4 Ps of Marketing? (snhu.edu)](https://www.snhu.edu/about-us/newsroom/business/the-four-ps-of-marketing)  [Chapter 3. Assessing Community Needs and Resources | Section 14. SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats | Main Section | Community Tool Box (ku.edu)](https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main)  [Lesson 5.2 - Slides-Marketing Plan Components.ppt (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.wtps.org%2Fcms%2Flib%2FNJ01912980%2FCentricity%2FDomain%2F720%2FLesson%25205.2%2520-%2520Slides-Marketing%2520Plan%2520Components.ppt&wdOrigin=BROWSELINK)  [Biz\_Kids\_Lesson\_211\_High\_School.pdf (bizkids.com)](https://bizkids.com/wp-content/uploads/Biz_Kids_Lesson_211_High_School.pdf)  [Knowing your Target Market Lesson Plan, Product or Service Marketing Strategy, Teaching Worksheets Activity (moneyinstructor.com)](https://www.moneyinstructor.com/lesson/knowmarket.asp)  [Introduction to Business Marketing Lesson Plan, Class Teaching Project, Principles, Terms, Basics (moneyinstructor.com)](https://www.moneyinstructor.com/lesson/busmarketing.asp)  [whats-my-market.pdf (upenn.edu)](https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/whats-my-market.pdf)  [Marketing Strategy: Definitions, Steps, Types, & Templates (coschedule.com)](https://coschedule.com/marketing-strategy)  [Marketing Unit Plan](https://globalyouth.wharton.upenn.edu/resources-for-educators/lesson-plans/marketing/)  [Freedom of Speech? A Lesson on Understanding the Protections and Limits of the First Amendment](https://www.nytimes.com/2018/09/12/learning/lesson-plans/freedom-of-speech-a-lesson-on-understanding-the-protections-and-limits-of-the-first-amendment.html)  [Bill of Rights Day: Free Speech and Social Media](https://classroomlaw.org/resources/free-speech-social-media/)  [FREE EXPRESSION ON SOCIAL MEDIA](https://www.freedomforuminstitute.org/first-amendment-center/primers/free-expression-on-social-media/)  [THE FREE SPEECH CENTER](https://www.mtsu.edu/first-amendment/page/in-the-classroom)  [Freedom of Speech and of the Press Lesson Plans – Free Speech Week](https://www.freespeechweek.org/celebration-ideas/freedom-of-speech-lesson-plans/) | * Create a poster of the four p’s based upon an existing company * List the steps in a marketing plan * Conduct a SWOT analysis on themselves or an existing business * Research commercials for different target markets * Work in groups to create a target customer for a brand * Research apps or websites that can help with marketing strategies * Debate the importance of freedom of speech on social media. * Research current topics in social media and free speech | - Social Media SWOT Analysis Project  -Identify target markets for different types of companies  -[First Amendment PSA](https://nfschools-my.sharepoint.com/:w:/g/personal/rstrangio1_nfschools_net/EesH-cRQklpLoLL7cAVPg2cB2QZGxonodLtMoxw9PV7YXg?e=hcXNtF)  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |

Marketing Unit 2

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **The Role of Social Media Markets**   * History of Social media * Social Media Ethics * Why social media? * Social media vs. traditional marketing | \*\*\*Aligned to Next Gen 11-12\*\*\*   * **RST1:** Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account**.** * **RST2**: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms. * **RST3**: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.. * **WHST2**: Write informative/explanatory text focused on discipline-specific content. * **WHST5**: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **WHST6**: . 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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. * **WHST7**: Draw evidence from informational texts to support analysis, reflection, and research. | * Students will be able to explain why social media is important to businesses around the  world * Relate a brief history of SMM | - I will understand how social media has created a shift in marketing.  - I can articulate the current state of social media marketing.  -I can make informed ethical decisions in using social media professionally within marketing.  -I can discuss compliance and regulations affecting social media marketing.  -I can explain the importance of setting clear social media guidelines and standards.  -I can identify solutions to common social media ethical challenges and privacy issues.  -I can compare social media marketing to traditional marketing.  -I can describe the benefits of social media marking as well as cons.  - | [The History of Social Media [INFOGRAPHIC] | Mashable](https://mashable.com/archive/the-history-of-social-media-infographic)  [Guilty Before Trial: Social Media & Court Cases | Houston Criminal Lawyer | 50 Years Combined Experience | The Hill Law Firm (hillcriminaldefense.com)](https://www.hillcriminaldefense.com/guilty-before-trial-social-media-court-cases/)  [The Importance Of Social Media Marketing (digitalmarketing.org)](https://www.digitalmarketing.org/blog/the-importance-of-social-media-marketing)  [Social Media Marketing Concepts - Digital Marketing Lesson - DMI (digitalmarketinginstitute.com)](https://digitalmarketinginstitute.com/resources/lessons/social-media-marketing_social-media-marketing-concepts_7xoq)  [Social Media Marketing vs. Traditional Marketing | Maryville Online](https://online.maryville.edu/blog/social-media-marketing-vs-traditional-marketing/)  [Social Media - Pros & Cons - ProCon.org](https://socialnetworking.procon.org/)  [Using Social Media Responsibly – Youth First (youthfirstinc.org)](https://youthfirstinc.org/using-social-media-responsibly/#:~:text=Set%20limits%20and%20take%20breaks,settings%20and%20review%20them%20often.)  [SOCIAL MEDIA: HOW TO REP YOURSELF ON THE WORLD WIDE WEB](https://dlr.sd.gov/workforce_services/individuals/career_launch/toolkit_documents/4-2_social_media.pdf) | Cause and effect of social media / history  Make predictions on the future of social media  Research major court cases involving social media  Compare and contrast traditional marketing vs social media marketing  Pros and cons of Social Media  List responsible behaviors of social media users | - <https://www.story-maker.org/library/srl-social-media-guide/>  -Video/presentation on how social media has changed the way companies advertise  -[Privacy Report Project](https://nfschools-my.sharepoint.com/:w:/g/personal/rstrangio1_nfschools_net/EQLpksvbjD5Dod6B3w-r2hABe-rP7nFQIjsJNGVMrqFEQA?e=mZllXD)  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |

Marketing Unit 3

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **Social Media Goals and Strategies**  Goals  Strategies | \*\*\*Next Gen 11-12\*\*\*   * **RST1**: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account. * **RST2**: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms * **RST3**: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text... * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.. * **WHST2**: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.. * **WHST5**: Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **WHST6**: 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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. * **WHST7**: Draw evidence from informational texts to support analysis, reflection, and research. | 1. Explain the differences in three social  networks (Facebook, Twitter and Instagram)  2. Identify a goal of a social media post (for  clicks, reactions, shares or comments)  3. Demonstrate the basics of writing a social  post for two different platforms | I can explain what social media networks are and what their purposes are.  I can locate different social media networks on the web or via cell phone.  I can identify and explain the goals of different social media platforms.  I understand that good social media goals align with broader business objectives such as driving traffic to a website, an online store or achieving more followers.  I understand social media goals are components of a larger marketing strategy.  I know social media goals give me a target to aim for.  I know how to set social media goals by making them smart. Specific, measurable, attainable, relevant and time-bound.    I understand how to manage brand reputation and brand awareness as well as the metrics for measuring and tracking.  I know how to improve community engagement.  I can gain market insight through social listening.  I know the main metrics to track in social listening which include; Brand mentions, Relevant hashtags, Competitor mentions, Industry trends and Social sentiment. | [Marketing a Brand Through Social Media | Classroom Activities | FIDM.edu](https://fidm.edu/en/about/educator-outreach/classroom-activities/marketing-brand-through-social-media)  [How To Set and Exceed Social Media Goals [9 Examples] (hootsuite.com)](https://blog.hootsuite.com/smart-social-media-goals/)  [Social Media Goals: How to Set and Achieve Them | Sprout Social](https://sproutsocial.com/insights/social-media-goals/)  [How to Create a Great Social Media Strategy Plan in 2022 (hubspot.com)](https://blog.hubspot.com/marketing/social-media-strategy-for-your-business)  [**How to Create a Social Media Marketing Strategy in 9 Easy Steps (Free Template) (Hootsuite)**](https://blog.hootsuite.com/how-to-create-a-social-media-marketing-plan/)  [**Writing for Social Media**](https://sites.google.com/view/missouri-jschool-hslessonplans/missouri-high-school-journalism-project/writing-for-social-media) | Follow a brand on a social media platform and see what goals they achieve  [Developing a Social Media Strategy | HubSpot Academy](https://academy.hubspot.com/lessons/developing-a-social-media-strategy)  [A Complete Guide on How to Do Social Media Marketing (simplilearn.com)](https://www.simplilearn.com/tutorials/social-media-marketing-tutorial/how-to-do-social-media-marketing) | [Social Media Trends Project](https://nfschools-my.sharepoint.com/:b:/g/personal/rstrangio1_nfschools_net/EXKuKzftQBNKkv9NkYT2oUkBrJ-aMvxLxiM73l-XSEBRMQ?e=UxPV2W)  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |

Marketing Unit 4

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **Target Markets**   * Target Markets * Market Segmentation * Social media audits * Social media advertising | \*\*\*11-12 Next Gen Standards are used starting this unit\*\*\*   * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. * **RST5**: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. * **RST6**: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. 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. * **RST7**: 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. * **RST8**: Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. * **RST9**: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. * **WHST2**: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline. * **WHST5**: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **WHST6**: 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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. * **WHST7**: Draw evidence from informational texts to support analysis, reflection, and research. | Students will be able to understand and create a social media audit using a template.  Students will be able to Identify different types of target markets and explain their importance.  Students will be able to select a target market for a specific product and employ a marketing strategy around those criteria. | I know what a social media audit is.  I understand a social media audit is an important part of the digital marketing planning process.  I know that this tool is a systematic examination of social data to help marketers discover, categorize, and evaluate all the social talk about a brand.  I can create a social media audit using Who, Where, What, When and Why template.  I know that a target market is the people who are going to be buying your products or services. They are defined by 3 aspects. Demographics, Geographics and Psychographics.  I know the difference between target market and target audience.  I know how to focus marketing efforts on a clearly defined section of the market to increase valuable customers to help business grow.  I know how to define a target market.  I know what key benefits are in relation to a business.  I know what digital advertising is.  I know there are many options when it comes to social media advertising.  I understand best practices for creating digital ads for social media.  I know advertising is a key component to reach target audiences and drives leads and sales.  I know the difference between Social Media Advertising vs. Organic social media.  I know what types of Ad formats that are available, such as Photo/video, shopping, lead & Message ads. | [Social Media Audit - Marketing Teacher](https://www.marketingteacher.com/social-media-audit/)  [Social Media Advertising - Marketing Teacher](https://www.marketingteacher.com/social-media-advertising/)  [A Guide to Target Markets (& Why They Aren't Just for Marketers) (hubspot.com)](https://blog.hubspot.com/sales/target-market)  [Target Market: Examples, What it is & How to Define it - sixads](https://sixads.net/blog/target-market-examples/)  [5 Types of Market Segmentation & How To Use Them in 2021 (remesh.ai)](https://blog.remesh.ai/5-types-of-market-segmentation-how-to-use-them)  [How Effective is Advertising On Social Media? -GWI](https://blog.gwi.com/trends/ads-on-social-media/)  [Generation Names and Years: A Guide for Parents](https://www.parents.com/parenting/better-parenting/style/generation-names-and-years-a-cheat-sheet-for-parents/)  [Marketing Lesson Plans](http://www.georgeacademics.com/LessonPlans/Marketing/lessonMarketing.htm)  [My Candy's Better Than Yours! Lesson Plan](https://nfschools-my.sharepoint.com/:b:/g/personal/jforgette_nfschools_net/Ecwn0DC35htEt-Xk_5xkuWcBEkFg3joSFOYjLUAZSyjF1g?e=5zQO1P)  [Career Connections 1](https://sites.google.com/site/lhcareerconnections/marketing-unit/lesson-plan--advertisement)  [Ad Targeting and Techniques](https://www.consumer.ftc.gov/Admongo/lesson-plan-2.html) | * Create a social media audit * Follow influencers to see what products they’re selling to who * Create a customer profile for different generations * [RFL-Teacher-Guide-Lesson-7-Case-Study-Target-Market.pdf (biggreen.org)](https://biggreen.org/wp-content/uploads/2020/08/RFL-Teacher-Guide-Lesson-7-Case-Study-Target-Market.pdf) * [market-segmentation.pdf (upenn.edu)](https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/market-segmentation.pdf) * [Knowing your Target Market Lesson Plan, Product or Service Marketing Strategy, Teaching Worksheets Activity (moneyinstructor.com)](https://www.moneyinstructor.com/lesson/knowmarket.asp#LESSON_PRINTABLE_MATERIALS_-_WORKSHEETS) * [Introduction to Social Media Advertising | HubSpot Academy](https://academy.hubspot.com/lessons/introduction-to-social-media-advertising) | Social Media Engagement Investigation  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |

Marketing Unit 5

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **Social Media Platforms**   * Twitter * Facebook * Instagram * TikTok * LinkedIn * SnapChat * YouTube | \*\*\*11-12 Next Gen Standards are used this unit\*\*\*   * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. * **RST5**: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. * **RST6**: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. 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. * **RST7**: 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. * **RST8**: Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. * **RST9**: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. * **WHST2**: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline. * **WHST5**: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **WHST6**: 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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. * **WHST7**: Draw evidence from informational texts to support analysis, reflection, and research. | Students will learn about various popular Social media Platforms (S.M.P.) for content creation.  Students will learn about platform content rules and regulations for safety, privacy, authenticity, enforcement & appeals and Third-party advertising in video content.  Students will understand the influence Social Media Platforms have on their audience.  Students will learn about the Facebook Score and understand how companies and colleges are expected to use it.  Students will learn about digital literacy and ethics.  Students will gain digital literacy skills by considering the human and legal consequences of poor choices others have made online.  Students will recognize that even when online expression is protected by the First Amendment, it can still result in legal consequences. | I understand and can convey the Safety rules and content regulations for social media platforms such as twitter, Instagram, YouTube etc..  I know people spend time viewing not only content but also advertisement on S.M.P. I also can acknowledge Twitter’s influence on business and marketing for products.  I understand how their Facebook Score and how it can negatively affect their potential employment history.  I can discuss how the metric of a Facebook score can be considered an invasion of privacy and potentially open the door to discrimination in hiring practices.  I know what acts of harassment are and can categorize harassment discrimination based on gender, disability, religion, race, color or national origin.  I understand what cyber ethics is and know that my online behavior refers to my cybercitizenship (netiquette). | Twitter:  [Mom This is How Twitter Works](http://www.momthisishowtwitterworks.com/)  [The Twitter rules: safety, privacy, authenticity, and more](https://help.twitter.com/en/rules-and-policies/twitter-rules)  [Twitter for Business | Twitter tips, tools, and best practices](https://business.twitter.com/en.html)  [Marketing Teacher's Lesson Store - Marketing Teacher](https://www.marketingteacher.com/lesson-store/#socialmediamarketing)  [Microsoft Word - Facebook and social networking lesson plan.doc (teachingenglish.org.uk)](https://www.teachingenglish.org.uk/sites/teacheng/files/Facebook%20and%20social%20networking%20lesson%20plan.pdf)  [Lesson Plan Booster: The 'Facebook Score' | Education World](https://www.educationworld.com/a_lesson/lesson_plan_booster/facebook-score-and-hiring.shtml)  [What is Instagram? | C-SPAN Classroom](https://www.c-span.org/classroom/document/?17606)  [Small Business Guide to Social Media (businessnewsdaily.com)](https://www.businessnewsdaily.com/7832-social-media-for-business.html)  [How to Use Snapchat for Business in 2022 | Sprout Social](https://sproutsocial.com/insights/snapchat-marketing-guide/)  [LinkedIn Lesson Plan 2014\_4\_3.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.denverlibrary.org%2Fsites%2Fdplorg%2Ffiles%2FLinkedIn%2520Lesson%2520Plan%25202014_4_3.docx&wdOrigin=BROWSELINK)  [Free Social Media Tutorials at GCFGlobal](https://edu.gcfglobal.org/en/topics/socialmedia/)  [A Student’s Guide to Using Social Media Safely](http://www.nycrimecommission.org/pdfs/social-media-violence-lesson-plan.pdf) | [Nearpod](https://nearpod.com/t/social-studies/6th/twitter-free-speech-L120353082) Twitter  • Create a Twitter list for your industry, including at least 10 industry influences and 10 other businesses or organizations  [Nearpod](https://nearpod.com/library/preview/youtube-L38477544) Youtube  [Apple, Facebook & Online User Tracking (nearpod.com)](https://nearpod.com/library/preview/lesson-L115747560)  [Nearpod](https://nearpod.com/library/preview/tiktok-L107527185) TikTok  Have students work in groups to create posters that describe the four ps of the different social media platforms  Create a campaign to post on all platforms  Have students create their own appropriate snapchat or tiktok challenge | Video/presentation stating pros and cons of each platform for marketing  [Social Media Platform Infographic](https://nfschools-my.sharepoint.com/:w:/g/personal/rstrangio1_nfschools_net/Eaa1UZeU1zNDvTWVAw0xFxABq8EZjdCBxALEE2aNQnhuag?e=Lnrz58)  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |

Marketing Unit 6

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **Social Media Content Creation and Sharing**   * **Microblogging** * **Visual Marketing** * **Photo Sharing** | \*\*\*11-12 Next Gen Standards are used this unit\*\*\*   * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. * **RST5**: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. * **RST6**: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. 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. * **RST7**: 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. * **RST8**: Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. * **RST9**: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. * **WHST2**: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline. * **WHST5**: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **WHST6**: 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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. * **WHST7**: Draw evidence from informational texts to support analysis, reflection, and research. | Use spoken, written, and visual language to critically analyze advertisements and art  Learn to read and interpret visual "text" and apply these strategies as they create their own visual "text"  Read, interpret, and critically discuss explicit and implicit messages sent by companies about their products  examine practical applications in marketing, advertising, branding, packaging, retailing, and design contexts.  identify altered, unrealistic photographs posted on social media sites, realizing that these images promote an artificial beauty ideal that negatively affects body image and related issues among people. | I can analyze advertisements I see on social media platforms.  I can interpret strategies used by other companies to create my own visual marketing campaign  I can examine and identify the effects of photo editing on social media platforms and the impact it has on people through a photo analysis project. | [What is a Microblog? [And Why Do You Need One] (influencermarketinghub.com)](https://influencermarketinghub.com/what-is-a-microblog/)  [Free Blog Basics Tutorial at GCFGlobal](https://edu.gcfglobal.org/en/blogbasics)  [What is Visual Marketing? - Definition & Concept | Study.com](https://study.com/academy/lesson/what-is-visual-marketing-definition-concept.html)  [Your ultimate guide to visual marketing strategy (canva.com)](https://www.canva.com/video-editor/visual-marketing-guide/)  [10 Stunning Examples Of Visual Content Marketing (coschedule.com)](https://coschedule.com/blog/visual-content-marketing)  [Image Editing 101: Sharing Photos Online (gcfglobal.org)](https://edu.gcfglobal.org/en/imageediting101/sharing-photos-online/1/)  [Can we understand photo-sharing decisions and dangers on social media? (researchoutreach.org)](https://researchoutreach.org/articles/how-can-we-understand-photo-sharing-decisions-social-media-how-can-we-curb-its-dangers/)  [Building your social media marketing strategy for 2022](https://sproutsocial.com/insights/social-media-marketing-strategy/)  [CREATING CONTENT AND SHARING IT ON SOCIAL MEDIA](http://springwoodmarketing.com/content-creation-sharing-social-media/)  [Infographics](https://creativeeducator.tech4learning.com/2013/lessons/Infographics)  [Exploring Consumerism Where Ads and Art Intersect](https://www.readwritethink.org/classroom-resources/lesson-plans/exploring-consumerism-where-intersect#ResourceTabs4)  [Your ultimate guide to visual marketing strategy](https://www.canva.com/video-editor/visual-marketing-guide/) - good article to read as a class  [Social Media Images Aren't Always Real. But Their Impacts Are.](https://www.commonsense.org/education/lesson-plans/social-media-images-arent-always-real-but-their-impacts-are) - awesome lesson plan! | * Have students create a microblog of their own * Vocabulary Word Wall * Create a visual style guide for a brand [Create a visual style guide for your brand (canva.com)](https://www.canva.com/learn/your-brand-needs-a-visual-style-guide/) * [You've been framed - Lesson on responsible photo sharing (webwise.ie)](https://www.webwise.ie/teachers/myselfielesson4/) * Use photoshop to edit photos before sharing | Photo-a-day project  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |

Marketing Unit 7

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **Social Media Content Creation and Sharing**   * Blogging * Streaming Video * Podcasting | \*\*\* 11-12 Next Gen being used this unit\*\*\*   * **RST1**: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account. * **RST2**: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms. * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. * **RST7**: 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. * **RST9**: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. * **WHST5**: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **WHST6**: 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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. * **WHST7**: Draw evidence from informational texts to support analysis, reflection, and research. | Students will be able to understand the value of weblogs, Blogging, streaming videos and Podcasting in relation to marketing.  Students will understand what distinguishes a blog from other online publications is the period updates.  Students will understand the history of blogging and video streaming/podcasting.  Students will learn that Podcasting is an episodic audio program that usually focuses on one topic towards their target  audience.  Students will discuss and learn what makes good, vivid content for their blog, video & podcast. | I know what a blog is.  I know how a blog is different than a website.  I know how to find blogs that interest me.  I know how to start my own blog.  I know what streaming services/videos are.  I know how podcasts work.  I understand Podcasting combines the freedom of blogging with digital audio technology to create content.  I can research and understand the history of blogging, streaming or podcasting services.  I know Podcasting has become a profitable business and an intricate part of marketing.  I can create my own podcast/ stream using a microphone, computer and or phone to upload my content. | [Using the Web to Get Stuff Done: What is a Podcast? (gcfglobal.org)](https://edu.gcfglobal.org/en/using-the-web-to-get-stuff-done/what-is-a-podcast/1/)  [Free Blog Basics Tutorial at GCFGlobal](https://edu.gcfglobal.org/en/blogbasics)  [Using the Web to Get Stuff Done: Streaming Video Services (gcfglobal.org)](https://edu.gcfglobal.org/en/using-the-web-to-get-stuff-done/streaming-video-services/1/)  [What Is Video Streaming? Definition, Meaning and How It Works (techtarget.com)](https://www.techtarget.com/searchunifiedcommunications/definition/streaming-video)  [How Podcasting Works | HowStuffWorks](https://computer.howstuffworks.com/internet/basics/podcasting.htm)  [**Audio Broadcasts and Podcasts: Oral Storytelling and Dramatization**](https://www.readwritethink.org/classroom-resources/lesson-plans/audio-broadcasts-podcasts-oral) | * Follow a podcast and explain what was on it * Teach students how to live stream * Research two blogs * Work in groups to research the history of blogging, streaming or podcasting services * Research different types of blog services * Research different types of video streams | [**4 C’s of Social Media Marketing**](https://nfschools-my.sharepoint.com/:w:/g/personal/rstrangio1_nfschools_net/EcG1PrQmanhAoZSbx4oan5ABB_gdVqVr-yw8o-B7lK8uXw?e=kmdS0u)  **Podcast**  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |

Marketing Unit 8

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| **Unit** | **Performance Indicators/ Standards** | **Objectives** | **Learning Target** | **Text/Supplemental Resources** | **Suggested Activities** | **Assessment(s)** |
| **Social Media Marketing Plan**   * Creating a marketing plan | \*\*\* 11-12 Next Gen being used this unit\*\*\*   * **RST1**: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account. * **RST2**: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms. * **RST4**: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. * **RST7**: 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. * **RST9**: Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. * **WHST5**: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **WHST6**: 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 specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; 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. * **WHST7**: Draw evidence from informational texts to support analysis, reflection, and research. | Students will learn what a marketing plan is and why they are important.  Students will know that a marketing plan is part of the complete business plan.  Students will learn how to understand the market prior to creating a plan.  Students will learn Key indicators of a company’s performance.  Students will know the 4 P’s known as the marketing mix.  Students will be able to convey the 5 components of a successful marketing plan.  Students will understand Marketing Controls. Students will know that there is no marketing plan without control.  Students will understand what good global marketing is. | I know that a marketing plan is a critical tool for any business.  I know that a marketing plan helps to communicate the goals, objectives, and strategies of the company to it’s employees.  I know that the plan is influenced by the organization's goals and objectives.  I can convey my understanding of an organizations market by means of their the product, their consumer, economy, target markets, existing market distribution channels, buying trend and competitor performance.  I can explain why competition is relevant to my marketing plan.  I can explain the pro’s and con’s of a monopoly.  I can explain the difference between direct and indirect competition.  I can explain Price, Place, Product and Promotion.  I know that Marketing Controls consist of Start-up costs, monthly budgets, sales figures, market share data and consider the cycle of control.  I know what Good Global marketing is and how it is key to increase sales in other countries.  I know that new market research is needed for a global marketing strategy.  I can explain the difference between localization and global standardization.  I know that a successful marketing plan consists of  1. Market focus  2. Product focus 3. Concrete, measurable specifics 4. Responsibility and accountability  5. Reviews and Revisions. | [Lesson 5.1 - Slides-Marketing Plan.ppt (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.wtps.org%2Fcms%2Flib%2FNJ01912980%2FCentricity%2FDomain%2F720%2FLesson%25205.1%2520-%2520Slides-Marketing%2520Plan.ppt&wdOrigin=BROWSELINK)  [Marketing Lesson Plans (georgeacademics.com)](http://www.georgeacademics.com/LessonPlans/Marketing/lessonMarketing.htm)  [Marketing Plans - Marketing Teacher](https://www.marketingteacher.com/marketing-plans/)  [hs\_ENPI\_Lesson\_Plan\_5.pdf (deca.org)](https://www.deca.org/wp-content/uploads/2014/11/hs_ENPI_Lesson_Plan_5.pdf)  [Tips to Create a Business Marketing Plan - businessnewsdaily.com](https://www.businessnewsdaily.com/4-creating-effective-business-marketing-plan.html)  [Marketing Plans - Business Research - LibGuides at University of Maryland Global Campus (umgc.edu)](https://libguides.umgc.edu/c.php?g=970568&p=7014324)  [Marketing Strategy: The Secret behind the World's Top Brands | Mayple](https://www.mayple.com/blog/marketing-strategy)  [13 Businesses With Brilliant Global Marketing Strategies (hubspot.com)](https://blog.hubspot.com/marketing/global-marketing-and-international-business)  [Marketing Essentials: The Deca Connection - 9780078953125 - Exercise 2 | Quizlet](https://quizlet.com/explanations/textbook-solutions/marketing-essentials-the-deca-connection-1st-edition-9780078953125/chapter-2-deca-connection-2-eee50aa8-d552-437f-bd95-2e5cce0d5a42)  [5 Components of a Successful Marketing Plan (americanexpress.com)](https://www.americanexpress.com/en-us/business/trends-and-insights/articles/5-components-of-a-successful-marketing-plan/) | Research some of best marketing campaigns for social media  Read and analyze and article about marketing plans  Compare and contrast marketing plans  Create a poster that goes over the different sections of a marketing plan | [Social Media Campaign Meeting Brief Project](https://nfschools-my.sharepoint.com/:p:/g/personal/rstrangio1_nfschools_net/ESWDtzQbUalKtmlnJFF7jyYBWDmIWbf2utBJ29B3xv0LcA?e=ip1GRL)  [Social Media Campaign Proposal](https://nfschools-my.sharepoint.com/:b:/g/personal/rstrangio1_nfschools_net/EQi57ywpvW9AkCKwUO1Z75kBG_jOwcLNATLE5qIZi6UXTQ?e=vPHOTz)  - Journal entries  - Class participation  - Assessment of technical skills  - Self-reflection/ peer review  - Exit tickets |