



Content Area: Career and Technical Education

Course Title: Marketing II

Grade Level: 10-12

Unit Plan 1 Marketing I Review	Pacing Guide 10-15 days
Unit Plan 2 Careers	Pacing Guide 20-30 days
Unit Plan 3 Advertising (Print & Broadcast)	Pacing Guide 40-50 days
Unit Plan 4 Business Planning	Pacing Guide 40-50 days
Unit Plan 5 Social Media / Content Marketing	Pacing Guide 40-50 days

Original Adoption: April 16, 2015

Revisions: Summer 2022

Board Approved: August 17, 2022



### Unit 1 Overview

Content Area: Career and Technical Education

Unit Title: Marketing I Review

Target Course/Grade Level: 10-12

Pacing Guide: 10-15 days

Unit Summary:

Students will review skills learned previously in Marketing I. Marketing Mix, Product Mix, Advertisements, Planning.

**Primary Interdisciplinary Connections:**

Connections: Infused within the unit are connections to the NJCCCS 21st Century Life and Careers, Language Arts Literacy

**English Language Arts Standards Grades 9-10**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**English Language Arts Standards Grades 11-12**

**NJSLS.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.



**NJSLS.ELA-LITERACY.WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLS.ELA-LITERACY.WHST.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing



products in response to ongoing feedback, including new arguments or information.

21<sup>st</sup> Century Themes:

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP5. Consider the environment, social and economic impacts of decisions
- CRP6 Demonstrate creativity and innovation
- CRP9. Model integrity, ethical leadership and effective management
- CRP11 Use technology to enhance productivity

**Learning Targets**

Content Standards: 9.3 CAREER AND TECHNICAL EDUCATION

CPI #	Cumulative Progress Indicator (CPI)
9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-COM.4.	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.



<p>Unit Essential Questions</p> <p>What role does Marketing play in business?</p> <p>How does our Free Enterprise system affect our society?</p> <p>How and why products are marketed?</p> <p>How is a target market met?</p>	<p>Unit Enduring Understandings</p> <p>Students will develop an understanding of the nature and impact of Marketing and technology in the world around them. The changes in communication and technology has changed society and changed how companies market their product.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <p>The 4 P's of Marketing</p> <p>Basic Macroeconomic concepts</p> <p>Product Mix</p> <p>Target Markets</p> <p>Market Segmentation</p>	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <p><i>-Draw conclusions</i></p> <p><i>-Expand vocabulary through note taking and technology</i></p> <ul style="list-style-type: none"> <li>• <i>Work in cooperative Learning groups</i></li> <li>• <i>Incorporate technology</i></li> <li>• <i>Present information orally</i></li> <li>• <i>Critique other presentations</i></li> </ul>



<b>Evidence of Learning</b>	
Formative Assessments: <ul style="list-style-type: none"> <li>● Pretest/Post test</li> <li>● Observation</li> <li>● Class Participation</li> <li>● Think-Pair-Share</li> </ul> Summative Assessments: <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Unit Projects</li> </ul>	Alternative Assessments: <ul style="list-style-type: none"> <li>● Do-Now</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Feedback from home form</li> </ul> Suggested Benchmark: <ul style="list-style-type: none"> <li>● Quarterly Exam</li> </ul>
<b>Modifications</b>	
English Language Learners: <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>	Gifted and Talented: <ul style="list-style-type: none"> <li>● Extension activities</li> <li>● Opportunities for Critical Thinking</li> <li>● Problem Solving/Design Challenges</li> <li>● Technology Integration</li> <li>● Student Choice Activities</li> <li>● Student Driven Activities</li> <li>● Group Projects</li> <li>● Tiered Activities</li> </ul>
Special Education: <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions                             <ul style="list-style-type: none"> <li>● All Units will be inclusive for LGBTQ+ and students with disabilities</li> <li>● LGBTQ-inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world.</li> </ul> </li> </ul>	504: <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>
Students at Risk of School Failure:	



- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Tiered Activities
- Manipulatives
- Graphic Organizers

- Chunking Information
- Scaffolded Questioning
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

## **Instructional Materials, Equipment needed, Teacher Resources**

NJCCCS 21st Century Life and Careers

Jostens Renaissance

21st Century Skills

Jostens Renaissance

The Harbor TV

Kerin Marketing webpage

Kerin & Hartley Marketing

Business Ethics for High School students

Business Ethics and Etiquette for High School Students-You MUST Know These!

Toms River Chamber of Commerce

Greater Toms River Chamber of Commerce

Dr. Natanagara's Website on the Maker Mindset [makelearningauthentic](#)

Teacher generated materials:

Powerpoints, notes, worksheets, prompts

Teacher Notes:

To be reevaluate as needed



## Unit 2 Overview

Content Area: Career and Technical Education

Unit Title: Careers

Target Course/Grade Level: 10-12

Pacing Guide: 20-30 days

Unit Summary:

Prepare the tools and expertise to succeed in the workforce as productive and successful citizens

### **Primary Interdisciplinary Connections:**

8.1.12.A.1

Connections: Infused within the unit are connections to the NJCCCS 21st Century Life and Careers, Language Arts Literacy

### **English Language Arts Standards Grades 9-10**

Connections: Infused within the unit are connections to the NJCCCS 21st Century Life and Careers, Language Arts Literacy

### **English Language Arts Standards Grades 9-10**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.





**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **English Language Arts Standards Grades 11-12**

**NJSLS.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.

**NJSLS.ELA-LITERACY.WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem

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21<sup>st</sup> Century Themes:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP5. Consider the environment, social and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management

CRP10. Plan education and career paths aligned to personal goals.

CRP11 Use technology to enhance productivity

**Learning Targets**

Content Standards: 9.3 CAREER AND TECHNICAL EDUCATION

CPI #	Cumulative Progress Indicator (CPI)
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.



9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
9.3.MK-COM.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas
9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of career success.



<p>Unit Essential Questions</p> <ul style="list-style-type: none"> <li>- What role does Marketing play in business?</li> <li>- How can I create my way in the world of marketing?</li> <li>- How can I represent myself on paper?</li> <li>- How do I feel confident answering questions during an interview?</li> <li>- What do I need for an interview?</li> </ul>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Students will develop an understanding of the nature and impact of Marketing and technology in the world around them. They will learn how to represent themselves on paper as well as in person to make them a desirable candidate for employment.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <p>How to write a resume</p> <p>How to write a cover letter</p> <p>How to represent yourself on an interview</p> <p>How to prepare for an interview</p>	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>-Draw conclusions</li> <li>-Expand vocabulary through note taking and technology</li> <li>• Work in cooperative Learning groups</li> <li>• Incorporate technology</li> <li>• Present information orally</li> <li>• Critique other presentations</li> </ul>



<b>Evidence of Learning</b>	
Formative Assessments: <ul style="list-style-type: none"> <li>● Pretest/Post test</li> <li>● Observation</li> <li>● Class Participation</li> <li>● Think-Pair-Share</li> </ul> Summative Assessments: <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Unit Projects</li> </ul>	Alternative Assessments: <ul style="list-style-type: none"> <li>● Do-Now</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Feedback from home form</li> </ul> Suggested Benchmark: <ul style="list-style-type: none"> <li>● Quarterly Exam</li> </ul>
<b>Modifications</b>	
English Language Learners: <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>	Gifted and Talented: <ul style="list-style-type: none"> <li>● Extension activities</li> <li>● Opportunities for Critical Thinking</li> <li>● Problem Solving/Design Challenges</li> <li>● Technology Integration</li> <li>● Student Choice Activities</li> <li>● Student Driven Activities</li> <li>● Group Projects</li> <li>● Tiered Activities</li> </ul>
Special Education: <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions                             <ul style="list-style-type: none"> <li>● All Units will be inclusive for LGBTQ+ and students with disabilities</li> <li>● LGBTQ-inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world.</li> </ul> </li> </ul>	504: <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>
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- Graphic Organizers

- Chunking Information
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- Technology Integration
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Jostens Renaissance  
21st Century Skills  
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Kerin Marketing webpage  
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Business Ethics and Etiquette for High School Students-You MUST Know These!

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Greater Toms River Chamber of Commerce

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Teacher generated materials:  
Powerpoints, notes, worksheets, prompts

Teacher Notes:  
To be reevaluate as needed



### Unit 3 Overview

Content Area: Career and Technology Education

Unit Title: Advertising (Print & Broadcast)

Target Course/Grade Level: 10-12

Pacing Guide: 40-50 days

Unit Summary:

Create and understand the strategy of advertising. Understanding markets to create advertising as a tool to gain business.

Primary Interdisciplinary Connections:

8.1.12.A.2

Connections: Infused within the unit are connections to the NJCCCS 21st Century Life and Careers, Language Arts Literacy

#### English Language Arts Standards Grades 9-10

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**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

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**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

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**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.





**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing

21<sup>st</sup> Century Themes:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Learning Targets**

Content Standards:

9.3 CAREER AND TECHNICAL EDUCATION

CPI #	Cumulative Progress Indicator (CPI)
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-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
9.3.MK-COM.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas.



9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> <li>- What advertising strategies should be used?</li> <li>- What are the 4 parts of a Print ad?</li> <li>-How should our product be perceived?</li> <li>- How does color affect perception?</li> <li>- Which market is being targeted?</li> <li>- How can a product get instant recognition from a print ad?</li> <li>-How can a trade character or landmark be used?</li> </ul>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>A Print Ad is timeless compared other mediums of marketing. Students will understand that their brand and how it is presented will evidently make or break their product.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <p>The 4 P's of Marketing                  Product Mix                  Target Markets                  Market Segmentation                  Advertising strategies                  The 4 parts of a print ad.</p>	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <p>Design and create an advertising campaign incorporating print ads to their chosen markets.</p>



<b>Evidence of Learning</b>	
Formative Assessments: <ul style="list-style-type: none"> <li>● Pretest/Post test</li> <li>● Observation</li> <li>● Class Participation</li> <li>● Think-Pair-Share</li> </ul> Summative Assessments: <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Unit Projects</li> </ul>	Alternative Assessments: <ul style="list-style-type: none"> <li>● Do-Now</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Feedback from home form</li> </ul> Suggested Benchmark: <ul style="list-style-type: none"> <li>● Quarterly Exam</li> </ul>
<b>Modifications</b>	
English Language Learners: <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>	Gifted and Talented: <ul style="list-style-type: none"> <li>● Extension activities</li> <li>● Opportunities for Critical Thinking</li> <li>● Problem Solving/Design Challenges</li> <li>● Technology Integration</li> <li>● Student Choice Activities</li> <li>● Student Driven Activities</li> <li>● Group Projects</li> <li>● Tiered Activities</li> </ul>
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## **Instructional Materials, Equipment needed, Teacher Resources**

NJCCCS 21st Century Life and Careers

Jostens Renaissance  
21st Century Skills  
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Kerin Marketing webpage  
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Business Ethics for High School students  
Business Ethics and Etiquette for High School Students-You MUST Know These!

Toms River Chamber of Commerce  
Greater Toms River Chamber of Commerce

Dr. Natanagara's Website on the Maker Mindset [makelearningauthentic](#)

Teacher generated materials:  
Powerpoints, notes, worksheets, prompts

Diversity and Inclusion in Marketing | Is your brand inclusive?  
7 Brands That Got Inclusive Marketing Right  
How to Do Diverse and Inclusive Content Marketing That Matters  
Why diversity, equity and inclusion is the future of marketing  
Guide to Inclusion and Diversity in Modern Advertising

Teacher Notes:  
To be reevaluate as needed



### Unit 4 Overview

Content Area: Career and Technical Education

Unit Title: Business Planning

Target Course/Grade Level: 10-12

Pacing Guide: 40-50 days

#### Unit Summary:

Develop a business plan that outlines what a business will do, from staffing needs (labor), sales and marketing approach and how much start-up financing is needed. Once a business plan is created it can be presented to potential investors and/or sponsors.

#### Primary Interdisciplinary Connections:

9.3 CAREER AND TECHNICAL EDUCATION

Connections: Infused within the unit are connections to the NJCCCS 21st Century Life and Careers, Language Arts Literacy

#### English Language Arts Standards Grades 9-10

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and



style are appropriate to task, purpose, and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### English Language Arts Standards Grades 11-12

**NJSLS.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.

**NJSLS.ELA-LITERACY.WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLS.ELA-LITERACY.WHST.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing

21<sup>st</sup> Century Themes:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

**Learning Targets**

Content Standards:

8.1.2.B.1

CPI #	Cumulative Progress Indicator (CPI)
9.3.MK.1	Describe the impact of economics, economics systems and entrepreneurship on marketing.
9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome
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.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
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.7	Communicate information about products, services, images and/or ideas.
9.3.MK_RES.2	Design and conduct research activities to facilitate marketing business decisions.
9.3.MK-RES.3	Use information systems and tools to make marketing research decisions.
9.3.MK-MER.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.
9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
9.3.MK-SAL.1	Access, evaluate and disseminate sales information.





<p>Unit Essential Questions                  How is a business created?                  How much does it cost to start a business?                  What is needed to create a successful business?</p>	<p>Unit Enduring Understandings  <i>Students will understand that...</i>                  Creating a business plan is the key to success, planning, analyzing, and implementing business ideas.</p>
<p>Unit Objectives  <i>Students will know...</i></p> <p>The 4 P's of Marketing                  Product Mix                  Target Markets                  Market Segmentation                  Advertising strategies                  Business Types                  Competition Analysis                  Financing                  Distribution                  Operation                  Business Proposal</p>	<p>Unit Objectives  <i>Students will be able to...</i></p> <p>Create a plan that outlines what their business will do and what is needed to accomplish goals for success.</p>



<b>Evidence of Learning</b>	
Formative Assessments: <ul style="list-style-type: none"> <li>● Pretest/Post test</li> <li>● Observation</li> <li>● Class Participation</li> <li>● Think-Pair-Share</li> </ul> Summative Assessments: <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Unit Projects</li> </ul>	Alternative Assessments: <ul style="list-style-type: none"> <li>● Do-Now</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Feedback from home form</li> </ul> Suggested Benchmark: <ul style="list-style-type: none"> <li>● Quarterly Exam</li> </ul>
<b>Modifications</b>	
English Language Learners: <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>	Gifted and Talented: <ul style="list-style-type: none"> <li>● Extension activities</li> <li>● Opportunities for Critical Thinking</li> <li>● Problem Solving/Design Challenges</li> <li>● Technology Integration</li> <li>● Student Choice Activities</li> <li>● Student Driven Activities</li> <li>● Group Projects</li> <li>● Tiered Activities</li> </ul>
Special Education: <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions                             <ul style="list-style-type: none"> <li>● All Units will be inclusive for LGBTQ+ and students with disabilities</li> <li>● LGBTQ-inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world.</li> </ul> </li> </ul>	504: <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>
Students at Risk of School Failure:	



- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Tiered Activities
- Manipulatives
- Graphic Organizers

- Chunking Information
- Scaffolded Questioning
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

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Powerpoints, notes, worksheets, prompts

Teacher Notes:

To be reevaluate as needed



## Unit 5 Overview

Content Area: Career and Technical Education

Unit Title: Social Media / Content Marketing

Target Course/Grade Level: 10-12

Pacing Guide: 40-50 days

### Unit Summary:

Understand the effects of Social Media in regards to Content Marketing and Native Advertising. Create a business model that utilizes Social Media platforms and incorporates the use of hashtags and Viral Videos.

### Primary Interdisciplinary Connections:

9.3 CAREER AND TECHNICAL EDUCATION

### 21<sup>st</sup> Century Themes:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

## Learning Targets

### Content Standards:

9.3 CAREER AND TECHNICAL EDUCATION

Connections: Infused within the unit are connections to the NJCCCS 21st Century Life and Careers, Language Arts Literacy

### English Language Arts Standards Grades 9-10

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to



interact and collaborate with others

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

**NJSLSA.L3.** 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.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## **English Language Arts Standards Grades 11-12**

**NJSLS.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.

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and to display information flexibly and dynamically.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CPI #	Cumulative Progress Indicator (CPI)
9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
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 and products, services, images and/or ideas to achieve a desired outcome.
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.4 9.3.MK-MER.6	Obtain, develop, maintain and improve a marketing communications products or service mix to respond to market opportunities.
9.3.MK-SAL.1	Access, evaluate and disseminate sales information
9.3.MK-SAL.2	Apply sales techniques to meet client needs and wants.

<p>Unit Essential Questions</p> <p>How do businesses market on Social Media platforms?</p> <p>How are hashtags used?</p> <p>How can Content Marketing help a business grow?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Social Media is the way of the future and the representation on those platforms can make or break a business.</p> <p>Careers in Content Marketing are the ways of the future.</p> <p>The real time function can keep business</p>
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	news current.
<p>Unit Objectives <i>Students will know...</i></p> <p>How to create a positive Social Media profile for their business.</p> <p>How a Tastemaker can change a business.</p> <p>Adding hashtags can triple the amount of views a single post receives.</p> <p>How to create and identify Content marketing advertisements.</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <p><i>Create Native Advertising.</i></p> <p><i>Create an active Live tweeting dialog with customers, before during and after an event.</i></p> <p><i>Market to international businesses using Social Media.</i></p> <p><i>Identify and discover why videos go Viral.</i></p>

### Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>● Pretest/Post test</li> <li>● Observation</li> <li>● Class Participation</li> <li>● Think-Pair-Share</li> </ul> <p>Summative Assessments:</p> <ul style="list-style-type: none"> <li>● Quiz</li> <li>● Unit Projects</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>● Do-Now</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> <li>● Feedback from home form</li> </ul> <p>Suggested Benchmark:</p> <ul style="list-style-type: none"> <li>● Quarterly Exam</li> </ul>
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### Modifications

<p>English Language Learners:</p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>	<p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>● Extension activities</li> <li>● Opportunities for Critical Thinking</li> <li>● Problem Solving/Design Challenges</li> <li>● Technology Integration</li> <li>● Student Choice Activities</li> <li>● Student Driven Activities</li> <li>● Group Projects</li> <li>● Tiered Activities</li> </ul>
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