

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Marketing and Media Strategies for Business
Grades 9-12

Prepared by:

Melissa Beelitz
Jo Ann Bonfante
Joanne Decker, Director of Technology

Nicholas J. Dotoli, Interim Superintendent of Schools
Dr. Gary J. Vitta, Interim Director of Instruction

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Course Name and Grade Curriculum Guide

Introduction:

New technological innovations have changed the way we communicate, cooperate, collaborate, and share. Today, the global community of readers and viewers decide what content they want to see and when and how and where they want to see it, which has impacted the strategies business use. Social networks are something that humans have been doing since we were humans, but the structure and dynamics of technical networks such as the Internet have amplified, augmented, extended, and transformed the social networking capabilities homo-sapiens have exercised ever since our brains made language possible.

This course is an introduction to social media studies and explores implications, opportunities and challenges for the business profession. It explores the ways social media have had an impact on various aspects of business. This course explores current issues in the rapidly changing arena of social media and the impact it has on businesses. This course allows students to use skills such as reading, writing, math, and science to resolve social media questions. Using management skills and research groups, students will develop a set of skills for adapting to the continuing evolution of integrated social media experiences for businesses. Students will examine ways business use social media to leverage and brand themselves as well the damage that social media can do.

The course includes lectures, computer assignments, research, case studies, and discussion covering media usage, integration, and research, traditional and contemporary marketing campaigns with social media, and a review of the information architecture of various social media technologies. Examples and case studies will be discussed and analyzed to identify the characteristics of effective social media strategies and methods for evaluating businesses including the exploration of successes and failure in social media communications by brands.

Social media is here to stay. It is changing communication, as we know it. Students need to understand this communication and be able to communicate effectively using it. Social media skills are now essential to students' futures because most companies utilize social media and many jobs are solely dedicated to social media.

Course Setup: This will be a ½ year 2.5 credit course for high school students in grades 9-12. No prerequisites are required.

Overarching Understandings: Basic knowledge of the theoretical with practical, real-life decisions about marketing, consumer choices, media, and business which will provide an understanding of basic marketing and media concepts and principles to help students to become better informed consumers and future workers.

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/>

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UNIT 1: What is Marketing (5 Days)

Enduring Understandings:

Students will understand
Marketing and the Marketing Process

Essential Questions:

What is marketing?
What is the marketplace?
What are customer needs?
What is the marketing process?

UNIT VOCABULARY:

Advertising
Channels of distribution

Markdown price
Market share
Marketing process

Networking
Positioning
Press release

Product mix
Publicity
Public relations

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Define Marketing and the Marketing Process	Define marketing and outline the steps in the marketing process including product, placement, price, and promotion Explain the importance of understanding customers and the marketplace Identify the key elements of a customer-driven marketing strategy Describe the tools business use to market their business		9.1.12.E.1 9.1.12.E.5 9.1.12.B.6 9.1.12.E.3 9.2.12.E.4 9.4.12.N.(4).8 9.4.12.N.(4).9 9.4.12.N.(4).10 9.4.12.N.(4).11 9.4.12.N.(4).12 9.4.12.D.(3).7	PowerPoint going over the basics of marketing Define marketing Outline the steps in the marketing process Explain how a market economy works Identify the key elements of a customer-driven marketing strategy Describe the marketing mix including product, distribution, price, and promotion Review a company's marketing plan and strategies together View marketing materials for companies Watch a current movie and tally the advertisements you saw during the movie Current event activity Possible Project 1: Students will view a current film and tally up the companies that advertise during the movie.	Do Now Discussion Questions Brainstorm	Question and Answer Quizzes Written Assignments Student Presentations Group Assignments Internet Research Role Plays Current Events Article Critique Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching	Projects Posters Presentations Reports Tests

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				<p>Possible Project 2: Choose a product to research and define how the company uses the marketing process including product, placement, price, and promotion. Describe how this company advertises to consumers and who their customers are. Describe and show examples of print ads, commercials, packaging, social media, and other marketing materials they use. Critique their company's use and decisions that they have made regarding their marketing plan. Make suggestions on what the company should do in the future for marketing.</p>		Role Plays	

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UNIT 2: Ethics & Social Responsibility (5 Days)

Enduring Understandings:

Students will understand
The concept of ethical behavior
Business responses to corporate social responsibility

Essential Questions:

What is ethics?
What is social responsibility?

UNIT VOCABULARY:

Ethics
Business Ethics
Social responsibility

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Ethics & Social Responsibility	Explain the concept of ethical behavior Discuss corporate social responsibility		8.1.12.E.2 8.1.12.C.1 9.1.12.E.5 9.1.12.F.5	Review ethical theories Describe how social responsibility has affected companies Use the Internet to research companies' ethical behavior Use the Internet to research how companies are socially responsible. Critique a current event article on ethical behavior and/or social responsibility Debate two sides of ethical and social responsibility cases Cooperative Group Exercises Group Discussions Presentations Possible Project: Complete case studies with real-life businesses and analyze a company's ethical and social responsibility behavior	Do Now Discussion Questions Brainstorm	Question and Answer Quizzes Written Assignments Student Presentations Group Assignments Internet Research Role Plays Current Events Article Critique Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching Role Plays	Projects Posters Presentations Reports Tests

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UNIT 3: Defining Social Media (10 Days)

Enduring Understandings:

Students will understand
Social media and how it affect businesses

Essential Questions:

What are social media?

Why does social media matter to us today?

What are the differences between traditional media and social media?

UNIT VOCABULARY:

Media Trends

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Defining Social Media	Define social media Describe the history of social media Describe why does social media matters to us today Analyze the differences between traditional media and social media Evaluate the significant individuals and their roles in the development of social media Identify and describe significant trends in the development of social media		8.1.12.A.2 8.1.12.A.3 8.1.12.F.2 9.1.12.C.5 9.1.12.D.1 9.1.12.D.2 9.1.12.E.1 9.1.12.E.4 9.1.12.F.1	Review the history of social media Use the Internet to research companies' behavior Critique a current event article Internet Research on topics Cooperative Group Exercises Group Discussions Presentations Possible Project 1: Create a timeline showing all of the developments of social media Possible Project 2: Students will find a few situations they know of, famous or not, where they or others were influenced my social media. Students will share these examples with the class. Possible Project 3: Students will create a poster/presentation that shows how social media has transformed the way people and companies communicate	Do Now Discussion Questions Brainstorm	Question and Answer Quizzes Written Assignments Student Presentations Group Assignments Internet Research Role Plays Current Events Article Critique Differentiation Strategies: Tiered Assignments Independent Study Acceleration/Deceleration Peer Teaching Role Plays	Projects Posters Presentations Reports Tests

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UNIT 4: The Power of Social Media (5 Days)

Enduring Understandings:

Students will understand
The ways that social media influences people and companies

Essential Questions:

How does social media affect you?

UNIT VOCABULARY:

Medium
Media
Audio Slideshows

Audio Podcasts
Video Podcasts
Blogs

Forums
Public Relations
Bias

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
The Power of Social Media	Why do humans collaborate? What innate need do social media fill? Can we live without them? Can we thrive without them in today's business world? What sorts of collaboration may social media enable? How do social media "flatten" the world? How is social media changing the way you work and live? What are the opportunities and challenges of social media?		8.1.12.A.3 8.1.12.F.2 8.2.12.C.3 9.1.12. D.1 9.1.12.D.2 9.1.12.E.1 9.1.12.E.4 9.1.12.F.1	Students should answer the questions in the objectives Use the Internet for research Read, analyze, and critique current event articles Cooperative Group Exercises Group Discussions Presentations Possible Project: Students will follow a news source, organization, celebrity, and a high school student to determine how each of them uses social networking.	Do Now Discussion Questions Brainstorm	Question and Answer Quizzes Written Assignments Student Presentations Group Assignments Internet Research Role Plays Current Events Article Critique Differentiation Strategies: Tiered Assignments Independent Study Acceleration/Deceleration Peer Teaching Role Plays	Projects Posters Presentations Reports Tests

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UNIT 5: Social Media Invades Privacy & Safety Issues (10 Days)

Enduring Understandings:

Students will understand
The safety issues regarding social media
The privacy concerns of social media

Essential Questions:

How does social media invade privacy?
What are the safety issues with social media?

UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Social Media Invades Privacy & Safety Issues	How does privacy matter to you, and how will it be affected by involvement with Social Media? How do consumers/employees perceive privacy concerns within social media? What tradeoffs govern the policy decisions around privacy assurance? How do these applications deal with privacy concerns? What are the safety issues with using Social Media?		8.1.12.A.2 8.1.12.A.3 8.1.12.D.1 8.1.12.D.2 8.1.12.D.3 8.1.12.D.4 8.1.12.E.2 8.2.12.C.1 8.2.12.C.3 9.1.12.C.5 9.1.12.E.1 9.1.12.E.2 9.1.12.E.5 9.1.12.F.4 9.1.12.F.5	Students should answer the questions in the objectives Use the Internet for research Read, analyze, and critique current event articles Cooperative Group Exercises Group Discussions Presentations Possible Project: Create a poster for high school or college students that make them aware of the pros and cons of social networking. Include ALL safety issues. Make a list of suggestions on how to use social media safely.	Do Now Discussion Questions Brainstorm	Question and Answer Quizzes Written Assignments Student Presentations Group Assignments Internet Research Role Plays Current Events Article Critique Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching Role Plays	Projects Posters Presentations Reports Tests

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UNIT 6: Humanity Increases (6 Days)

Enduring Understandings:

Students will understand

The ways social media increases humanity and society

Essential Questions:

How is social media making society better?

UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Humanity Increases	How are social media making society better? Why are they effective? What comes next? What is still missing?		8.1.12.A.2 8.1.12.A.3 8.1.12.F.2 8.2.12.A.1 8.2.12.C.3 9.1.12.C.5 9.1.12.E.4 9.1.12.F.1 9.1.12.F.4 9.1.12.F.5	Students should answer the questions in the objectives Use the Internet for research Read, analyze, and critique current event articles Cooperative Group Exercises Group Discussions Presentations Possible Project 1: Create a presentation convincing someone to use social media. Possible Project 2: Create a convincing argument directed toward a social media site letting them know of possible changes that they could make to continue to be effective, what their site is missing compared with other mediums, and how they should continue to change in the future.	Do Now Discussion Questions Brainstorm	Question and Answer Quizzes Written Assignments Student Presentations Group Assignments Internet Research Role Plays Current Events Article Critique Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching Role Plays	Projects Posters Presentations Reports Tests

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UNIT 7: New Business Models Emerge (10 Days)

Enduring Understandings:

Students will understand
The changing of business models
How business incorporate social media

Essential Questions:

How are businesses changing the traditional marketing models to incorporate social media?

UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
New Business Models Emerge	<p>What are businesses doing with social media that is novel and powerful?</p> <p>How are these new applications hitting the top/bottom line?</p> <p>What are the best practice techniques business uses for social media?</p> <p>Why is social media important for managers?</p>		<p>8.1.12.A.3 8.1.12.F.2 9.1.12.C.5 9.1.12.D.1 9.1.12.D.2 9.1.12.D.3 9.1.12.E.1 9.1.12.E.2 9.1.12.E.4 9.1.12.F.1 9.1.12.F.4</p>	<p>Students should answer the questions in the objectives</p> <p>Use the Internet for research</p> <p>Read, analyze, and critique current event articles</p> <p>Cooperative Group Exercises</p> <p>Group Discussions</p> <p>Presentations</p> <p>Possible Project 1: Evaluate an advertising campaign for a company. Review and analyze online sources to determine fairness, balance, and credibility.</p> <p>Possible Project 2: Students will research how companies and advertisers use social media to promote products and services. Students should choose a company and give a history of the campaign; give examples from the campaign; describe how social media was used; explain how the campaign was successful or unsuccessful; and present finding to the class.</p>	<p>Do Now</p> <p>Discussion</p> <p>Questions</p> <p>Brainstorm</p>	<p>Question and Answer</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Student Presentations</p> <p>Group Assignments</p> <p>Internet Research</p> <p>Role Plays</p> <p>Current Events</p> <p>Article Critique</p> <p>Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching Role Plays</p>	<p>Projects</p> <p>Posters</p> <p>Presentations</p> <p>Reports</p> <p>Tests</p>

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UNIT 8: Advertising Models Overturned (12 Days)

Enduring Understandings:

Students will understand
Best practices of social media in advertising

Essential Questions:

What are the best practices of social media in advertising?

UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Advertising Models Overturned	<p>What happens when you no longer control the message and media outlets?</p> <p>How do you harness social media? Who is doing this well? What are they doing?</p> <p>What are the opportunities and threats of social media advertising? What if we decide to just ignore it?</p> <p>How has online participation in social media affected brand, positioning, advertising, and public relations? What opportunities and challenges do businesses face?</p> <p>Define how advertisements appeal to a person's emotion, logic, and ethics.</p>		<p>8.1.12.A.2 8.1.12.A.3 8.1.12.C.1 8.1.12.F.2 8.2.12.A.1 8.2.12.F.1 9.1.12.A.1 9.1.12.F.1 9.1.12.C.1 9.1.12.C.5 9.1.12.E.1 9.1.12.E.2 9.1.12.E.4 9.1.12.F.5</p>	<p>Students should answer the questions in the objectives</p> <p>Use the Internet for research</p> <p>Read, analyze, and critique current event articles</p> <p>Cooperative Group Exercises</p> <p>Group Discussions</p> <p>Presentations</p> <p>Possible Project: Students will act as a consultant to a business and provide the business with best practices of incorporating social media. Students should contact a local small business in town, speak with the owner, find out what they are currently using, and the goals of the business in regard to advertising to obtain customers. Students will then create a plan for the owner to incorporate social media into the business. The plan must include a presentation or multiple posters to help the business get into social media. Students will then contact the business owner again, and present their social media marketing plan to the owner.</p>	<p>Do Now</p> <p>Discussion</p> <p>Questions</p> <p>Brainstorm</p>	<p>Question and Answer</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Student Presentations</p> <p>Group Assignments</p> <p>Internet Research</p> <p>Role Plays</p> <p>Current Events</p> <p>Article Critique</p> <p>Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching Role Plays</p>	<p>Projects</p> <p>Posters</p> <p>Presentations</p> <p>Reports</p> <p>Tests</p>

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UNIT 9: Morals Erode and Skills Degrade (7 Days)

Enduring Understandings:

Students will understand
 The etiquette of social media
 The communication styles of social media
 The problems the social media creates

Essential Questions:

How has communications styles changed with the use of social media?
 What are the etiquette rules of social media?

UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Morals Erode and Skills Degrade	How has communicating styles changed with the use of social media? What are the etiquette rules of social media? Is there a dark side to enabling social media? Will these media lead to anarchy and moral degradation? What sorts of problems are happening now? How can we recognize them/avoid them?		8.1.12.A.3 8.1.12.D.1 8.1.12.D.2 8.1.12.D.3 8.1.12.D.4 8.1.12.E.2 8.2.12.C.1 8.2.12.C.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.2 9.1.12.D.3 9.1.12.E.1 9.1.12.E.2 9.1.12.E.5	Students should answer the questions in the objectives Use the Internet for research Read, analyze, and critique current event articles Cooperative Group Exercises Group Discussions Presentations Possible Project: Students will find good and bad communication examples. Using these examples, students will create a poster that lists the Do's and Don'ts of communicating with social media. They will also create a social media etiquette rules sheet.	Do Now	Question and Answer	Projects
					Discussion	Quizzes	Posters
					Questions	Written Assignments	Presentations
					Brainstorm	Student Presentations	Reports
						Group Assignments	Tests
						Internet Research	
						Role Plays	
						Current Events	
						Article Critique	
						Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching Role Plays	

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UNIT 10: Businesses Lose and Regain Control (10 Days)

Enduring Understandings:

Students will understand
 The loss of control when using social media
 Strategies for combating negative comments
 Techniques to manage and regain control of social media

Essential Questions:

How can businesses gain control of social media?

UNIT VOCABULARY:

Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
Businesses Lose and Regain Control	<p>Social media are here to stay. Businesses are struggling to manage them and reap the potential gains from them. What do they need to know to make the designs and management more effective and less risky?</p> <p>How can businesses combat negative comments?</p> <p>What can we do when control seems to be slipping away? Is throwing the off switch a possibility? What else is there?</p> <p>Are companies having a hard time adjusting, and if so, why?</p> <p>What are the key success factors for effective design of social media usage and implementation for businesses?</p>		<p>8.1.12.A.3 8.1.12.C.1 8.1.12.F.1 8.2.12.A.1 8.2.12.C.3 8.2.12.F.1 9.1.12.C.5 9.1.12.D.1 9.1.12.E.1 9.1.12.E.2 9.1.12.E.4</p>	<p>Students should answer the questions in the objectives</p> <p>Use the Internet for research</p> <p>Read, analyze, and critique current event articles</p> <p>Cooperative Group Exercises</p> <p>Group Discussions</p> <p>Presentations</p> <p>Possible Project: Design your own social media site. Students must decide what kind of personality they want to have on social media; who they should follow to stay up-to-date with their topic or vision; how often they will post material; what kind of material they will post; and how often they will interact with other users. The students will also decide which social media venues they will focus on.</p> <p>Final Project: Students will use what they have learned this year to create a six slide PowerPoint. Side 1: Student's name and title; Slide 2: History of Social Media; Slide 3: Privacy and Safety</p>	<p>Do Now</p> <p>Discussion</p> <p>Questions</p> <p>Brainstorm</p>	<p>Question and Answer</p> <p>Quizzes</p> <p>Written Assignments</p> <p>Student Presentations</p> <p>Group Assignments</p> <p>Internet Research</p> <p>Role Plays</p> <p>Current Events</p> <p>Article Critique</p> <p>Differentiation Strategies: Tiered Assignments Independent Study Acceleration/ Deceleration Peer Teaching Role Plays</p>	<p>Projects</p> <p>Posters</p> <p>Presentations</p> <p>Reports</p> <p>Tests</p>

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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S		
					Diagnostic (before)	Formative (during)	Summative (after)
				Issues; Slide 4: How has Social Media Changed Businesses' Advertising Methods; Slide 5: Communication and Etiquette Suggestions for using Social Media; and Slide 6: Where do you see Social Media going in the future?			

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Resources

Newspapers, Internet, Films, Supplemental Readings, etc.

The [Career Clusters Table](#) describes each of the 16 career clusters and lists the career pathways associated with each cluster.

Kendall, J. S., & Marzano, R. J. (2000). Content knowledge: A compendium of standards and benchmarks for K-12 education (3rd ed.). Aurora, CO: Mid-Continental Research for Education and Learning, & Alexandria, VA: Association for Supervision and Curriculum Development.

New Jersey State Department of Education. (1999). Career education and consumer, family, and life skills framework. Trenton, NJ: Author.

Resources Specific to Standard 9.1 21st-Century Life and Career Skills

Partnership for 21st Century Learning. (2009). Framework for 21st century learning. Online: <http://www.21stcenturyskills.org>

Links to CPI's: <http://www.state.nj.us/education/cccs/>