BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

COMPUTER SCIENCE AND MARKETING
Credits: 2.5 Semester Course

2018-2019 Syllabus

Supervisor: Mary-Alice Baratta
Curriculum Writers: Kerrie Blash and Carolyn Smart

Computer Science deals with the theory and methods of processing information in digital computers, the design of computer hardware and software, and the applications of computers. This course covers topics including computational thinking, computer programming, the appropriate use of the internet, the development of internet web pages, data security and the prevention of data breaches, ethical matters in computer science, and the global impact of advancements in computer science.

Marketing is the action or business of promoting and selling products or services, including market research and advertising. This course introduces the basics of marketing, then delves into specifics related to the selling function, promotional strategies for selling goods and services, the basics of buying and distribution, pricing principles and practices, and the marketing research process. This course will also discuss the decisions a business makes in the production and sales of its products.

Computer Science
Unit 1 - Problem Solving
Thuis unit is a highly interactive and collaborative introduction to the field of computer science that is framed within the broader pursuit of solving problems. Through a series of puzzles, challenges, and real-world scenarios, students are introduced to a problem solving process that they'll return to repeatedly throughout the course. Students then learn how computers input, output, store, and process information to help humans solve problems. The unit concludes with students designing an application that helps solve a problem of their choosing.

Unit 2 - Web Development
In the Web Development unit, students are empowered to create and share the content on their own web pages. They begin by thinking about the role of the web, and how it can be used as a medium for creative expression. Students are encouraged think critically about the impact of

sharing information online and how to be more critical content consumers. They are also introduced to problem solving as it relates to web development. At the conclusion of the unit, students compile their work to create a personal website they can publish and share.

Unit 3 - Data and Society

This unit is about the importance of data in solving problems and highlights how computers can help in this process. Students learn how collections of data are used to solve problems and how computers help to automate the steps of this process.

Marketing
Unit 4 - Marketing Essentials

To be a successful marketer, you need to understand the marketing skills, marketing core functions, and the basic tools of marketing. These core functions include channel management, market planning, marketing information management, pricing, product, promotion, and selling, all of which will be discussed throughout this course. This unit will touch on the basics of marketing to later enhance specifics in each area.

Unit 5 - Selling & Promotion

In this unit, students will examine the aspects of the selling function, promotional strategies for selling goods and services, and exploring the basics of buying and distribution.

Unit 6 - Pricing, Research & Product

This unit examines pricing principles and practices and explores the functions of marketing information management including marketing research and marketing research process. This unit will also discuss the decisions a business makes in the production and sales of its products.

Resources
- Code.org Website, Videos, and Activity Guides
- Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2016). Marketing essentials. Columbus, OH: McGraw-Hill Education.

Grading Policy

- 40% Classwork/Homework
- 40% Major Assessments
- 10% Minor Assessments
- 10% Class Participation

<u>Late Work Submission Policy</u>

Daily Work: A pupil who has been absent from school will be given an opportunity to make up assignments, provided the assignments are completed during a period equal to the length of his/her absence. *That period may be extended for the completion of long term/Minor/Major assignments at the discretion of the teacher (on an individual basis and specific to the reason for absence when clearly communicated with the teacher).*

When Due Dates are Posted for Assignments: There will be a 10% reduction for every day late after the posted due date in Genesis.

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Computer Science & Marketing
Course Number: 065600

PART I: UNIT 1 RATIONALE - Computer Science: Problem Solving
<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Computer Science & Marketing **Unit 1: Problem Solving**	Unit Summary:
	Unit 1 is a highly interactive and collaborative introduction to the field of computer science that is framed within the broader pursuit of solving problems. Through a series of puzzles, challenges, and real-world scenarios, students are introduced to a problem solving process that they'll return to repeatedly throughout the course. Students then learn how computers input, output, store, and process information to help humans solve problems. The unit concludes with students designing an application that helps solve a problem of their choosing.
Grade Level(s): 10-12	
Essential Question(s): ● What strategies and processes can I use to become a more effective problem solver? ● How do computers help people to solve problems? ● How do people and computers approach problems differently? ● What does a computer need from people in order to solve problems effectively?	**Enduring Understanding(s):** Students will learn: ● the problem-solving process ● the input-output-store-process model of a computer ● how computers help humans solve problems Students end the unit by proposing their own app to solve a problem

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.
After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target Students will be able to:	New Jersey Student Learning Standards (see attached):
1. Communicate and collaborate with classmates in order to solve a problem	1. 9.3.IT.1
2. Iteratively improve a solution to a problem	2. 8.2.12.E.1
3. Identify different strategies used to solve a problem	3. 8.2.12.E.1
4. Identify the four steps of the problem solving process	4. 8.2.12.E.1
5. Given a problem, identify individual actions that would fall within each step of the problem solving process	5. 8.2.12.E.1
6. Identify useful strategies within each step of the problem solving process	6. 8.2.12.E.1
7. Apply the problem solving process to approach a variety of problems	7. 8.2.12.E.1
8. Assess how well-defined a problem is and use strategies to define the problem more precisely	8. 8.2.12.E.1
9. Identify a computer as a machine that processes information	9. 8.2.12.E.2
10. Provide a high level description of the different parts of the Input - Output - Store - Process model of a computer	10. 8.2.12.E.2
11. Identify the inputs and outputs of common computing devices	11. 8.2.12.E.2
12. Select the inputs and outputs used to perform common computing tasks	12. 8.2.12.E.2
13. Define processing as the work done (possibly by a computer) to turn an input into an output	13. 8.2.12.E.1
14. Define an algorithm as the series of commands a computer uses to process information	14. 8.2.12.E.1
15. Develop and iteratively improve an algorithm for processing information based on given constraints	15. 8.2.12.E.1
16. Describe how information can be processed to solve a particular problem.	16. 8.2.12.E.1
17. Identify a possible source of a given input.	17. 8.2.12.E.1
18. Determine what information should be stored on a device for later.	18. 8.2.12.E.1
19. Identify and define a problem that could be solved using computing	19. 8.2.12.E.1
20. Design an app that inputs, outputs, stores, and processes information in order to solve a problem	20. 9.3.IT-WD.1, 9.3.IT-WD.5, 8.2.12.C.7, 8.2.12.D.1, 9.3.IT.2
21. Provide and incorporate targeted peer feedback to improve a computing artifact	21. 9.3.IT-WD.5, 8.2.12.D.1

Strategies:
- Think-Pair-Share - a three part activity where students are presented with a problem or task to work on.
- Peer feedback - the practice where students give each other feedback on work they have done.
- Journaling - a tool for individual reflection in a form that can be revisited as students develop their skills and understandings.

Inter-Disciplinary Connections:

Science, English

Students will engage with the following text:

Code.org Website, Videos, and Activity Guides

Students will write:

Journals of individual reflections

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Code.org

Unit 1, Lesson 1: Intro to Problem Solving - Create Code Studio Account, Pre-Course Survey, Building an Aluminum Boat Activity

Unit 1, Lesson 2: The Problem Solving Process - The Problem Solving Process in Context Activity, "You Are Solving the Wrong Problem" Article and Discussion

Unit 1, Lesson 3: Exploring Problem Solving - Word Search Activity, Birthday Guests Activity, Plan a Trip Activity

Unit 1, Lesson 4: What is a Computer - Computer or Not Activity, Journal

Unit 1, Lesson 5: Input and Output - Brainstorming Inputs and Outputs Activity

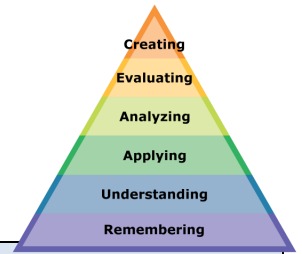Unit 1, Lesson 6: Processing - Sorting Cards Activity, Journal

Unit 1, Lesson 7: Apps and Storage - App Exploration Activity

Unit 1, Lesson 8: Project - Propose an App, Student contest to recognize "most downloaded app"

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

Independent activities completed and shared to ensure student understanding and ability to transfer knowledge. Daily class participation and classwork grades.

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional
        aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction,

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a
        model of what is expected.

Use of visual aides

Introduce new vocabulary before lesson

Provide guided notes when needed

Chunk assignments when needed

Read directions allowed/re-read directions as needed

Reinforce positive behavior

Summative Assessments:

 Projects and tests graded with skills assessment.

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
                aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on test.

Performance Assessments:

Teacher observed skills assessment.

Accommodations/Modifications:

Accommodations:

Extra time on Unit Projects

Individual help by special education teacher or classroom instructional
                aide for **redirection** and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Read directions allowed/re-read directions as needed

Reinforce positive behavior

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Computer Science & Marketing
Course Number: 065600

PART I: UNIT 2 RATIONALE - Computer Science: Web Development
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Computer Science & Marketing **Unit 2: Web Development**	Unit Summary: In the Web Development unit, students are empowered to create and share the content on their own web pages. They begin by thinking about the role of the web, and how it can be used as a medium for creative expression. Students are encouraged think critically about the impact of sharing information online and how to be more critical content consumers. They are also introduced to problem solving as it relates to web development. At the conclusion of the unit, students compile their work to create a personal website they can publish and share.
Grade Level(s): 10-12	
Essential Question(s): ● Why do people create websites? ● How can text communicate content and structure on a web page? ● How can I incorporate content I find online into my own webpage? ● How do I modify the appearance and style of my web pages? ● How do I safely and appropriately make use of the content published on the internet?	**Enduring Understanding(s):** Students will learn: ● to consider questions of privacy and ownership on the internet ● to create their own personal websites using Google Sites

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	New Jersey Student Learning Standards (see attached):
Students will be able to: 1. Identify the reasons someone might visit a given website 2. Identify the reasons someone might create a given website 3. Identify websites as a form of personal expression 4. Understand and explain reasons that it is difficult to control who sees information published online. 5. Understand and justify guidelines for safely publishing information online. 6. Explain the purpose of copyright. 7. Identify the rights and restrictions granted by various Creative Commons licenses 8. Use basic web searching techniques to find relevant information online 9. Identify elements that contribute to a website's trustworthiness or untrustworthiness 10. Create a Personal Portfolio Website in Google Sites Strategies: ● Think-Pair-Share - a three part activity where students are presented with a problem or task to work on. ● Peer feedback - the practice where students give each other feedback on work they have done. ● Journaling - a tool for individual reflection in a form that can be revisited as students develop their skills and understandings.	1. 9.3.IT-WD.1 2. 9.3.IT-WD.1 3. 9.3.IT-WD.1 4. 8.1.12.D.4 5. 9.3.IT-WD.10 6. 9.3.IT-WD.10, 8.2.12.B.3, 8.1.12.D.1 7. 9.3.IT-WD.10, 8.2.12.B.3, 8.1.12.D.1 8. 9.3.IT-WD.1 9. 9.3.IT-WD.1 10. 8.1.12.A.1, 8.1.12.A.2, 9.3.IT-WD.1, 9.3.IT-WD.2

Inter-Disciplinary Connections:

English, Law, Art

Students will engage with the following text:

Code.org Videos and Activity Guides **Google Sites**

Students will write:

Journals of individual reflections

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

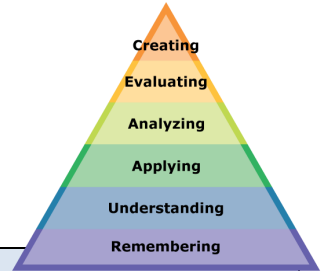| |
|---|
| Code.org
Unit 2, Lesson 1: Exploring Websites - Websites We Use Frequently Activity, Finding the Purpose Activity, Journal
Unit 2, Lesson 2: Websites for Expression - Personal Website Planning Activity
Unit 2, Lesson 5: Digital Footprint - When Does Your Privacy Matter Activity, Social Sleuth Activity
Unit 2, Lesson 7: Intellectual Property and Images - The Creative Commons Solution Activity, Adding Images Activity, Journal
Lesson 12: Sources and Search Engines - Internet Scavenger Hunt Activity, Relevant and Trustworthy Sites Activity, The Trustworthiness Checklist
Google Sites: Demo Headers, Lists, Themes, Images, Text, Links
Google Sites: Personal Portfolio Website Project |

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

Independent activities completed and shared to ensure student understanding and ability to transfer knowledge. Daily class participation and classwork grades.

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional
        aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction,

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a
        model of what is expected.

Use of visual aides

Introduce new vocabulary before lesson

Provide guided notes when needed

Chunk assignments when needed

Read directions allowed/re-read directions as needed

Reinforce positive behavior

Summative Assessments:

Projects and tests graded with skills assessment.

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
            aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on test.

Performance Assessments:

Teacher observed skills assessment.

Accommodations/Modifications:

Accommodations:

Extra time on Unit Projects

Individual help by special education teacher or classroom instructional

aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Computer Science & Marketing
Course Number: 065600

PART I: UNIT 3 RATIONALE - Computer Science: Data and Society
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Computer Science & Marketing **Unit 3: Data and Society** **2 weeks/8 classes**	**Unit Summary**: This unit is about the importance of data in solving problems and highlights how computers can help in this process. Students learn how collections of data are used to solve problems and how computers help to automate the steps of this process.
Grade Level(s): 10-12	
Essential Question(s): ● How can encryption secure the transmission of data? ● How do computers use and interpret data to solve problems?	**Enduring Understanding(s):** Students will learn: ● how collections of data are used to solve problems ● how computers help to automate the steps of this process

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.
After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target Students will be able to:	New Jersey Student Learning Standards (see attached):
1. Apply a method of encryption to ensure the secure transmission of data 2. Use both physical and digital security measures to secure data 3. Use the problem solving process to answer a question using data 4. Identify and collect relevant data to help solve a problem 5. Use data to draw conclusions 6. Give examples of how data is collected from sensors and tracking user behavior 7. Determine data that would be helpful in solving a problem, and how that data could be collected. 8. Distinguish between data that users intentionally and unintentionally produce 9. Identify and remove irrelevant data from a data set 10. Create a bar chart based on a set of data. 11. Explain why a set of data must be cleaned before a computer can use it 12. Use tables and visualizations summarizing data to support a decision 13. Present and critique interpretations of tables and visualizations 14. Identify additional data that could be collected to improve a decision 15. Visually organize data to highlight relationships and support a claim 16. Use cross tabulation to find patterns and relationships in data 17. Identify computing innovations within a given field 18. For a given device, articulate the likely inputs and outputs 19. Suggest improvements to help a device better solve a specific problem Strategies: ● Think-Pair-Share - a three part activity where students are presented with a problem or task to work on. ● Peer feedback - the practice where students give each other feedback on work they have done. ● Journaling - a tool for individual reflection in a form that can be revisited as students develop their skills and understandings.	1. 9.3.IT.8, 8.1.12.D.2 2. 9.3.IT.8, 8.1.12.D.2 3. 8.2.12.E.1 4. 8.2.12.E.1 5. 8.2.12.E.1 6. 9.3.IT-PRG.10, 8.2.12.E.1 7. 8.2.12.E.1 8. 8.1.12.D.4 9. 9.3.IT-PRG.10, 8.2.12.E.1 10. 9.3.IT-PRG.10, 8.1.12.A.4 11. 9.3.IT-PRG.10, 8.2.12.E.1 12. 9.3.IT-PRG.10, 13. 9.3.IT-PRG.10, 8.1.12.A.4 14. 9.3.IT-PRG.10, 8.2.12.E.1 15. 9.3.IT-PRG.10, 8.2.12.E.1 16. 9.3.IT-PRG.10, 8.1.12.A.4 17. 8.2.12.E.1 18. 8.2.12.A.2, 8.2.12.D.6, 8.2.12.C.2 19. 8.2.12.A.2, 8.2.12.D.6 **20.** 8.2.12.A.2 , 8.2.12.A.3, 8.2.12.D.6, 8.2.12.C.2

Inter-Disciplinary Connections:

Math, Communications

Students will engage with the following text:

Code.org Videos and Activity Guides

Students will write:

Journals of individual reflections

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

Code.org
Unit 5, Lesson 6: Keeping Data Secret - Keeping Data Secret Activity
Unit 5, Lesson 9: Problem Solving and Data - Solving a Data Problem Activity
Unit 5, Lesson 10: Problem Solving with Big Data - Data in the Real World Activity
Unit 5, Lesson 11: Structuring Data - Pizza Data Activity, Journal
Unit 5, Lesson 12: Making Decisions with Data - Making Decisions with Data Activity
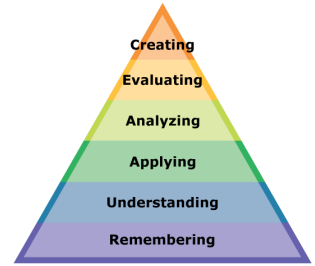Unit 5, Lesson 13: Interpreting Data - Interpreting Data Activity, Journal
Unit 5, Lesson 14: Automating Data Decisions - Automating Data Decisions Activity
Unit 6, Lesson 1: Innovations in Computing - The Internet of Things - Video, Computer Science is Changing
    Everything - Video, Computing Innovations Activity, Journal

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

Independent activities completed and shared to ensure student understanding and ability to transfer knowledge. Daily class participation and classwork grades.

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional
        aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction,

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a
        model of what is expected.

Use of visual aides

Introduce new vocabulary before lesson

Provide guided notes when needed

Chunk assignments when needed

Read directions allowed/re-read directions as needed

Reinforce positive behavior

Summative Assessments:

 Projects and tests graded with skills assessment.

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
            aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction
Re-testing if warranted by IEP

Modifications:
Key vocabulary words written on test.

Performance Assessments:

Teacher observed skills assessment.

Accommodations/Modifications:

Accommodations:
Accommodations:
Extra time on Unit Projects
Individual help by special education teacher or classroom instructional
                aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Computer Science & Marketing
Course Number: 065600

PART I: UNIT 4 RATIONALE - Marketing: Marketing Essentials
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Computer Science & Marketing Unit 4 - Marketing Essentials Chapter 1 - Marketing is all Around Us Chapter 2 - The Marketing Plan	To be a successful marketer, you need to understand the marketing skills, marketing core functions, and the basic tools of marketing. These core functions include channel management, market planning, marketing information management, pricing, product, promotion, and selling, all of which will be discussed throughout this course. This unit will touch on the basics of marketing which will be enhanced throughout the following units.
Grade Level(s): 10th-12th	

Essential Question(s):	Enduring Understanding(s):
● Why is it necessary to market a good or service? ● Why is studying marketing important to consumers, business, and the economy? ● How do businesses find out their strengths and weaknesses in the marketplace? ● Why are the 4Ps of the marketing mix necessary when reaching consumers? ● How does business develop a marketing mix?	● Marketing essentials provides a foundation for learning and makes the transition from thinking like a consumer to thinking like a marketer. ● Marketing involves multiple activities that focus on promoting a good or service. ● **Students will:** ○ Become familiar with the process of creating, communicating, delivering, and exchanging ideas, goods, and services that are valuable to consumers. ○ Know and understand the seven marketing core functions. ○ Know the five economic utilities of marketing. ○ Know and understand the four Ps of the marketing mix: product, place, price, and promotion. ○ Understand that the SWOT analysis identifies a company's internal strengths and weaknesses, as well as external opportunities and threats. ○ Know that a marketing plan is a written document that directs the marketing activities of a company for a specific period of time. ○ Understand what a target audience and market segmentation is and why it is important in marketing.

PRT II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	New Jersey Student Learning Standards:
1. Describe the scope of marketing.	*See attached standards for code reference.
2. Describe each marketing core function.	**1.** 9.2.MK.4
3. Explain the marketing concept.	9.3.MK-COM.4
4. Describe the benefits of marketing.	**2.** 9.2.MK.4
5. Explain the concept of utility.	9.3.MK-COM.4
6. Cite examples of types of utility.	**3.** 9.2.MK.4
7. Describe how marketers use knowledge of the market to sell products.	9.3.MK-COM.4
8. Compare and contrast consumer and organizational markets.	**4.** 9.2.MK.4
9. Explain the importance of target markets.	9.3.MK-COM.4
10. Explain how each component of the marketing mix contributes to successful marketing.	**5.** 9.2.MK.4
11. Conduct a SWOT analysis.	9.3.MK-COM.4
12. List the three key areas of an internal company analysis.	**6.** 9.2.MK.4
13. Identify the factors in a PEST analysis.	9.3.MK-COM.4
14. Explain the basic elements of a marketing plan.	**7.** 9.2.MK.4
15. Explain the concept of a market segmentation.	9.3.MK-COM.4
16. Analyze a target market.	**8.** 9.2.MK.4
17. Differentiate between mass marketing and market segmentation.	9.3.MK-COM.4
	9. 9.2.MK.4
	9.3.MK-COM.4
	10. 9.2.MK.4
	9.3.MK-COM.4
	11. 9.2.MK.4
	12. 9.2.MK.4
	13. 9.2.MK.4
	14. 9.2.MK.4
	9.3.MK.2
	15. 9.2.MK.4
	16. 9.2.MK.4
	17. 9.2.MK.4

Inter-Disciplinary Connections:

English: Writing (Literacy.CCRA.W.1) (Literacy.CCRA.W.4) (Literacy.CCRA.W.6),
      Reading (Literacy.RI.9-10.1) , (Literacy.RI.9-10.4)
Mathematics: Addition, Subtraction, Multiplication & Division. Basic accounting

mathematics. Academic Integration Activity (pg 11 in workbook)

Social Studies: Academic Integration Activity (pg 21 in workbook)

Art: Posters, Bulletin Boards

Business: College & Career Information, Technology, Budgeting/Finance (9.1)

Students will engage with the following text:

Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2016). *Marketing essentials*. Columbus,
    OH: McGraw-Hill Education.

Students will write:

Warm Up/Do Now Questions & Answers

SWOT Analysis

Marketing Plan

PEST Analysis

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

<u>Chapter 1</u>
Target Market Analysis
Marketing Mix Project
Graphic Organizers (marketing core functions, benefits of marketing, 4ps)
Building Vocabulary Activity
Real World Application Activity (Key Marketing Concepts)
Athlete-Owned Restaurants (SE Pg 62)

<u>Chapter 2</u>
SWOT Analysis (pg 54&55)
Write a marketing plan
Market segmentation
Graphic Organizers (seven elements of marketing, market segmentation)
Real World Application Activity (SWOT)
Real World Application Activity (Market Segmentation)

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Questioning Strategies & Discussion
Chapter 1 Quiz
Chapter 2 Quiz
Classwork/Homework Assignments

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.

Individual help by special education teacher or classroom instructional
         aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction,

Re-testing if warranted by IEP

Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a
         model of what is expected.

Use of visual aides

Introduce new vocabulary before lesson

Provide guided notes when needed

Chunk assignments when needed

Read directions allowed/re-read directions as needed

Reinforce positive behavior

Summative Assessments:

Unit 1 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
	aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on test.

Performance Assessments:

Unit 1 Project

Presentation of SWOT Analysis

Accommodations/Modifications:

Accommodations:

Extra time on Unit Projects

Individual help by special education teacher or classroom instructional
	aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Computer Science & Marketing

Course Number: 065600

PART I: UNIT 5 RATIONALE - Marketing: Selling & Promotion
<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Computer Science & Marketing Unit 5 - Selling & Promotion Chapter 12 - Selling Overview Chapter 17-Promotional Concepts Chapter 21 - Channels of Distribution	In this unit, students will examine the aspects of the selling function, promotional strategies for selling goods and services, and exploring the basics of buying and distribution.
Grade Level(s): 10th-12th	

Essential Question(s):	Enduring Understanding(s):
- What is the purpose and goals of selling? - How do you prepare a sales team to sell a new product? - What is the promotional mix concept and its role in marketing? - How do you create an effective promotional campaign to reach a target market? - What makes a promotion successful? - How is a product moved from the manufacturer to the customer?	- Promotional mix is a combination of strategies and cost-effective allocation of resources. **Students will...** - Understand that the purpose of selling is to help customers make satisfying buying decisions, with the goal of creating ongoing, profitable relationships. - Know that sales managers plan, organize, and control sales functions and establish the structure of the sales organization. - Know and use the seven steps of a sale. - Be familiar with the promotional mix. - Understand that manufacturers may choose one or more paths (channels) to distribute products to the final user. - Know that the channels used to distribute consumer products usually differ from those used to distribute to the industrial market.

● What channel or channels of distribution will help grow a small business?	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	New Jersey Student Learning Standards:
1. Explain the purpose and goal of the selling function.	*See attached standards for code reference.
2. Discuss how selling is related to the marketing concept.	**1.**9.2.MK.4
3. Describe Customer Relationship Management.	9.3.MK-MER.1
4. Analyze sales trends and technology.	9.3.MK.-MER.6
5. Summarize sales management responsibilities.	**2.**9.2.MK.4
6. Explain legal and ethical sales issues.	9.3.MK-MER.1
7. Define personal selling.	9.3.MK.-MER.6
8. Identify sales positions.	**3.**9.2.MK.4
9. List the steps in the sales process.	9.3.MK-MER.1
10. Analyze how customers make buying decisions.	9.3.MK.-MER.6
11. Evaluate selling as a career option.	**4.**9.2.MK.4
12. Explain the role of promotion in business and marketing.	9.3.MK-MER.1
13. Identify types of promotion.	9.3.MK.-MER.6
14. Distinguish between public relations and publicity.	**5.**9.2.MK.4
15. Explain elements of a news release.	9.3.MK-MER.1
16. Describe the concept of the promotional mix.	9.3.MK.-MER.6
17. Define sales promotion.	**6.**9.2.MK.4
18. Explain the use of promotional tie-ins, trade sales promotions, and loyalty marketing programs.	9.3.MK-MER.1
19. Explain the concept of a channel of distribution.	9.3.MK.-MER.6
20. Identify channel members.	**7.**9.2.MK.4
21. Compare different channels of distribution.	9.3.MK-MER.1
22. Explain distribution planning.	9.3.MK.-MER.6
23. Name and describe the three levels of distribution intensity.	**8.**9.2.MK.4
24. Explain the effect of the Internet on distribution planning.	9.3.MK-MER.1
25. Describe the challenges of international distribution planning.	9.3.MK.-MER.6
	8.9.2.MK.4
	9.3.MK-MER.1
	9.3.MK.-MER.6
	10.9.2.MK.4
	9.3.MK-MER.1
	9.3.MK.-MER.6
	11.9.2.MK.4
	9.3.MK-MER.1
	9.3.MK.-MER.6
	12.9.2.MK.4
	9.3.MK.9
	13.9.2.MK.4

	9.3.MK.9
	14.9.2.MK.4
	9.3.MK.9
	15.9.2.MK.4
	9.3.MK.9
	16.9.2.MK.4
	9.3.MK.9
	17.9.2.MK.4
	9.3.MK.9
	18.9.2.MK.4
	9.3.MK.9
	19.9.2.MK.4
	9.3.MK.6
	9.3.MK.9
	9.3.MK-COM.3
	20.9.2.MK.4
	9.3.MK.6
	9.3.MK.9
	9.3.MK-COM.3
	21.9.2.MK.4
	9.3.MK.6
	9.3.MK.9
	9.3.MK-COM.3
	22.9.2.MK.4
	9.3.MK.6
	9.3.MK.9
	9.3.MK-COM.3
	23.9.2.MK.4
	9.3.MK.6
	9.3.MK.9
	9.3.MK-COM.3
	24.9.2.MK.4
	9.3.MK.6
	9.3.MK.9
	9.3.MK-COM.3
	25.9.2.MK.4
	9.3.MK.6
	9.3.MK.9
	9.3.MK-COM.3

Inter-Disciplinary Connections:

English: Writing (Literacy.CCRA.W.1) (Literacy.CCRA.W.4) (Literacy.CCRA.W.6),
        Reading (Literacy.RI.9-10.1) , (Literacy.RI.9-10.4)
Mathematics: Addition, Subtraction, Multiplication & Division. Basic accounting
        mathematics. Academic Integration Activity (pg 128, 183 & 227 in workbook)
Art: Posters, Bulletin Boards
Business: College & Career Information, Technology, Budgeting/Finance (9.1)

Students will engage with the following text:

Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2016). *Marketing essentials*. Columbus,
OH: McGraw-Hill Education.

Students will write:

Warm Up/Do Now Questions & Answers
Sales Contract
News Release

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Chapter 12
Sales trends in Technology Assignment
Graphic Organizers (Selling Concept, Sales Careers, Decision Making)
Real-World Application (Technology and Sales)

Chapter 17
Design a Promotional Campaign
Write a News Release
Graphic Organizers (Different types of Promotions, Sales Promotion, Promotional Mix)
Real-World Application (Public Relations)
Real-World Application (Promotions)

Chapter 21
Graphic Organizers (Distributive Routes, Distribution Planning)
Real-World Application (Distribution Planning)
Real-World Application (Recommending Channels of Distribution)

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Questioning Strategies & Discussion
Chapter 12 Quiz
Chapter 17 Quiz
Chapter 21 Quiz
Classwork/Homework Assignments

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.
Individual help by special education teacher or classroom instructional
        aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction,
Re-testing if warranted by IEP
Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a
        model of what is expected.
Use of visual aides
Introduce new vocabulary before lesson
Provide guided notes when needed
Chunk assignments when needed
Read directions allowed/re-read directions as needed
Reinforce positive behavior

Summative Assessments:

Unit 2 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on test.

Performance Assessments:

Unit 2 Projects

Distribution Channel Project

Design Promotional Campaign

Accommodations/Modifications:

Accommodations:

Extra time on Unit Projects

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Computer Science & Marketing
Course Number: 065600

PART I: UNIT 6 RATIONALE - Marketing: Pricing, Research, & Product
<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Computer Science & Marketing Unit 6 - Pricing, Research, & Product Chapter 25 - Price Planning Chapter 28 - Marketing Research Chapter 30 - Product Planning Chapter 37 - Identifying Career Opportunities	Unit 3 examines pricing principles and practices and explores the functions of marketing information management including marketing research and marketing research process. This unit will also discuss the decisions a business makes in the production and sales of its products.
Grade Level(s): 10th-12th	

Essential Question(s):
● How does a business price a new product line?
● What are the different forms of pricing and why are they important?
● What are the methods for conducting market research?
● What are the limitations that can interfere with market research?
● How can marketing research help improve a company's products for its target market?
	Enduring Understanding(s):
	
	● Pricing is a key factor in the success or failure of a product or service, and therefore of a business.
	● The goals of pricing are: earning a profit, gaining market share, and meeting the competition.
	● Marketing research has limitations such as time and money and this can limit how much information a company can collect and evaluate.
	● A business must conduct marketing research if they want their product or service to be successful in the marketplace.
	● Marketing research helps businesses find solutions to problems that could eventually affect their profit margins.
	● **Student will...**
	   ○ Understand the forms of pricing.
	   ○ Know that the goals of pricing are earning profit, gaining market share, and meeting competition.
	   ○ Become familiar with the idea of supply and demand.
	   ○ Understand the regulations that government controls in regards to pricing.

● How can research be used to gain data about marketing opportunities? ● How can a company conceive and market an exciting new product? ● How do businesses develop a new product and position it for sale?	○ Know that marketing information is used to identify marketing opportunities, solve marketing problems, and implement marketing plans. ○ Become familiar with marketing research and what is involved in the research process. ○ Understand what product planning involves. ○ Understand what a product mix strategy is.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	New Jersey Student Learning Standards:
1. Recognize the different forms of pricing. 2. Explain the importance of pricing. 3. List the goals of pricing. 4. Differentiate between market share and market position. 5. List the four market factors that affect price planning. 6. Analyze demand elasticity and supply-and-demand theory. 7. Explain how government regulations affect price planning. 8. Describe the purpose of marketing research. 9. Explain the characteristics and purposes of a marketing information system. 10. Identify procedures for gathering information using technology. 11. Identify the methods of conducting marketing research. 12. Discuss trends and limitations in marketing research. 13. Describe the steps in product planning. 14. Explain how to develop, maintain, and improve a product mix. 15. Identify the four stages of the production life cycle. 16. Describe product positioning techniques. 17. Explain the importance of marketing careers to the U.S. economy. 18. Describe current employment trends.	*See attached standards for code reference. **1.**9.3.MK.7 **2.**9.3.MK.7 **3.**9.3.MK.7 **4.**9.3.MK.7 **5.**9.3.MK.7 **6.**9.3.MK.7 **7.**9.3.MK.7 **8.**9.3.MK.2 9.3.MK-RES.1 9.3.MK-RES.2 **9.**9.3.MK-RES.1 9.3.MK-RES.2 **10.**9.3.MK-RES.1 9.3.MK-RES.2 **11.**9.3.MK-RES.1 9.3.MK-RES.2 9.3.MK.2 **12.**9.3.MK-RES.1 9.3.MK-RES.2 9.3.MK.2 **17.**9.3.MK.5

Inter-Disciplinary Connections:

English: Writing (Literacy.CCRA.W.1) (Literacy.CCRA.W.4) (Literacy.CCRA.W.6),
        Reading (Literacy.RI.9-10.1) , (Literacy.RI.9-10.4)
        Academic Integration Activity (pg 326 in workbook)
Mathematics: Addition, Subtraction, Multiplication & Division. Basic accounting
        mathematics. Academic Integration Activity (pg 270 & 227 in workbook)
Social Studies: Academic Integration Activity (pg 305 in workbook)
Art: Posters, Bulletin Boards
Business: College & Career Information, Technology, Budgeting/Finance (9.1)

Students will engage with the following text:

Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2016). *Marketing essentials*. Columbus,
OH: McGraw-Hill Education.

Students will write:

Warm Up/Do Now Questions & Answers
Written report of Marketing Research Plan
Product Plan

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How **will students uncover content and build skills.**

Chapter 25

Graphic Organizers (Goals of Pricing, Legal and Ethical Pricing)

Real-World Application (Maintaining Profitability & Understanding Antitrust Leg.)

Chapter 28

Graphic Organizers (Concepts of Marketing Research, Qualitative & Quantitative Research)

Real-World Application (Analyzing a Market Research Database)

Chapter 30

Graphic Organizers (Steps in Product Development, Product Life Cycle)

Real-World Application (Product Expansion)

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

Questioning Strategies & Discussion
Chapter 25 Quiz
Chapter 28 Quiz
Chapter 30 Quiz
Classwork/Homework Assignments

Accommodations/Modifications:

Accommodations:

Extra time on assessments and assignments as needed.
Individual help by special education teacher or classroom instructional
        aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction,
Re-testing if warranted by IEP
Repeat assignments if warranted by IEP

Modifications:

Explain to students expectations of DO NOW/slip questioning and show a
        model of what is expected.
Use of visual aides
Introduce new vocabulary before lesson
Provide guided notes when needed
Chunk assignments when needed
Read directions allowed/re-read directions as needed
Reinforce positive behavior

Summative Assessments:

Unit 3 Test

Accommodations/Modifications:

Accommodations:

Extra time on Unit assessments

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Re-testing if warranted by IEP

Modifications:

Key vocabulary words written on test.

Performance Assessments:

Unit 3 Projects

Marketing Research Project

Accommodations/Modifications:

Accommodations:

Extra time on Unit Projects

Individual help by special education teacher or classroom instructional
aide for redirection and clarification of directions

Seating changes for hearing, visual, or needs of area with less distraction

Computer Science and Marketing
New Jersey Student Learning Standards

8.1 Educational Technology

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2   Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

8.2.12.A.2 Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

8.2.12.B.3 Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

C. Design: The design process is a systematic approach to solving problems.

8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

    8.2.12.D.1 Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

    8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

    8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

    8.2.12.E.2 Analyze the relationships between internal and external computer components.

9.3 – Career & Technical Education (CTE)

Content Area: 21st Century Life and Careers

INFORMATION TECHNOLOGY CAREER CLUSTER®

    9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.

    9.3.IT.2 Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.

    9.3.IT.8 Recognize and analyze potential IT security threats to develop and maintain security requirements.

   PATHWAY: PROGRAMMING & SOFTWARE DEVELOPMENT (IT-PRG)

    9.3.IT-PRG.10 Design, create and maintain a database.

   PATHWAY: WEB & DIGITAL COMMUNICATIONS (IT-WD)

    9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.

    9.3.IT-WD.5 Develop, administer and maintain Web applications.

    9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

MARKETING CAREER CLUSTER®

    9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

    9.3.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

    9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the

    9.3.MK.6 Select, monitor and manage sales and distribution channels.

    9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.

9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

PATHWAY: MARKETING COMMUNICATIONS (MK-COM)

9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.

PATHWAY: MARKETING RESEARCH (MK-RES)

9.3.MK-RES.1 Plan, organize and manage day-to-day marketing research activities.

9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

PATHWAY: MERCHANDISING (MK-MER)

9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.

9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market Opportunities.