J.L. Mann High School
Fall 2026 Lesson Plans
Teacher: Jocelyn Slaughter
Subject: Marketing

First Semester

Week 1: August 10-14
Week 2: August 17-21
Week 3: August 24-28
Week 4: August 31-September 4
Week 5: September 7-11 *(September 7th - Labor Day)*
Week 6: September 14-18 *(Spirit Week!)*
Week 7: September 21-25
Week 8: September 28-October 2
Week 9: October 5-October 9
Week 10: October 12-16 *(October 15th - End of first quarter)*
Week 11: October 19-23
Week 12: October 26-30
Week 13: November 2-6
Week 14: November 9-13
Week 15: November 16-20
Week 16: November 23-27 (Thanksgiving holiday Wed-Fri)
Week 17: November 30-December 1-4 EOC?
Week 18: December 7-11
Week 19: December 14-18 *(End of second quarter / first semester)*

Teacher's Name: Slaughter Course: Marketing Dates: August 10-14

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
	F. MARKETING FUNDAMENTALS 1. Define marketing and describe its benefits.	CLASS MEETINGS/CHROMEBOOK DISTRIBUTION F. MARKETING FUNDAMENTALS 1. Define marketing and describe its benefits. 5. Explain the marketing concept.	CLASS MEETINGS/CHROMEBOOK DISTRIBUTION F. MARKETING FUNDAMENTALS 1. Define marketing and describe its benefits. 5. Explain the marketing concept. E. PROFESSIONAL KNOWLEDGE	F. MARKETING FUNDAMENTALS 1. Define marketing and describe its benefits. 5. Explain the marketing concept. E. PROFESSIONAL KNOWLEDGE 1. Demonstrate effective speaking and listening skills.

			1. Demonstrate effective speaking and listening skills.	
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
	I can communicate with my peers and teacher by growing my understanding of classroom procedures/expectations and sharing about myself. (Standard D) **I will be able to understand marketing in the business world. (Standard F)**	**I will be able to understand marketing in the business world. (Standard F)**	**I will be able to understand marketing in the business world. (Standard F)**	**I will be able to understand marketing in the business world. (Standard F)**
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
	Existing Knowledge: What are examples of marketing do you see every day?			
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
	-QOTD handout **-Expectations/procedures** **-Syllabus** **-Get to know you activity with stations (4 topics):** 1. **"What's Your Brand?"** What is your **favorite brand**?, Why do you like it?, What brand could you never live without? 2. **"What Makes You Buy?"** What is something you	**-First Journal Entry (on paper; provided for the week); akin to QOTD;** **Imagine you are 25 years old. What are you doing?** **-Review safety/expectations** **Intro to marketing** **-activating strategy question —> VIDEO: Stukent Semester 1 → 1 - What is Marketing? → What is Marketing, and Why Does it Matter?** 1-1 Lesson Video	**- Journal Entry (on paper; provided for the week);** **QOTD;** Do you feel the logo fits the brand well? Why or why not? (Coco Chanel) **Video/questions from Wednesday** **-Get to know you activity; The Adventure 4 Ps presentations** **08.13.26 Snake Oil Assignment**	**- Journal Entry (on paper; provided for the week)-When I hear "Marketing," I think....** **Video/questions from Wednesday** **08.13.26 Snake Oil Assignment; Start Presentations on Monday (groups)** **-Get to know you activity; The Adventure 4 Ps finish presentations**

	recently bought? Why did you want it? Where did you first hear about it? What influenced you to buy it? 3. **"Social Media & Marketing"** What social media platform do you use most? What is your favorite type of content to see? Have you ever bought something because you saw it online? 4. **"You're the Marketer!"** Imagine you have to market **yourself**! What is one thing you're really good at? What is one quality that makes you different? **-Safety** **-The Adventure 4Ps** • **PERSON – Who would you invite on an adventure?** • **PLANE – Where would you fly together?**	**—>** 1-1 Quick Review Questions		

	• **PLAYLIST – What song would be playing during the trip?** • **PHOTO – What memorable picture would you want to take together?** **Be ready to present! (on Wednesday); moved to Thursday due to class meetings/chromebook distribution**			
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
		Thumbs up / down / middle on understanding the definition of marketing.		
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other:	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay

				☐Other:

Instructional Materials: ●

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: August 17-21

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
F. MARKETING FUNDAMENTALS	**F. MARKETING FUNDAMENTALS**	**F. MARKETING FUNDAMENTALS**	**F. MARKETING FUNDAMENTALS**	**F. MARKETING FUNDAMENTALS**
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will be able to understand marketing in the business world. (Standard F)	**I will be able to understand marketing in the business world. (Standard F)**	**I will be able to understand marketing in the business world. (Standard F)**	**I will be able to understand marketing in the business world. (Standard F)**	**I will be able to understand marketing in the business world. (Standard F)**
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
- Journal Entry (on paper; provided for the week); Think about a product, brand, or app you like. Why do you think people your age are drawn to it?	**- Journal Entry (on paper; provided for the week);** How do ads on social media differ from those on TV or in magazines? Do you find social media ads more persuasive? Why or why not?	**- Journal Entry (on paper; provided for the week);** What do you think makes an advertisement effective? Functions of marketing/4Ps	**- Journal Entry (on paper; provided for the week);** What areas of business do you think Marketing covers? What do you think the benefits of Marketing are?	**- Journal Entry (on paper; provided for the week);** Reflect on last year's Spirit Week! Imagine you are part of the school's marketing team. What could you add to make Spirit Week more fun and memorable, boosting excitement and

08.13.26 Snake Oil Assignment; Start Presentations on Monday (groups)	**08.13.26 Snake Oil Assignment; Complete presentations** **Blooket** Functions of marketing/4Ps assignment: New teen snack; functions of marketing **(major)**	assignment: New teen snack; functions of marketing **(major)**	Functions of marketing/4Ps assignment: New teen snack; functions of marketing **(major)**	participation? How would you market this week differently? Functions of marketing/4Ps assignment: New teen snack; functions of marketing **(major)**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: August 24-28

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
F. Marketing Fundamentals: 3. Analyze the significance of the 4P's of Marketing (product, price, place and promotion) **F. Marketing Fundamentals:** 4. Describe each of the marketing core functions, i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling.	**F. Marketing Fundamentals:** 3. Analyze the significance of the 4P's of Marketing (product, price, place and promotion) **F. Marketing Fundamentals:** 4. Describe each of the marketing core functions, i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling.	**F. Marketing Fundamentals:** 3. Analyze the significance of the 4P's of Marketing (product, price, place and promotion) **F. Marketing Fundamentals:** 4. Describe each of the marketing core functions, i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling.	**F. Marketing Fundamentals:** 3. Analyze the significance of the 4P's of Marketing (product, price, place and promotion) **F. Marketing Fundamentals:** 4. Describe each of the marketing core functions, i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling.	**F. Marketing Fundamentals:** 3. Analyze the significance of the 4P's of Marketing (product, price, place and promotion) **F. Marketing Fundamentals:** 4. Describe each of the marketing core functions, i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will be able to identify and differentiate between the Four P's of the Marketing Mix: Product, Price, Promotion & Place.	I will be able to identify and differentiate between the Four P's of the Marketing Mix: Product, Price, Promotion & Place.	I will be able to describe the eight marketing functions and understand how each applies to the marketing concept.	I will be able to describe the eight marketing functions and understand how each applies to the marketing concept.	I will be able to describe the eight marketing functions and understand how each applies to the marketing concept.
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
- Journal Entry (on paper; provided for the week); Do you have any public speaking fears? If so, what are they? If not, what advice would you give to someone who is afraid of public speaking?	**- Journal Entry (on paper; provided for the week);** Why is the Marketing Mix important? How do the 4Ps of Marketing work together?	**- Journal Entry (on paper; provided for the week);** Describe the Marketing Mix (4 Ps) for your favorite Headphones. 4 Ps example (organic skincare)	**- Journal Entry (on paper; provided for the week);** In your own words, explain what the eight functions of marketing are meant to do. Pick one function and give a simple example of how a business might use it.	**- Journal Entry (on paper; provided for the week);** A snowstorm is coming and you own a small business. What product would you promote on social media and what would your post say?

Functions of marketing/4Ps assignment: New teen snack; functions of marketing **(major) due today**	Major grade presentations for extra credit 08.25.26 Brand Scavenger Hunt & Analysis	08.25.26 Brand Scavenger Hunt & Analysis	PLUS Current event file in GC for 4 articles by end of quarter 08.27.26 Stukent 1-5 Lesson and Video Questions (Marketing Strategies and Marketing Mix)	Vocabulary 08.27.26 Stukent 1-5 Lesson and Video Questions (Marketing Strategies and Marketing Mix) Logo game in teams
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: August 31 -September 4

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
• What are strategies, plan, goals, and tactics, and how do they worked together?. • Why are marketing strategy and marketing mix important?	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will learn about strategies, plans, goals, and tactics, and how they work together. I will understand why marketing strategy and marketing mix are important.	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
- Journal Entry (on paper; provided for the week): Do you believe ethical marketing can be profitable for companies? Why or why not? *Ethics: are the moral standards recognized and accepted for how individuals*	**- Journal Entry (on paper; provided for the week):** If you were in charge of marketing for a popular holiday destination, how would you attract more visitors? What strategies would you use?	**- Journal Entry (on paper; provided for the week):** What is one product or brand that you think is popular worldwide? Why do you think it is successful in different countries?	**- Journal Entry (on paper; provided for the week):** If you could travel anywhere in the world, where would you go? Why? PLUS: Complete your current event entry online.	**- Journal Entry (on paper; provided for the week):** What is one benefit of having a clear marketing plan? Bingo

and organizations interact and behave. **08.31.26 Stukent 1-2 Brands and Taglines due today** **08.31.26Stukent** 1-5 Marketing Strategies Article due tomorrow	**Mini lecture on marketing plans; students complete KWL graphic organizer on paper** **08.31.26Stukent** 1-5 Marketing Strategies Article due today	**Marketing Autopsy due Friday (marketing plan emphasis)**	**Marketing Autopsy due Friday (marketing plan emphasis)** **YouScience Marketing 1 pre-test**	**Marketing Autopsy due today (marketing plan emphasis)** **Customer profile challenge (marketing plan emphasis)** **YouScience Marketing 1 pre-test - make-ups if absent**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
	Exit Ticket: **1. What is the ONE part of a marketing plan you think is most important? Why?** **2. Why can't marketers simply create a plan and never change it?** **3. In one sentence: What is a marketing plan?**			
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement-gallery walk ☐Debates	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test

☐Lab ☐Lecture ☐Other:	☐Role Plays or Simulations ☐Other: interactive game	☐Other:		☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: September 7-11

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
Holiday	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	Spirit Week Pep Rally **N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
	- Journal Entry (on paper; provided for the week) What does SMART stand for when setting objectives and goals? *(See notes in*	**- Journal Entry (on paper; provided for the week)** Can you think of a time when a product was hard to find (include product)? How	**- Journal Entry (on paper; provided for the week)** What information do you think a business would need to gather about its	**- Journal Entry (on paper; provided for the week)** Ethics: are the moral standards recognized and accepted for how

	Google Classroom from 09.01.26 if you don't recall.) Which part of SMART do you think is most important and why? **Marketing Autopsy due Friday (marketing plan emphasis) - share out** **Customer profile challenge (marketing plan emphasis) due**	did that affect its price or how people wanted to buy it? **Launch Major - Spirit Week** **SMART goal emphasis from marketing plan**	target market before creating a marketing plan? PLUS: Complete your current event entry online. **Major - Spirit Week** **Pre-test on SLO content (market research, segmentation, etc.)** **YouScience Marketing 1 pre-test - make-ups if absent last week**	individuals and organizations interact and behave. Who do you think should be responsible for making sure marketing is ethical—companies, the government, or consumers? Why? **Quiz** **Major - Spirit Week**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: September 14-18

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
Spirit Week **N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	Spirit Week **N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	Spirit Week **N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	Spirit Week **N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	Spirit Week Pep Rally **N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)	I will be able to identify and explain the basic elements of a marketing plan. (Standard N)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
- Journal Entry (on paper; provided for the week) Why do you think there are laws against false advertising? How would it affect consumers if there were no rules? **Major - Spirit Week**	**- Journal Entry (on paper; provided for the week)** What is one product everyone should own and how would you market it? **Four Corners: Brand Debate**	**- Journal Entry (on paper; provided for the week)** Can you market yourself? What are 3 positive things about you? **Major - Spirit Week**	**- Journal Entry (on paper; provided for the week)** What is the last product that you purchased and why? PLUS: Complete your current event entry online.	**- Journal Entry (on paper; provided for the week)** What is bringing you joy today? How can you spread joy to others today?

	Major - Spirit Week		**Major - Spirit Week (revised due date; originally due Wednesday)**	
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: September 21-25

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
N. Marketing Plan: 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	SUB **N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	**N. Marketing Plan:** 1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing; 2. Conduct a SWOT and PEST analysis to plan for opportunities in the market.	G. ECONOMICS 3. Define free enterprise systems.	G. ECONOMICS 3. Define free enterprise systems.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will be able to identify and explain the basic elements of a marketing plan. (Standard N) I will understand the characteristics of business. (Standard N)	I will understand the characteristics of business. (Standard N)	I will understand the characteristics of business. (Standard N)	I will understand the characteristics of business and define free enterprise systems. (Standard N)	I will understand the characteristics of business and define free enterprise systems. (Standard N)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
- Journal Entry (on paper; provided for the week). Characteristics of Business mini-lecture (ch. 3) **Major - Spirit Week presentations**	**- Journal Entry (on paper; provided for the week)** Chapter 3 - Characteristics of Business | Test your Knowledge (questions)	**- Journal Entry (on paper; provided for the week)** Chapter 3 - Characteristics of Business | Test your Knowledge (questions) **Spirit Week recordings** **Catch up**	**- Journal Entry (on paper; provided for the week)** PLUS: Complete your current event entry online. **Business model matchup classwork assignment**	**- Journal Entry (on paper; provided for the week)** **Business model matchup classwork assignment** **Logo game**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**

Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: September 28-October 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
G. ECONOMICS 3. Define free enterprise systems. **E. Professional Knowledge:** 7. Demonstrate an	**E. Professional Knowledge:** 7. Demonstrate an understanding of business ethics. **II. Promotion:** 16. Explain legal and ethical considerations in regards to promotion.	Sub **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems; 4. Compare and contrast how traditional, market, and	**G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems; 4. Compare and contrast how traditional, market, and command economies	**F. Marketing Fundamentals:** 2. Describe the marketing benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and

understanding of business ethics. I. **Promotion:** 16. Explain legal and ethical considerations in regards to promotion. **J. Selling:** 2. Explain legal and ethical considerations in regards to sales.	**J. Selling:** 2. Explain legal and ethical considerations in regards to sales.	command economies answer the three basic economic questions; 5. Explain why most economies are mixed; 7. Define supply, demand, and equilibrium; 8. Explain the supply and demand theory.	answer the three basic economic questions; 5. Explain why most economies are mixed; 7. Define supply, demand, and equilibrium; 8. Explain the supply and demand theory.	services. **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems; 4. Compare and contrast how traditional, market, and command economies answer the three basic economic questions; 5. Explain why most economies are mixed; 7. Define supply, demand, and equilibrium; 8. Explain the supply and demand theory.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will understand the characteristics of business and define free enterprise systems. (Standard N) I will understand and be able to explain the importance of business ethics. (Standard E)	I will understand and be able to explain the importance of business ethics. (Standard E)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
- Journal Entry (on paper; provided for the week) **Business model matchup classwork assignment (edited due date to today)**	**- Journal Entry (on paper; provided for the week)** **09.29.26 Ethics assignment in Stukent**	**- Journal Entry (on paper; provided for the week)** **09.29.26 Ethics assignment in Stukent** **NGPF / Ch. 4 assignment - Inflation**	**- Journal Entry (on paper; provided for the week)** **Stukent Semester 2 → 11 - Economics for Marketing → Competition**	**- Journal Entry (on paper; provided for the week)** **Lecture on economic terms** **Ch. 4 assignment - monopoly debate**

09.28.26 Ethics assignment (Ava) in GC			11-2 Lesson Video (next sem fast forward to 7:06) **Ch. 4 assignment - Create and Design (Market Structures)**	Semester 2 → 11 - Economics for Marketing → Economic Concepts 11-1 Inflation-Proof | Inflation **At the Bell (switch with** **Thurs video)**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: October 5-October 9

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
G. Economics: 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems; 4. Compare and contrast how traditional, market, and command economies answer the three basic economic questions; 5. Explain why most economies are mixed; 7. Define supply, demand, and equilibrium; 8. Explain the supply and demand theory.	**F. Marketing Fundamentals:** 2. Describe the marketing benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and services. **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems;; 7. Define supply, demand, and equilibrium	**F. Marketing Fundamentals:** 2. Describe the marketing benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and services. **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems;; 7. Define supply, demand, and equilibrium	**F. Marketing Fundamentals:** 2. Describe the marketing benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and services. **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems;; 7. Define supply, demand, and equilibrium	**F. Marketing Fundamentals:** 2. Describe the marketing benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and services. **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems;; 7. Define supply, demand, and equilibrium
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standards G)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
	▪ Top U. S. imports? ▪ Top countries for U. S. exports?			
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
- No Journal Entry (on paper) this week; students are to focus on current event file that's due Friday	**- No Journal Entry (on paper) this week; students are to focus on current event file that's due Friday**	**- No Journal Entry (on paper) this week; students are to focus on current event file that's due Friday**	**- No Journal Entry (on paper) this week; students are to focus on current event file that's due Friday**	**- No Journal Entry (on paper) this week; students are to focus on current event file that's due Friday**

Review - 10.02 Lecture on economic terms **Ch. 4 assignment - monopoly debate**	**Debate**	**Major - Economy in Crisis**	**Major - Economy in Crisis**	**Major - Economy in Crisis** **Blooket on Ch. 4**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: October 12-16

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
F. Marketing Fundamentals: 2. Describe the marketing	**F. Marketing Fundamentals:** 2. Describe the marketing	F. MARKETING FUNDAMENTALS	F. MARKETING FUNDAMENTALS	**No School**

benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and services. **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems;; 7. Define supply, demand, and equilibrium	benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and services. **G. Economics:** 1. Explain the concept of an economy; 2. Discuss how scarcity and factors of production affect the economy; 3. Define free enterprise systems;; 7. Define supply, demand, and equilibrium	10. Analyze the impact of culture on communication and marketing in a global economy.	10. Analyze the impact of culture on communication and marketing in a global economy.	
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standard G)	I will be able to understand and explain the concept of an economy and the relationship between marketing and economics. (Standard G)	I will understand the impact and culture on communication and marketing in a global economy (Standard F)	I will understand the impact and culture on communication and marketing in a global economy (Standard F)	
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
Question on board: How do you plan to finish strong this quarter? **Quiz (ch. 4)** **Major - Economy in Crisis**	**Question on board:** Name a store or website that makes it *too* easy for you to spend money. What design trick are they using? **Major - Economy in Crisis DUE**	**Global marketing** **Catch up**	**Global marketing** **Catch up**	
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**

Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: October 19-23

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
F. MARKETING FUNDAMENTALS 10. Analyze the impact of culture on communication and marketing in a global economy.	F. MARKETING FUNDAMENTALS 10. Analyze the impact of culture on communication and marketing in a global economy.	F. MARKETING FUNDAMENTALS 10. Analyze the impact of culture on communication and marketing in a global economy.	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection

			methods.	methods.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will understand the impact and culture on communication and marketing in a global economy (Standard F)	I will understand the impact and culture on communication and marketing in a global economy (Standard F)	I will understand the impact and culture on communication and marketing in a global economy (Standard F)	I will understand the basics of marketing research. (Standard L)	I will understand the basics of marketing research. (Standard L)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
Question of the Day: What is your favorite global brand? 10.14.26 Global marketing listen and speak assignment due today 10.19.26 Global audit (glows/grows) assignment due tomorrow	**Question of the Day: Why might an international company choose to use a completely different brand name for its product in a foreign market?** 10.19.26 Global audit (glows/grows) assignment 10.14.26 Global marketing listen and speak assignment due yesterday; Presentations today	**Question of the Day:** A global fast-food chain wants to expand into a country where the majority of the population does not eat beef due to cultural or religious beliefs. What is the best marketing approach? **(Adapt the menu to introduce localized, non-beef options that appeal to local tastes and values.)** 10.19.26 Global audit (glows/grows) assignment due today **SLO pre-test on segmentation and market research**	**Question of the Day:** **current event file online** **10.22.26 Stukent Watch: MKT 8-1 Lesson Video (Marketing Data) and Lesson Quiz**	**Question of the Day:** Before launching a high-end luxury electric car in a developing nation where average incomes are low, what economic factor must global marketers analyze first? A) The local weather patterns during the summer months. B) The average spelling proficiency of high school students. C) The purchasing power and disposable income of the target demographic in that country. D) The popularity of ancient history books in local bookstores. **Blooket**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**

Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: October 26-30

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection methods.	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection methods.	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection methods.	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection methods.	0 CHAIRS L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection

				methods.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will understand the basics of marketing research. (Standard L)	I will understand the basics of marketing research. (Standard L)	I will understand the basics of marketing research. (Standard L)	I will understand the basics of marketing research. (Standard L)	I will understand the basics of marketing research. (Standard L)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
Question of the Day: "If you could launch a brand-new flavor of your favorite snack, what would it be—and how many people in this classroom do you think would actually buy it? **Makeup work** **Mini lecture** **Chapter 7 Review** **Build It – Marketing Research** **Part 1**	**Question of the Day:** What do you think might be difficult about conducting market research? What challenges could businesses face when trying to gather accurate information about their customers? **Mini lecture** **Chapter 7 Review** **Build It – Marketing Research** **Part 1 continued**	**Question of the Day:** What is the difference between qualitative and quantitative data? What is one method you could use to collect quantitative data and one you could use to collect qualitative data? **Show students how to create chart and tables** **Chapter 7 Review** **Build It – Marketing Research** **Part 2 due Fri**	**Question of the Day:** **current event file online** **Chapter 7 Review** **Build It – Marketing Research** **Part 2 due Fri** **iCEV market research video ad 5 question formative assessment; check for understanding**	**Question(s) of the Day:** Happy Friday! On a scale of 1-10 with 10 being the highest, how are you doing today? Is there anything that I can do to help? Think back to your school spirit week project. Which do you think would have been more beneficial and provide greater insights for your project - primary or secondary marketing research? Why? **Chapter 7 Review** **Build It – Marketing Research** **Part 2 due today** **Blooket - check for understanding**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
			Check for understanding: . Why should marketers check whether research is current and relevant?	

Important Due Dates:

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: November 2-6

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
TEACHER WORK DAY/NO STUDENTS	NO STUDENTS	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection Methods.	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection Methods.	L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research. 3. Differentiate between primary and secondary marketing research and data collection Methods.

		4. Analyze a marketing research case study to develop a strategy that will increase sales and profits.	4. Analyze a marketing research case study to develop a strategy that will increase sales and profits.	4. Analyze a marketing research case study to develop a strategy that will increase sales and profits.
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
		I will understand the basics of marketing research. (Standard L)	I will understand the basics of marketing research. (Standard L)	I will understand the basics of marketing research. (Standard L)
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**
LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
		Question of the Day: A disadvantage of surveys is that they are: **A. Cheap** **B. Always accurate** **C. Time-consuming and sometimes expensive** **D. Only useful online** **(check for understanding)** Major - Analyze a marketing research case study to develop a strategy that will increase sales and profits. DueWed 11/11.	**Question of the Day:** See current event file Major - Analyze a marketing research case study to develop a strategy that will increase sales and Profits. DueWed 11/11	**Question of the Day:** What statement about market research data is TRUE? a. You can only use secondary data b. You cannot use both primary and secondary data c. Primary and secondary data can both be used d. Neither type is useful **(check for understanding)** Major - Analyze a marketing research case study to develop a strategy that will increase sales and Profits. DueWed 11/11 Blooket - check for understanding

CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: November 9-13

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	**STANDARDS**	**STANDARDS**	**STANDARDS**	**STANDARDS**
L. MARKETING INFORMATION MANAGEMENT 2. Define marketing research.	**F. MARKETING FUNDAMENTALS** **7. Define target markets and explain their role in marketing.**	**F. MARKETING FUNDAMENTALS** **7. Define target markets and explain their role in marketing.**	**F. MARKETING FUNDAMENTALS** **7. Define target markets and explain their role in marketing.**	**F. MARKETING FUNDAMENTALS** **7. Define target markets and explain their role in marketing.**

3. Differentiate between primary and secondary marketing research and data collection Methods. 4. Analyze a marketing research case study to develop a strategy that will increase sales and profits. **F. MARKETING FUNDAMENTALS** **7. Define target markets and explain their role in marketing.** **8. Differentiate between mass marketing and market segmentation.** **9. Explain the concept and types of market segmentation, i.e., demographics, geographic, psychographic, and behavioral.**	**8. Differentiate between mass marketing and market segmentation.** **9. Explain the concept and types of market segmentation, i.e., demographics, geographic, psychographic, and behavioral.**	**8. Differentiate between mass marketing and market segmentation.** **9. Explain the concept and types of market segmentation, i.e., demographics, geographic, psychographic, and behavioral.**	**8. Differentiate between mass marketing and market segmentation.** **9. Explain the concept and types of market segmentation, i.e., demographics, geographic, psychographic, and behavioral.**	**8. Differentiate between mass marketing and market segmentation.** **9. Explain the concept and types of market segmentation, i.e., demographics, geographic, psychographic, and behavioral.**
LEARNING TARGET	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**	**LEARNING TARGET**
I will understand the basics of marketing research. (Standard L) **I will be able to understand market segmentation. (Standard F)**				
ACTIVATING STRATEGY	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**	**ACTIVATING STRATEGY**

LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
Question of the Day: **Student survey** Major - Analyze a marketing research case study to develop a strategy that will increase sales and profits. Due Wed 11/11 Ch. 8 target market (segmentation)	**Question of the Day:** Look up the term data mining and use your own words to write a definition. Data mining mini lesson/examples Ch. 8 target market (segmentation) Post vocabulary and blooket Major - Analyze a marketing research case study to develop a strategy that will increase sales and profits. Due Wed 11/11	**Question of the Day:** If you were opening a food truck, what is one thing you would need to learn about your potential customers before creating the menu? Ch. 8 target market (segmentation) **iCEV segmentation video and 5 question formative assessment (see binder); check for understanding** Major - Analyze a marketing research case study to develop a strategy that will increase sales and profits. Due today Wed 11/11; Start presentations	**Question of the Day:** See current event file buyer profile poster Major - Analyze a marketing research case study to develop a strategy; complete presentations	**Question of the Day:** buyer profile poster **Test on market research and segmentation**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS

☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: November 16-20

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
H. PRICE PLANNING AND STRATEGIES	H. PRICE PLANNING AND STRATEGIES	H. PRICE PLANNING AND STRATEGIES	I. PROMOTION	I. PROMOTION
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE

Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: November 23-27 (Thanksgiving holiday Wed-Fri)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
I. PROMOTION	I. PROMOTION	Holiday	Holiday	Holiday
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY

LESSON ACTIVITIES	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**	**LESSON ACTIVITIES**
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: November 30-December 4

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
J. SELLING	J. SELLING	J. SELLING M. PRODUCT AND SERVICE MANAGEMENT	M. PRODUCT AND SERVICE MANAGEMENT K. DISTRIBUTION (CHANNEL MANAGEMENT)	M. PRODUCT AND SERVICE MANAGEMENT K. DISTRIBUTION (CHANNEL MANAGEMENT)
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay

				☐Other:

Instructional Materials: •

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: December 7-11

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
N. MARKETING PLAN	N. MARKETING PLAN	N. MARKETING PLAN	N. MARKETING PLAN	N. MARKETING PLAN
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
Major - food truck	Major - food truck	Major - food truck	Major - food truck	Major - food truck
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT	EXPRESSION	CULTURAL CONSIDERATIONS	ASSESSMENTS

	options for engaging student interest	options for students to demonstrate learning		
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Marketing Dates: December 14-18 (18th is a half day)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
N. MARKETING PLAN	N. MARKETING PLAN	O. PROFESSIONAL DEVELOPMENT	O. PROFESSIONAL DEVELOPMENT	HALF DAY O. PROFESSIONAL DEVELOPMENT
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES

YouScience Marketing 1 Certification exam **(Final)** **Major - food truck (presentations)**	YouScience Marketing 1 Certification exam **(Final)** **Major - food truck (presentations)**			
CLOSURE	**CLOSURE**	**CLOSURE**	**CLOSURE**	**CLOSURE**
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
☐Artifacts ☐Pictures ☐Graphic Organizers ☐Video Clips ☐Audio Recordings ☐Lab ☐Lecture ☐Other:	☐Cooperative Work ☐Partner Work ☐Manipulatives ☐Movement ☐Debates ☐Role Plays or Simulations ☐Other: interactive game	☐Written Response ☐Illustrated Response ☐Oral Response ☐Model Creation ☐Construction ☐Other:	☐Nature of content & ethnicity and/or culture of students ☐Other:	☐Class Work ☐Journals ☐Group Discussion ☐Individual Participation ☐Quiz / Test ☐Project ☐Conference ☐Essay ☐Other:

Instructional Materials:

-

*All adjustments to the teacher's lesson plans will be communicated to the students.