COURSE TITLE: Digital Marketing

Course Description:
Digital Marketing introduces students to digital marketing techniques, tools, and methods, including email, websites, applications, social media, and other electronic means. This course focuses on how to develop and conduct digital marketing campaigns. Emphasis is placed on creating, implementing, and critiquing online advertising, email marketing, websites, social media, mobile marketing, search-engine optimization, video and images, podcasts, webcasts, and creating and repurposing content for use in digital environments.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
# Course Scope and Sequence

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<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<td>1</td>
<td>Foundational Standards</td>
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<td>8</td>
<td>Career Opportunities</td>
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</tbody>
</table>
Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Branding

Content Standards
1. Gather and share information on branding and brand positioning techniques and strategies.
   1a. Gather and share information on branding as it relates to a business and its influence on consumers.
   1b. Explain the concepts of brand equity, brand values, and experiential branding.
   1c. Describe the characteristics of good branding strategies and their impact on creating or improving brand equity or brand image.

Unpacked Learning Objectives

Students know:
- Information on branding and brand positioning techniques and strategies.
- Information on branding as it relates to a business and its influence on consumers.
- The concepts of brand equity, brand values, and experiential branding.
- The characteristics of good branding strategies and their impact on creating or improving brand equity or brand image.

Students are able to:
- Research information on branding and brand positioning techniques and strategies.
- Disseminate information on branding and brand positioning techniques and strategies.
- Research information on branding as it relates to a business and its influence on consumers.
- Disseminate information on branding as it relates to a business and its influence on consumers.
- Describe the concepts of brand equity, brand values, and experiential branding.
- Give examples of characteristics of good branding strategies and their impact on creating or improving brand equity or brand image.

Students understand that:
- Branding and brand positioning helps to establish where corporations fit in the competition arena and it helps consumers to identify and connect with a brand.
- Branding makes a memorable impression on consumers, allows customers and clients to know what to expect from a company, distinguishes it from its competitor, and helps the profitability.
- Branding makes a memorable impression on consumers, allows customers and clients to know what to expect from a company, distinguishes it from its competitor, and helps the profitability.
- Branding makes a memorable impression on consumers, allows customers and clients to know what to expect from a company, distinguishes it from its competitor, and helps the profitability.
| Unit Driving/Essential Question | How do companies use branding techniques to attract customers?  
What are different ways companies show their brand online? |
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Use an FBLA/DECA project to culminate this course</td>
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<tr>
<td>Students will collect information on branding and brand positioning techniques and strategies. Students will report information on branding and brand positioning techniques and strategies.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, exit slips, Summative: Unit project incorporating all learned skills and concepts.</td>
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| Students will collect information on branding as it relates to a business and its influence on consumers. | Students will research a brand of choice in groups, research two superbowl commercials and identify and history of the product. Create a presentation to present to class on how it influences consumers?  
https://youtu.be/Rpxqja0zD5Y  
https://youtu.be/1O76NUhig3Y  
- Peer Review  
- Visual Presentation  
  - PowerPoint Presentation  
  - Digital Video Production  
https://edpuzzle.com/media/621661566b5e8c4307815997 | ELA: Research, Reading, Summarizing:  
Students will read and annotate a variety of article on branding such as: “What Is Branding?” and “The Complete Guide to Branding in 2022.” After reading these articles, students will complete ten entries for each article in a double entry journal. | Smartboard, computer, projector, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, Headphones, Printer) |

Formative: Observations of student progress-classwork rubric, class discussions, quizzes  
Summative: Unit project incorporating all learned skills and concepts. |
| Students will discuss the concepts of brand equity, brand values, and experiential branding. | Formative: Observations of student progress-classwork rubric, [class discussions](https://buffer.com/library/social-media-sites/)  
Summative: [Unit project incorporating all learned skills and concepts](https://courses.smeal.psu.edu/mktg814sp20/module_2/2017/09/lesson-1.html)  
Group Peer Review | Students will unite on a diverse team and create visuals to illustrate their knowledge on marketing a brand of their choice already created on different internet platforms assigned to them by the teacher.  
[https://buffer.com/library/social-media-sites/](https://buffer.com/library/social-media-sites/)  
Teacher will use resources to explain brand equity etc.  
[https://courses.smeal.psu.edu/mktg814sp20/module_2/2017/09/lesson-1.html](https://courses.smeal.psu.edu/mktg814sp20/module_2/2017/09/lesson-1.html)  
- Peer Review  
- Visual Presentation  
  - PowerPoint or  
  - [https://www.canva.com/](https://www.canva.com/)  
  - [https://edpuzzle.com/media/629e239ee2a5d2411f158168](https://edpuzzle.com/media/629e239ee2a5d2411f158168) | ELA: Research, Writing, Collaboration: Students will work in teams of three to brainstorm connections between brand equity, brand values, and experiential branding using Coggle. Each student will be responsible for completing a web for their assigned term on a shared Coggle document. After each student has completed their web of information, they will share it with their group. The groups will then work together to use Coggle to make and explain connections between the different concepts relating to branding.  
Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, Headphones, Printer) |
| Students will discuss the characteristics of good branding strategies and | Formative: Observations of student progress- | Students will play kahoot for an introduction to | ELA: Reading/Writing: Students will look at [examples of branding fails](https://buffer.com/library/social-media-sites/) |
their impact on creating or improving brand equity or brand image.

<table>
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<tr>
<th>classwork rubric, class discussions</th>
<th>characteristics of branding strategies</th>
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<tbody>
<tr>
<td>Summative: Unit project incorporating all learned skills and concepts.</td>
<td>Kahoot</td>
</tr>
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</table>

Students will read different articles assigned by the worksheet link listed below.

Students will also create a group presentation analyzing articles.


and determine what these examples have in common. They will then choose one example and write a response explaining what good branding strategies could be used to help the chosen company recover from this failed attempt at branding.

| Smartboard, computer, projector, worksheets, pen/pencil. |
| Internet/WiFi |
| Output Devices (Speaker, and Headphones) |
Key Vocabulary
brand, branding, brand positioning, brand equity, brand values, experiential branding, branding strategies, brand image

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
Virtual Field Trip
Local business owners invited to be interviewed and speak to the class, job shadowing, internships

CTSO Connection:
FBLA Entrepreneurship Objective Test: Sample Test
Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts,
Certiport- Entrepreneurship and Small Business (must hold concentrator status),
IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word,
Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)

Unit 3 Title: Ethics

Content Standards

1. Explain pertinent issues regarding digital citizenship and ethics.
   1a. Identify the differences between unsolicited commercial messages and opt-in email.
   1b. Discuss the political, ethical, and legal issues of using the Internet for marketing.
   1c. Define and discuss netiquette.
   1d. Explain how Internet demographic data collection tools are used in marketing.

Examples: commerce, relationships, gathering personal research, validity of data

Unpacked Learning Objectives

Students know:

- Pertinent issues regarding digital citizenship and ethics.
- The differences between unsolicited commercial messages and opt-in email.
- The political, ethical, and legal issues of using the Internet for marketing.
- About internet netiquette.
● How Internet demographic data collection tools are used in marketing.

**Students are able to:**

● Describe pertinent issues regarding digital citizenship and ethics.
● Explain the differences between unsolicited commercial messages and opt-in email.
● Identify the political, ethical, and legal issues of using the Internet for marketing.
● Give examples of netiquette
● Summarize netiquette.
● Describe how Internet demographic data collection tools are used in marketing.

**Students understand that:**

● Knowledge of digital citizenship is essential to help achieve and understand digital literacy, as well as to ensure online safety, cybersecurity, digital responsibility, and digital health and well-being.
● There are law that sets the rules for commercial email, establishes requirements for commercial messages,
● It is necessary to understand the legal issues of using the Internet for marketing to ensure operation within the boundaries of ethics and legalities.
● Netiquette is important because it promotes communication skills, prevents miscommunications, and helps you understand what is socially acceptable when working and collaborating online.
● Internet demographic data collection tools determine the best way to reach customers and assess their behavior.

<table>
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<tr>
<th>Unit</th>
<th>Driving/Essential Question</th>
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<tr>
<td></td>
<td>How is digital citizenship essential to help achieve and understand online safety, cybersecurity, digital responsibility, and digital health and well-being?</td>
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<tr>
<td></td>
<td>Why is it necessary to understand the legal issues of using the Internet for marketing to ensure operation within the boundaries of ethics and legalities?</td>
</tr>
<tr>
<td></td>
<td>What is Netiquette and how does it relate to everyday life?</td>
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</table>

| Exemplar High Quality Unit Task | Use an FBLA/DECA project to culminate this course. |
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will discuss pertinent issues regarding digital citizenship and ethics.</td>
<td>Formative: Observations of student progress-classwork rubric, <a href="#">class discussions</a></td>
<td>Students will define key vocabulary</td>
<td>ELA: Reading/Evaluating/Writing: Students will each be assigned one of the seven <a href="https://www.digitalliteracy.org/">ISTE Student Standards for Digital Citizenship</a>. Students will read the ISTE Standard assigned and watch the related videos. Students will then work to use Canva to create an Infographic that fully explains and describes the standard that they researched. Following all students’ completion of the above, students will print their Infographics and there will be a Gallery Walk where students share their information on the other relative standards with the class.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</td>
</tr>
<tr>
<td>Summative: Unit project incorporating all learned skills and concepts.</td>
<td>Summative: <a href="#">Unit project incorporating all learned skills and concepts</a></td>
<td>Students will complete a worksheet on, “Digital Dilemmas.” (Worksheet will discuss pertinent issues regarding digital citizenship and ethics)</td>
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<td><a href="https://docs.google.com/document/d/10u7dRIFRqWu_vdu8oBO61bblaGIP9oW8FHI2eINuE/edit">https://docs.google.com/document/d/10u7dRIFRqWu_vdu8oBO61bblaGIP9oW8FHI2eINuE/edit</a></td>
<td><a href="https://www.digitalcitizenship.net/resources-publications.html">General Digital Citizenship Presentation</a></td>
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<td><a href="#">Link to Differentiation Examples</a></td>
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[Class discussions](#): A detailed discussion of the class progress and achievements.

[Unit project incorporating all learned skills and concepts](#): A project that integrates all the learned skills and concepts.


[Canva](https://www.canva.com/): A tool for creating infographics.

<table>
<thead>
<tr>
<th>Students will discuss the differences between unsolicited commercial messages and opt-in email.</th>
<th>Formative: Observations of student progress-classwork rubric, class discussions, quizzes. Summative: Unit exam on vocabulary using quizlet.</th>
<th>Students will discuss research and submit the different types of unsolicited commercial messages and opt-in emails. Email lesson plan and worksheet Students will take a true/false test using vocabulary from Quizlet. (Teacher will click on the test and allow Quizlet to create a test.) Unsolicited Commercials and Messages Flash Cards</th>
<th>ELA: Research/Writing: Students will complete a T chart identifying the characteristics as well as the pros and cons of unsolicited commercial messages and opt-in email.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will describe the political, ethical, and legal issues of using the Internet for marketing.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Students will define key vocabulary Youtube examples of different types of commercials. (i.e. political, ethical, and legal issues of using the Internet marketing) Marketing and Ethics</td>
<td>ELA: Vocabulary: Students will complete vocabulary cards for relevant terminology. ELA: Writing, Presenting, Research: Students will write a presentation and create a Multimedia Design Project detailing the political, ethical and legal considerations of using the Internet for marketing. ELA: Research, Discussion: Students will</td>
</tr>
</tbody>
</table>

<p>| Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones) | | | |</p>
<table>
<thead>
<tr>
<th>Students will describe netiquette.</th>
<th>Formative: Observations of student progress-classwork rubric, class discussions</th>
<th>Students will define key vocabulary</th>
<th>ELA: Writing, journaling: Students will review the Infographic regarding Netiquette and respond to the journal prompt at the bottom of the image.</th>
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</thead>
<tbody>
<tr>
<td>Students will explain netiquette.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Students will define key vocabulary</td>
<td>ELA: Writing, journaling: Students will review the Infographic regarding Netiquette and respond to the journal prompt at the bottom of the image.</td>
</tr>
<tr>
<td>Students will discuss how Internet demographic data collection tools are used in marketing.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Students will define key vocabulary</td>
<td>ELA: Discussion, Research: Students will be divided into ten groups and will be assigned an Internet demographic data collection tool (online surveys, competitive intelligence tools, social media monitoring/ listening)</td>
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<tr>
<td></td>
<td>Summative:  Unit project incorporating all learned skills and concepts.</td>
<td>Teacher will present presentation on big big data</td>
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</tbody>
</table>
Teacher created vocabulary Test

Teacher created vocabulary Test

Complete assignment on ThreadMeister

https://www.commonsense.org/education/digital-citizenship/lesson/big-big-data

https://www.louisianabelieves.com/docs/default-source/jumpstart/lesson-4-day-2---does-it-matter-who-has-your-data_.pdf?sfvrsn=648a6618_2

https://www.commonsense.org/education/digital-citizenship/lesson/big-big-data

tools, data from website analytics, open data sources, chatbots, SEO analysis tools, registration and subscription data, cookies and other web tracking technologies, online focus groups). In their groups, students will research their assigned tool and prepare a presentation explaining what the tool is, how it is used, what it might “look” like, and how it is used in marketing.
Key Vocabulary

digital citizenship, ethics, commercial messages, unsolicited commercial messages, opt-in email, CAN-SPAM Act, legal issues, internet/digital marketing, netiquette, demographics, data collection, data collection tools, commerce, validity of data

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Virtual Field Trip
Local business owners invited to be interviewed and speak to the class, job shadowing, training station experience

CTSO Connection:

FBLA Entrepreneurship Objective Test: Sample Test
Deca.org/compete

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 4 Title: Market Planning

Content Standards

3. Explain how firms use marketing segmentation to identify and test target markets.
   3a. Explain types of marketing segmentation, including behavioristic, psychographic, demographic, geographic, and social graphics.
   3b. Analyze the influence of various cultures on global Internet marketing trends.
   3c. Develop a potential customer database.

Unpacked Learning Objectives

Students know:
- How firms use marketing segmentation to identify and test target markets.
- Types of marketing segmentation, including behavioristic, psychographic, demographic, geographic, and social graphics.
- The influence of various cultures on global Internet marketing trends.
- About potential customer databases.

Students are able to:
- Identify how firms use marketing segmentation to identify and test target markets.
- Compare and contrast the types of marketing segmentation, including behavioristic, psychographic, demographic, geographic, and social graphics.
- Differentiate between the influence of various cultures on global Internet marketing trends.
- Create a potential customer database.

Students understand:
- Market segmentation can help you to define and better understand your target audiences and ideal customers.
- Market segmentation can help you to define and better understand your target audiences and ideal customers.
- It is important for marketers to learn about the customs and taboos of different cultures so that they will know what is acceptable and unacceptable for their marketing programs.
- A customer database allows your business to identify the most loyal and profitable customers.
| Unit Driving/Essential Question | How are target markets identified online? How can, psychographic, demographic, geographic, and social graphics help marketing firms identify what websites or customers should be targeted? Give examples of each market segmentation? |
| Exemplar High Quality Unit Task | Use an FBLA/DECA project to culminate this course. |
|----------------------------------|--------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------|----------------------------------|
| Students will describe how firms use marketing segmentation to identify and test target markets. | Formative: Observations of student progress-classwork rubric, class discussions | Students will define key vocabulary | ELA: Writing, Journaling: Students will respond to the following writing prompt: How have you seen marketing segmentation in your use of social media? How does marketing segmentation play a role in your daily life? | Smartboard, computer, projector, worksheets, pen/pencil. |
| Summative: Unit project incorporating all learned skills and concepts. | Identify different target markets using social media platforms (i.e. tiktok, Instagram) | Students create an ad directed toward your target audience promoting your product, once created you will identify which social media platform will best support your ad. | | Internet/WiFi |
| | | | | Output Devices (Speaker, and Headphones) |
| | | | | |

**Learning Activity Checklist**

- [https://sites.google.com/site/lhcareerconnections/marketing-unit/lesson-plan--advertisement](https://sites.google.com/site/lhcareerconnections/marketing-unit/lesson-plan--advertisement)
| Students will identify types of marketing segmentation, including behavioristic, psychographic, demographic, geographic, and social graphics. | Formative: Observations of student progress-classwork rubric, class discussions quizzes Summative: Unit project incorporating all learned skills and concepts. | Students will define key vocabulary Show a variety of advertisements and commercial clips. Use a worksheet and identify each segment that the commercial identifies with. [http://www.georgeacademics.com/LessonPlans/Marketing/D%20Target%20Markets/segmentationVariables.jpeg](http://www.georgeacademics.com/LessonPlans/Marketing/D%20Target%20Markets/segmentationVariables.jpeg) Choose one commercial and use it as an exit ticket answering the following questions. - What product or service is being promoted? - Who is the target audience for the advertisement? - Explain how you determined the target audience. [https://edpuzzle.com/media/61dfaaf79fcb8242af8948c9](https://edpuzzle.com/media/61dfaaf79fcb8242af8948c9) | ELA: research, writing: Students will find visual examples of marketing segmentation and import these examples (screenshots) into Google Jamboard. Each student will be responsible for sharing two examples with no other explanation. Each member of the class is responsible for commenting on two examples from other students and use Google Jamboard to add stickies to the image and comment on the type of marketing segmentation that is depicted and a brief explanation of how. Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones) |

| Students will examine the influence of various cultures on global Internet | Formative: Observations of student progress- | Students will work for a client of their choosing, such as a non-profit | ELA: Research, Summary: Students will use The Alabama Virtual |
| Students will generate a potential customer database. | Formative: Observations of student progress-classwork rubric, class discussions. Summative: Unit project incorporating all learned skills and concepts. | Students will work for a client of their choosing, such as a non-profit organization, a new startup, small business, etc, for the duration of the semester. Continuation from previous standard or project can start with standard. | ELA: Writing, Research: Students will research software used in creating a customer database and write a brief recommendation for the benefits and limitations of a chosen program. ELA: Interviewing, Organizing Information: Students will develop an interview table and |
| Validity of Online Market Research | interview classmates to obtain information that could be cataloged in a customer database (fake phone numbers, etc. can be given to protect privacy). Students will then use their gathered information to create a listing that would represent what might be found in a business's customer database. |
**Key Vocabulary**

| firms, market segmentation, target market, demographic segmentation, behavioristic, psychographic, demographic, geographic, social graphics, cultures, global internet, marketing trends, customer database |

**Work-Based Learning, Simulated Work Experiences, and Experiential Learning:**

Virtual Field Trip
- Local business owners invited to be interviewed and speak to the class, job shadowing, career fairs

**CTSO Connection:**

FBLA Entrepreneurship Objective Test: [Sample Test](#)
- [Deca.org/compete](#)

**Certification/Credential Connection:**

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 5 Title: Business Basics

Content Standards

4. Explain the importance of content creation in digital marketing.
   4a. Define content marketing and explain its role in digital marketing.
   4b. Contrast paid, owned, and earned content and explain content distribution strategies and platforms.
   4c. Discuss types of content currently in use.
      Examples: email, pop-up advertisements, social media, video, infographics, list, podcast, story, how-to guide, ebook, image, newsletter, blog, user-generated, website, interactive games, quizzes, polls
   4d. Compare the effectiveness of creating content and using trending content and hashtags.
   4e. Explain how content "goes viral" and list factors that help content to spread.

5. Create and audit content on digital platforms.
   5a. Develop marketing content for a website, social media, or other digital platform.
   5b. Conduct an audit of content on a website or digital marketing platform using performance metrics to determine which content should be kept, improved, or removed.

6. Describe the ways social media are used for promotion, engagement of customers, customer service, brand building, item research, and sales.
   6a. Explain how social media communities can be used for market research.
      Examples: sharing, survey, customer interaction, product recommendations
   6b. Explain how social media provides brand influence, visibility, and promotion.
   6c. Describe ways that social media drives traffic for advertising revenue.

Unpacked Learning Objectives

Students know:
● The importance of content creation in digital marketing.
● The role of content marketing in digital marketing.
● The differences in contrast paid, owned, and earned content.
● The different types of content distribution strategies and platforms.
● Types of content currently in use.
● The effectiveness of creating content and using trending content and hashtags.
● How content "goes viral" and list factors that help content to spread.
● How to create and audit content on digital platforms.
● Marketing content for a website, social media, or other digital platform.
● How to conduct an audit of content on a website or digital marketing platform using performance metrics to determine which content should
be kept, improved, or removed.
- The ways social media are used for promotion, engagement of customers, customer service, brand building, item research, and sales
- How social media communities can be used for market research.
- How social media provides brand influence, visibility, and promotion.
- Ways that social media drives traffic for advertising revenue.

**Students are able to:**
- Identify how firms use marketing segmentation to identify and test target markets.
- Compare and contrast the types of marketing segmentation, including behavioristic, psychographic, demographic, geographic, and social graphics.
- Differentiate between the influence of various cultures on global Internet marketing trends.
- Create a potential customer database.

**Students understand that:**
- Content marketing answers the audience’s questions and helps you build trust, develop relationships, improve conversions, and generate leads.
- Knowing about paid, owned and earned content will give businesses an understanding of how buzz around their brand is created and influenced.
- Viral marketing seeks to spread information about a product or service from person to person by word of mouth or sharing via the Internet.
- Digital platforms connect a business with its customers when they are online.
- Social media offers great opportunities for business growth, sales, and building customer loyalty across multiple platforms.
- A content audit will ensure that a business is on top of its content marketing strategy by tracking metrics and content performance.
- Social media offers great opportunities for business growth, sales, and building customer loyalty across multiple platforms.

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<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are ways that social media offers great opportunities for business growth, sales, and building customer loyalty across multiple platforms?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Use an FBLA/DECA project to culminate this course.</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Sep 16, 2022
### Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will discuss the importance of content creation in digital marketing.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Students will define key vocabulary Students will develop answers to the discussion questions after watching the video.</td>
<td>ELA: Research, Presentation Design, Presentation Strategies: Students will research a particular brand (Examples: Coca Cola, Old Navy, American Girl, Toyota, etc.) and create a SlideShow demonstrating how this brand utilizes content marketing in their digital marketing strategies. Slide Shows must show examples and statistics, but use minimal text. Students will share facts and explanations verbally in order to tie the visuals included in the SlideShow together in their presentation.</td>
<td>Smartboard, computer, projector, colored paper for group activity, worksheets, pen/pencil.</td>
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<td></td>
<td>Summative: Unit project incorporating all learned skills and concepts.</td>
<td>Viral Marketing</td>
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<td>Brainstorm new product ideas</td>
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<td>Content Creation and Understanding</td>
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**Learning Activity Checklist**

**Link to Differentiation Examples**
| Students will explain content marketing. | Formative: Observations of student progress-classwork rubric, **class discussions**  
Summative: **Unit project incorporating all learned skills and concepts.** | Group Activity: Students are separated in small groups and given the task to create and present their viral product using.  
**www.Canva.com**  
Poster on Canva should be set up like a social media platform that they will use for advertising  
Poster must also include a qr code and logo.  
**QR Code Generator**  
**Free Logo Creator** | ELA: see above | Smartboard, computer, projector, for group activity, worksheets, pen/pencil. |
|---|---|---|---|---|
| Students will discuss the role of content marketing in digital marketing. | Students will compare and contrast paid, owned, and earned content.  
Students will explain content distribution strategies and platforms.  
Students will describe types of content currently in use. | Students will answer questions on how to position a product  
**How to position a product**  
Students will also play a simulated game on **Strategies**  
**Simulation Game** | ELA: Research, Writing: Students will use **Canva** to create an infographic that details the characteristics of the three types of content: paid, owned, and earned. | Smartboard, computer, projector, for group activity, worksheets, pen/pencil. |
| | | Students discuss case study on Competing in a New Environment  
**Competing in New Environment** | ELA: Research, Writing: Students will create a **Prezi** that demonstrates the types of content currently in use and the benefits and drawbacks of each method. | Smart board  
Computer/Chromebook/  
Laptop  
Active/Interactive Board  
Input Devices (Keyboards, Microphones, Digital) |
| Students will compare and contrast the effectiveness of creating content and using trending content and hashtags. | Formative: Observations of student progress-classwork rubric, class discussions.  
Summative: Unit project incorporating all learned skills and concepts. | Students group together and partner with Activities Director, or Athletic Director to create a marketing plan promoting prom or a sporting event (could be fake or real) using social media which may be accessed at school such as (twitter, fb, snapchat, etc…) utilizing hashtags.  
ELA: Research, Writing: Students will research the top ten trending hashtags for the year on a specific platform (platforms can be teacher assigned-- TikTok, Instagram, Twitter, LinkedIn, Facebook, YouTube, etc.) Students will evaluate the hashtags in terms of what terms connect most to sales and effectiveness of branding and discuss their findings in a journal response. | Cameras/Webcams, Scanners/QCR)  
Internet/WiFi  
Output Devices (Speaker, Headphones, Printer)  
Projection/Presentation Device  
Smartboard, computer, projector, posters for group activity, and pen/pencil.  
Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
|---|---|---|---|
| Students will discuss how content "goes viral"  
Students will identify factors that help content to spread. | Formative: Observations of student progress-classwork rubric, class discussions.  
Summative: Unit project incorporating all learned skills and concepts. | Group Activity: Students are separated in small groups and given the task to create and present a post that will make them go viral on social media  
Create a PowerPoint presentations, video, and/or broadcast of a product that went viral  
Student will answer discussion questions  
Marketing Viral Worksheet | ELA: Research, Categorizing: Students will research the types of content that has gone viral in the last six months and analyze the terms used in the hashtags for positive and negative connotative terms/ words. Students will create a Venn Diagram with terms categorized as positive, negative, or both. Students will then discuss their findings to see if terms that are positive or negative have the greater chance of
| Students will create content on digital platforms. | Formative: Observations of student progress-classwork rubric, class discussions  
Summative: Unit project incorporating all learned skills and concepts. | Group Activity: Students are separated in small groups and given the task to create and present a post that has gone viral by completing the project.  
Build a movement. | ELA: Collaboration, Research, Writing: Students will work in teams to create a fictional business and a fictional Facebook Page and Twitter for said business. Appropriate permissions will be set and information will be included that these pages are a school project and, therefore, “dummy” accounts. Students will create a Facebook header and Twitter Avatar for their brand using Canva. They will also create content for their brand on their pages. Pages will be shared with other groups, and each group will be responsible for auditing the posts of the other class groups. |
|---|---|---|---|
| Students will develop marketing content for a website, social media, or other digital platform. | Formative: Observations of student progress-classwork rubric, class discussions discussions, quizzes, enter & exit slips,  
Summative: Unit project incorporating all learned skills and concepts. | Students will create an online marketing campaign using Facebook blue print  
(Teacher must sign up to utilize this free resource)  
From Brick and Mortar to Online Retailing | ELA: Writing, Collaboration, Presentation: Students will use the above dummy accounts and business for this activity. Students will create marketing content for their business, and they will share this content on their “dummy” social media accounts. |
<table>
<thead>
<tr>
<th>Students will prepare an audit of content on a website or digital marketing platform using performance metrics to determine which content should be kept, improved, or removed.</th>
<th>Formative: Observations of student progress-classwork rubric, <a href="#">class discussions</a></th>
<th>Create a chart using google sheets or excel, listing the methods and describing the process of each. Students will gather in small groups to evaluate performance metrics used on social media platforms</th>
<th>ELA: Writing, Presenting: Students will choose a company and perform an audit of their website or digital marketing platform. Students will create a multimedia presentation where they present their findings to the class. The presentation needs to include screenshots of the areas of analysis as well as positive observations and observations of items in need of improvement. Students will make recommendations for improvement in their presentation.</th>
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<tbody>
<tr>
<td>Students will discuss the ways social media are used for promotion, engagement of customers, customer service, brand building, item research, and sales.</td>
<td>Formative: Observations of student progress-classwork rubric, <a href="#">class discussions</a> Summative: <a href="#">Unit project incorporating all learned skills and concepts</a></td>
<td>Give examples for each type of promotions with which they are familiar. Graphic organizer: Draw a chart with a promotional mix and two online types of promotion. <a href="#">Google Advertising</a> Create a circular infographic using <a href="http://www.canva.com">www.canva.com</a> with the promotional mix of how social media are used for promotion, engagement of customers, customer</td>
<td>ELA: Writing, Presenting: Students will write a script and perform a TikTok explaining how social media is used in terms of their assigned topic. The following topics will be assigned at random to different students: promotion, engagement of customers, customer service, brand building, item research, sales.</td>
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<td>Students will discuss how social media communities can be used for market research.</td>
<td>Service, brand building, item research, and sales.</td>
<td>Students will analyze marketing techniques from social media and advertising that encourage spending.</td>
<td>ELA: Research, Summation, Presentation, Discussion: Students will be assigned a specific social media platform, and they must conduct research and prepare a five slide presentation where they include a title, a summary of the platform, ways the platform can be used for market research, the pros of the platform, and the cons of the platform.</td>
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<td>Formative: Observations of student progress-classwork rubric, class discussions worksheet, enter &amp; exit slips, self-assessment</td>
<td>Social Media Communities</td>
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<td>Students will discuss how social media provides brand influence, visibility, and promotion.</td>
<td>Students will complete worksheet after playing the game Influenced</td>
<td>Students will review FinCap Friday on (Kahoot) Likes Me, Likes Me Not</td>
<td>ELA: Research, Writing: Students will create an advertisement for a type of social media that highlights how that platform can provide brand influence, visibility and promotion.</td>
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<td>Social Media Communities</td>
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<tr>
<td>Formative: Observations of student progress-classwork rubric, class discussions quizzes, enter &amp; exit slips, self-assessment</td>
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<td></td>
<td>Summative: Unit project incorporating all learned skills and concepts.</td>
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<tr>
<td>Students will discuss ways that social media drives traffic for advertising revenue.</td>
<td>Students will analyze marketing techniques from social media and advertising that encourage spending.</td>
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<td>ELA: Writing, Essay Response, Research: Students will conduct research on how social media drives traffic for advertising revenue. Research needs to include references to at least three</td>
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<tr>
<td>Students will complete worksheet after playing the game</td>
<td>Influenced Students will review FinCap Friday on (Kahoot) Likes Me, Likes Me Not</td>
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<td>specific brands and how they utilize social media to increase advertising revenue. Essays will be written and documented in APA format with a reference page.</td>
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Key Vocabulary

content marketing, digital marketing, paid content, owned content, content distribution, content platforms, types of content, email, pop-up ads, social media, podcasts, blogs, polls, etc., trending, hashtag, viral marketing, digital content, website, digital platform, audit, digital marketing platform, performance metrics, promotion, customer engagement, customer service, item research, sales, market research strategies, sharing, surveys, customer interaction, product recommendations, brand influence, visibility, promotion, advertising, revenue

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Virtual Field Trip
Local business owners invited to be interviewed and speak to the class, job shadowing, and training station experience

CTSO Connection:

FBLA Entrepreneurship Objective Test: Sample Test
Deca.org/compete

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts,
Certiport- Entrepreneurship and Small Business (must hold concentrator status),
IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word ,
Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 6 Title: Marketing Technology

Content Standards

7. Analyze and report on trends in online and mobile commerce.
   7a. Explain the uses of mobile devices for e-commerce marketing.
   7b. Explain the use of databases for e-commerce marketing.
   7c. Assess current e-commerce product marketing tools.
   7d. Select the best Internet marketing method(s) for a selected product or service.

8. Discuss the Internet as a marketing tool.
   8a. Define the Internet and industry-related terms and describe the services the Internet provides.
   8b. Identify advantages and disadvantages of marketing on the Internet.
       Examples: cost, accessibility
   8c. Discuss the history of Internet marketing and emerging trends in the field.

9. Define and utilize terminology associated with Internet security and tools used in website and application development.
   9a. Discuss security issues and protections.
       Examples: hacking, viruses, firewalls
   9b. Select and utilize search engines most suited for meeting marketing needs.
   9c. Discuss the criteria for selecting an Internet Service Provider (ISP) or web hosting service.
       Examples: bandwidth, host capabilities, cost
   9d. Summarize the process and issues related to securing a domain name, copyright, and registered trademark.

10. Demonstrate the uses of technology in marketing.
    10a. Explain the importance and uses of computers, mobile devices, and the Internet in marketing.
    10b. Utilize computer software, including word processing and spreadsheets, to create documents related to a particular career or industry.
    10c. Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
    10d. Select and use a variety of electronic media to create, revise, and verify information.
       Examples: Internet, information services, desktop publishing programs

11. Compare and contrast popular current social media platforms, explaining the role each one plays in marketing products and services.
    11a. Analyze the advantages and disadvantages of social media in marketing.
    11b. Describe the typical users of the most popular social media platforms.
    11c. Describe usage trends for each social media platform.

12. Explain the utilization of both on-device and web-based applications and their impact on consumer behavior.
12a. Describe the benefits of using mobile apps to interact with customers.  
12b. Describe the pre-launch of roll-out marketing involved with the launch of an application.  
12c. Explain the importance of marketing within the publication of an app to ensure utilization.  
12d. Describe various post-launch activities and app metrics.

Unpacked Learning Objectives

Students know:

- The trends in online and mobile commerce.
- The uses of mobile devices for e-commerce marketing.
- The use of databases for e-commerce marketing.
- Current e-commerce product marketing tools.
- The best Internet marketing method(s) for a selected product or service.
- The Internet is used as a marketing tool.
- Internet and industry-related terms
- The services that the Internet provides.
- The advantages and disadvantages of marketing on the Internet.
- The history of Internet marketing and emerging trends in the field.
- Terminology associated with Internet security and tools used in website and application development.
- Security issues and protections.
- Search engines most suited for meeting marketing needs.
- The criteria for selecting an Internet Service Provider (ISP) or web hosting service.
- The process and issues related to securing a domain name, copyright, and registered trademark.
- The uses of technology in marketing.
- The importance and uses of computers, mobile devices, and the Internet in marketing.
- Different types of computer software, including word processing and spreadsheets, to create documents related to a particular career or industry.
- Technology that is appropriate for marketing functions and practices related to a selected marketing career field.
- A variety of electronic media to create, revise, and verify information.
- Popular current social media platforms, explaining the role each one plays in marketing products and services.
- The advantages and disadvantages of social media in marketing.
- The typical users of the most popular social media platforms
- Usage trends for each social media platform.
- The utilization of both on-device and web-based applications and their impact on consumer behavior.
- The benefits of using mobile apps to interact with customers.
- The importance of marketing within the publication of an app to ensure utilization.
- Various post-launch activities and app metrics.
Students are able to:

- Examine trends in online and mobile commerce.
- Share information on trends in online and mobile commerce.
- Give examples of the uses of mobile devices for e-commerce marketing.
- Describe the use of databases for e-commerce marketing.
- Analyze current e-commerce product marketing tools.
- Identify the best Internet marketing method(s) for a selected product or service.
- Explain how the Internet is used as a marketing tool.
- Research the Internet and industry-related terms.
- Give examples of the services the Internet provides.
- Compare and contrast advantages and disadvantages of marketing on the Internet.
- Explain the history of Internet marketing and emerging trends in the field.
- Identify terminology associated with Internet security and tools used in website and application development.
- Apply terminology associated with Internet security and tools used in website and application development.
- Identify security issues and protections.
- Identify search engines most suited for meeting marketing needs.
- Apply search engines most suited for meeting marketing needs.
- Describe the criteria for selecting an Internet Service Provider (ISP) or web hosting service.
- Research the process and issues related to securing a domain name, copyright, and registered trademark.
- Apply the uses of technology in marketing.
- Research the importance and uses of computers, mobile devices, and the Internet in marketing.
- Implement computer software, including word processing and spreadsheets, to create documents related to a particular career or industry.
- Give examples of technology that is appropriate for marketing functions and practices related to a selected marketing career field.
- Identify a variety of electronic media to create, revise, and verify information.
- Apply a variety of electronic media to create, revise, and verify information.
- Research popular current social media platforms, explaining the role each one plays in marketing products and services.
- Describe the advantages and disadvantages of social media in marketing.
- Identify the typical users of the most popular social media platforms.
- Identify usage trends for each social media platform.
- Describe the utilization of both on-device and web-based applications and their impact on consumer behavior.
- Explain the benefits of using mobile apps to interact with customers.
- Explain the pre-launch of roll-out marketing involved with the launch of an application.
- Describe the importance of marketing within the publication of an app to ensure utilization.
- Identify various post-launch activities and app metrics.

Students understand that:

- Online and mobile commerce are major sources that accelerate the growth of a business.
- Digital marketing involves the use of the internet, mobile devices, social media, search engines, display advertising, and other channels to reach consumers.
- Security in digital marketing is crucial to ensure your website and business are protected online.
- Technology helps businesses grow and prosper, create relationships, strengthen the effectiveness of organizations, allow people to learn about one another, and greatly affects the way companies communicate with prospective customers.
- Social platforms can help you connect with your customers, increase awareness about your brand, and boost your leads and sales.
- Mobile apps will expand audiences because people can easily connect to your business through it.

| Unit Driving/Essential Question | What platforms will help customers connect and increase awareness about your band?
|                               | What mobile apps are available to customers to help customers connect to businesses? |
| Exemplar High Quality Unit Task | Use an FBLA/DECA project to culminate this course. |
## Map of Student Learning by Learning Objective

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<tr>
<td>Students will evaluate trends in online and mobile commerce.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Students will define key vocabulary Create a Venn Diagram on products that are trending online and what are the most used mobile applications and how are they marketed.</td>
<td>ELA: Reading, Writing, Speaking: Students will read the <a href="https://example.com">article on trends in mobile commerce for 2022</a>. Students will each either choose or be assigned a trend, and then students will create a pro con chart for the trend they are assigned. Students will then present their findings to their classmates.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</td>
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| Students will explain the uses of mobile devices for e-commerce marketing. | Formative: Observations of student progress-classwork rubric, [class discussions](https://example.com) quizzes, enter & exit slips, self-assessment Summative: [Unit project incorporating all learned skills and concepts](https://example.com) | Create a (real or fake) mobile application and market your product and app using online platforms and mobile applications | ELA: Research, Writing: Students will research different applications and programs available for mobile devices in terms of e-commerce marketing. Students will then create a sales flier that shares the benefits of this platform while minimizing the | Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones) |

*Note: [Link to Differentiation Examples](https://example.com) and [Link to Useful Tech Tools](https://example.com)*
<p>| Students will explain the use of databases for e-commerce marketing. | Formative: Observations of student progress-classwork rubric, <strong>class discussions</strong> quizzes, enter &amp; exit slips, self-assessment | Create a database of customers, either your classmates or school, to build a database for your mobile app. Students will learn how to market their app to different target markets from the database. (i.e. Surveys) Students will create a presentation featuring their target market and who is appeals to. <strong>Resources and Project Ideas</strong> (pg 6&amp;7) | ELA: Students will create a <strong>flowchart</strong> indicating the steps in using a database for e-commerce marketing. | Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones) |
| Students will examine current e-commerce product marketing tools. | Formative: Observations of student progress-classwork rubric, <strong>class discussions</strong> quizzes, enter &amp; exit slips, self-assessment | Think-Pair-Share, Pass-Pass Synthesize to think about, discuss, and share ideas Give a presentation Create a poster or illustrative document Create a brochure | ELA: Research, Writing, Presentation: Students will research and choose one e-commerce marketing tool. They will then pretend that they are a salesperson for that product and they will design a sales pitch and a brochure highlighting the benefits, costs and capabilities of their product. | Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones) |</p>
<table>
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<tr>
<th>Students will choose the best Internet marketing method(s) for a selected product or service.</th>
<th>Formative: Observations of student progress-classwork rubric, <strong>class discussions</strong>, enter &amp; exit slips, self-assessment</th>
<th>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions</th>
<th>ELA: <strong>Speaking/Writing/Listening</strong>: Students prepare for and participate in a <strong>Socratic Seminar</strong> where they present an argument for the best Internet marketing method(s) for a selected product or service mobile.</th>
<th>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</th>
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<tr>
<td><strong>Resources and Project Ideas</strong></td>
<td><strong>ECommerce Lesson</strong></td>
<td><strong>Think-Pair-Share, Pass-Pass Synthesize to think about, discuss, and share ideas</strong> Students will give a presentation of a research product assigned by the teacher and present on the best internet method.</td>
<td><strong>Resources and Project Ideas</strong></td>
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<tr>
<td>Students will discuss the Internet as a marketing tool.</td>
<td>Formative: Observations of student progress-classwork rubric, <strong>class discussions</strong></td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions</td>
<td>ELA: <strong>Writing</strong>: Students will write a paragraph explaining three ways that the Internet can be used as a marketing tool.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</td>
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<tr>
<td><strong>Summative: Unit project incorporating all learned skills and concepts.</strong></td>
<td><strong>Create a storyboard or infographic</strong> Create a video or audio Create a written essay or paragraph</td>
<td><strong>Internet and Marketing</strong></td>
<td><strong>Internet and Marketing</strong></td>
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<tr>
<td><strong>ELA</strong>: <strong>Speaking/Writing/Listening</strong>: Students prepare for and participate in a <strong>Socratic Seminar</strong> where they present an argument for the best Internet marketing method(s) for a selected product or service mobile.</td>
<td><strong>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</strong></td>
<td><strong>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</strong></td>
<td><strong>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</strong></td>
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<tr>
<td>Students will identify the Internet and industry-related terms.</td>
<td><strong>Unit project incorporating all learned skills and concepts.</strong></td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Think-Pair-Share, Pass-Pass Synthesize to think about, discuss, and share ideas</td>
<td><strong>Google advertising</strong></td>
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<tr>
<td>Students will explain the services the Internet provides.</td>
<td><strong>Unit project incorporating all learned skills and concepts.</strong></td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Give a presentation</td>
<td>Create a poster or illustrative document</td>
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<tr>
<td>Students will research advantages and disadvantages of marketing on the Internet.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions</td>
<td>Create a Venn Diagram to compare and contrast information.</td>
<td><strong>Web Diagram</strong> to explain, depict, interpret, and/or generalize information</td>
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<td>Students will research the history of Internet marketing and emerging</td>
<td>Formative: Observations of student progress-</td>
<td>Students will use <a href="http://www.canva.com">www.canva.com</a></td>
<td><strong>ELA: Research, Writing:</strong> Students will use Sutori to create a timeline depicting</td>
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<td>Trends in the field.</td>
<td>Classwork rubric, class discussions,</td>
<td>To create a timeline or storyboard of the history of Internet Marketing</td>
<td>the history of Internet marketing and emerging trends in the field.</td>
<td>Internet/WiFi Output Devices (Speaker, and Headphones)</td>
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<td>Students will define terminology associated with Internet security and tools used in website and application development.</td>
<td>Formative: Observations of student progress-classwork rubric,</td>
<td>Students will define Vocabulary Words</td>
<td>ELA: Research, writing: Students will write and illustrate an ABC book using terminology associated with Internet security and tools used in website and application development.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil.</td>
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<tr>
<td>Students will utilize terminology associated with Internet security and tools used in website and application development.</td>
<td>Students will research terminology and create a coloring book using Canva with a picture of each term using Canva</td>
<td>Students will research security issues and protections</td>
<td>Students will then write a skit demonstrating how one person may run into security issues, and how another student might work to help solve the issues with their guidance or product.</td>
<td>Internet/WiFi Output Devices (Speaker, and Headphones)</td>
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<td>Students will describe security issues and protections.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, Summative: Unit project incorporating all learned skills and concepts</td>
<td>Students will research security issues and protections Create a poster or illustrative document using Canva Create a brochure Create a storyboard or infographic Create a podcast using Anchor to educate stakeholders on various security issues and protections</td>
<td>ELA: Research, writing, Presentation: Students will work in groups of two or three to research security issues and protections. Students will then write a skit demonstrating how one person may run into security issues, and how another student might work to help solve the issues with their guidance or product.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil.</td>
</tr>
</tbody>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Sep 16, 2022
<table>
<thead>
<tr>
<th>Students will choose search engines most suited for meeting marketing needs.</th>
<th>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</th>
<th>Students will gather in small groups and complete the activity on search engines.</th>
<th>ELA: Research, Writing: Students will research different search engines and create posters demonstrating the benefits of different search engines on different marketing needs.</th>
<th>Smartboard, computer, projector, worksheets, pen/pencil.</th>
<th>Internet/WiFi</th>
<th>Output Devices (Speaker, and Headphones)</th>
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</thead>
<tbody>
<tr>
<td>Students will use search engines most suited for meeting marketing needs.</td>
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<tr>
<td>Students will describe the criteria for selecting an Internet Service Provider (ISP) or web hosting service.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Students will create visuals to illustrate their knowledge of multiple Internet publishing platforms for various media types.</td>
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<td></td>
<td>Summative: Unit project incorporating all learned skills and concepts.</td>
<td>Students will gather in groups and have a friendly competition on why their ISP is more compatible for everyday use.</td>
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<tr>
<td>Students will explain the process and issues related to securing a domain name, copyright, and registered trademark.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Students will create visuals to illustrate their knowledge of multiple Internet publishing platforms for various media types.</td>
<td>ELA: Research, Writing: Students will research and use Sutori or another appropriate timeline creator to create a presentation explaining the steps involved in securing a domain name, copyright, and registered trademark.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil.</td>
<td>Internet/WiFi</td>
<td>Output Devices (Speaker, and Headphones)</td>
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<td></td>
<td>Summative: Unit project incorporating all learned skills and concepts.</td>
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<tr>
<td>Students will list the uses of technology in marketing.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions,</td>
<td>Students will research 10 uses to create a google sheet and upload documents to the teacher.</td>
<td>ELA: Research, Writing: Students will write an &quot;I AM&quot; Poem detailing the uses of technology in</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil.</td>
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</tbody>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Sep 16, 2022
<p>| Students will discuss the importance and uses of computers, mobile devices, and the Internet in marketing. | Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment | Students will review trends and impacts and answer quiz | ELA: Research, duplication, demonstration: Students will research and locate documents related to a particular career or industry. students will use their word processing skills in order to recreate these documents for a fictionalized company that they have developed. The documents will then be linked to a faux website that the students create for their imaginary business using Google Sites. | Internet/WiFi, Output Devices (Speaker, and Headphones) |
| Students will use computer software, including word processing and spreadsheets, to create documents related to a particular career or industry. | Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment | Individual Project: Teacher will assign career field topics in digital marketing. Students will use a google sheet implementing career growth etc. | ELA: See above. | Internet/WiFi, Output Devices (Speaker, and Headphones) |
| Students will identify technology appropriate for marketing functions and practices related to a selected marketing career | Formative: Observations of student progress-classwork rubric, class discussions, | Students will research one of the career fields Digital Marketing Career Fields of interest. Students will create a powerpoint | | Internet/WiFi |</p>
<table>
<thead>
<tr>
<th>Students will choose a variety of electronic media to create, revise, and verify information.</th>
<th>Formative: Observations of student progress-classwork rubric, class discussions, worksheets</th>
<th>Students will complete activities and learn how to identify the real vs. the fake.</th>
<th>ELA: See above.</th>
<th>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will utilize a variety of electronic media to create, revise, and verify information.</td>
<td>Students will examine popular current social media platforms, explaining the role each one plays in marketing products and services.</td>
<td>Students will gather in groups and research different social media platforms assigned by the teacher. Each group will receive a platform. i.e. Snapchat, Facebook, etc…. Students will present on the role each plays in marketing products and services along with creating an elevator pitch on their platform to their peers on why they should use them. <strong>Platform resource</strong></td>
<td>ELA: Research, Writing, Collaboration: Students will work both independently and collaboratively in order to create a Website using Google Sites that houses links to all popular social media sites. When the site name is chosen, a secondary page should open. This page needs to contain an overview of the social media platform as well as subheadings detailing the following: the role each one plays in marketing products and services, the advantages and disadvantages of this particular platform, the <strong>Platform resource</strong></td>
<td>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</td>
</tr>
</tbody>
</table>

**Formative:** Observations of student progress班级工作评价标准，班会讨论，测验卷

**Summative:** Unit project incorporating all learned skills and concepts.
<table>
<thead>
<tr>
<th>Students will research the advantages and disadvantages of social media in marketing.</th>
<th>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</th>
<th>Students will create a marketing plan to present to a local for profit or non-profit on why they should build their brand on the internet. They will present why and why not. (If no local business, please gather a panel of administrators and teachers, allow students to pick a business of choice in this case.) Please use following for information needed for plan: Downtown Business Marketing Project</th>
<th>See Above.</th>
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<td>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</td>
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</tbody>
</table>
| Students will describe the typical users of the most popular social media platforms. | Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips,  
*Unit project incorporating all learned skills and concepts.* | Students will use information gathered (target market) to show the business in their market plan who the plan will primarily target. (If no local business, please gather a panel of administrators and teachers, allow students to pick a business of choice in this case.) | See above. | Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
| --- | --- | --- | --- | --- |
| Students will describe usage trends for each social media platform. | Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment  
*Unit project incorporating all learned skills and concepts.*  
Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions | Students will research the business of choice of business owner and the trends of other businesses that are currently using social media to advertise. (If no local business, please gather a panel of administrators and teachers, allow students to pick a business of choice in this case.) | See above. | Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
| Students will discuss the utilization of both on-device and web-based applications and their impact on consumer | Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter | Students will individually complete the activity, I saw it online.  
*I saw it online* | See above. | Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi |
<table>
<thead>
<tr>
<th>Students will discuss the benefits of using mobile apps to interact with customers.</th>
<th>Formative: Observations of student progress-classwork rubric</th>
<th>Students will create a brochure on the top ten mobile apps to promote a business and their benefits.</th>
<th>ELA: Writing, Poetry, Summarizing: Students will create a ten entry list in the form of ten <em>haiku</em> summarizing ten benefits of using mobile apps to interact with customers.</th>
<th>Output Devices (Speaker, and Headphones)</th>
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<td>Output Devices (Speaker, and Headphones)</td>
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<tr>
<td>Students will discuss the pre-launch of roll-out marketing involved with the launch of an application.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions</td>
<td>Students will gather in a small group from a mobile app created by the group previously. They will follow guidelines in the pre-launch and will document each step using Powerpoint or google slides, (students may also create a commercial for app) Students will follow each guideline 10 requirements of project</td>
<td>ELA: Research/Writing: Students will create a job posting for a marketing coordinator tasked with launching a new app. The job posting will be geared for a LinkedIn type platform and will describe the responsibilities of the coordinator as well as list the needed skills and steps that the applicant should be able to accomplish in order to ensure a smooth pre-launch and roll-out of the new app.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Sep 16, 2022
| Students will discuss the importance of marketing within the publication of an app to ensure utilization. | Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment | Students will create website [google sites](https://sites.google.com) for mobile app  
free app creator  
logo maker  
Students will view [Edpuzzle](https://www.edpuzzle.com)  
Strategies for downloads  
Student will discuss video and post on [Online Posteds](https://www.onlineposteds.com) ideas for utilization | ELA: Essay Writing: Students will compose a five-paragraph expository response detailing the importance of marketing within the publication of an app to ensure utilization. | Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
| Students will discuss various post-launch activities and app metrics. | Formative: Observations of student progress-classwork rubric, class discussions, | Students will view [Post Launch](https://www.postlaunchvideo.com) video  
Students and Teachers will then review and use [Online Posteds](https://www.onlineposteds.com) to discuss in class | ELA: Research, Presentation: Students will research a brand's post-launch activities and app metrics and create a presentation of images and data from the events. Students will then analyze the effectiveness of the event. | Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
Key Vocabulary

- online commerce, mobile commerce, e-commerce, m-commerce, database, marketing tools, Internet terms, industry-related terms, marketing, cost, accessibility, emerging trend, Internet security, cybersecurity, website, apps (applications), application development, firewalls, hacking, viruses, search engine, internet service provided (ISP), bandwidth, host capabilities, cost, domain name, copyright, registered trademark, technology, examples, mobile device, computer software, word processing software, spreadsheet software, presentation software, technology, marketing functions, electronic media, Internet, information services, desktop publishing programs, social media, social media platforms, trends, mobile apps, on-device apps, web-based apps, launch, pre-launch, roll-out, publication, app metrics

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Virtual Field Trip
Local business owners invited to be interviewed and speak to the class

CTSO Connection:

- FBLA Entrepreneurship Objective Test: [Sample Test]

Certification/Credential Connection:

- ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts,
- Certiport- Entrepreneurship and Small Business (must hold concentrator status),
- IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word ,
- Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 7 Title: Selling and Promotion

Content Standards
13. Utilize various forms of online advertising and promotion.
   13a. Evaluate the graphics, placement, and effectiveness of digital advertisements.
   13b. Analyze and create digital display advertisements.
   Examples: static images, text ads, banners, floating banners, wallpaper, pop-up ads, video/autoplay
   13c. Analyze and create social media advertisements for both paid and organic applications.
   13d. Describe the purpose of a promotional video and determine where and how it can be utilized to optimize exposure.
   13e. Identify and define both negative and positive keywords for ads in order to optimize when ads should appear.

Unpacked Learning Objectives

Students know:
● Various forms of online advertising and promotion.
● Graphics, placement, and effectiveness of digital advertisements.
● How to evaluate and create digital display advertisements.
● How to analyze and create social media advertisements for both paid and organic applications
● The purpose of a promotional video and determine where and how it can be utilized to optimize exposure.
● Both negative and positive keywords for ads in order to optimize when ads should appear

Students are able to:
● Demonstrate use of various forms of online advertising and promotion.
● Examine the graphics, placement, and effectiveness of digital advertisements.
● Examine and create digital display advertisements.
● Design digital display advertisements.
● Research social media advertisements for both paid and organic applications
● Develop social media advertisements for both paid and organic applications
● Explain the purpose of a promotional video.
● Choose where and how it can be utilized to optimize exposure.
● Give examples of both negative and positive keywords for ads in order to optimize when ads should appear.
● List both negative and positive keywords for ads in order to optimize when ads should appear.

Students understand:
● Online advertising can be used to drive traffic to your site and build brand awareness.
● Effective graphic designs and placement makes digital advertisements stand out and get shared.
- Effective graphic designs and placement makes digital advertisements stand out and get shared.
- Social media helps companies build a positive image in their minds.
- Videos are great storytellers that can get your audience to connect and communicate with a brand on a deeper emotional level.
- Including both negative and positive keywords are an essential part to a well-rounded keyword strategy.

| Unit Driving/Essential Question | What online advertising can be used to drive traffic to your site?  
What colors and graphics will make your advertising stand out? |
<table>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Use an FBLA/DECA project to culminate this course.</td>
</tr>
</tbody>
</table>
# Map of Student Learning by Learning Objective

|---------------------------------|--------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------|
| Students will use various forms of online advertising and promotion. | Formative: Observations of student progress-classwork rubric, class discussions, self-assessment | Students will define key vocabulary  
Individual or group activity  
Activity 1  
Build your online business activity | ELA: Research, Writing: Students will create a Facebook header and Instagram post for a fictitious online store of their own creation using Canva. Students will write a summary statement detaining their design decision taken into account in the creation of the above media. | Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
| Students will analyze graphics, placement, and effectiveness of digital advertisements. | Formative: Observations of student progress-classwork rubric, class discussions  
Summative: Unit project incorporating all learned skills and concepts. | Create a Table or Graph/Chart (Pie, Column, Line, Bar) (google sheets, or excel)  
(List decisions/choices/options, pros/cons, evaluation/description of placement and | ELA: Students will use OPTIC to analyze the effectiveness of a digital advertisement. | Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
| Students will evaluate and create digital display advertisements. | Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter & exit slips, self-assessment  
Summative: **Unit project incorporating all learned skills and concepts.** | Students will discuss [Digital Display Advertisements](#)  
Students will complete activity  
Pick a product (toy, clothing, shoe, food item, etc) to research and create an advertisement flyer for using persuasive techniques (Media Literacy Unit).  
**Digital Display Project** | ELA: Students will write a [children’s book](#) that incorporates digital display advertisements with a character who is visiting Times Square for the first time. The character must figure out what stores to visit and what shows to see based on the quality of the advertisements. The book will follow the character through their arrival, evaluation and ultimate decisions regarding what they choose to do with their time in New York City.  
Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
|---|---|---|---|
| Students will compare and contrast social media advertisements for both paid and organic applications  
Students will produce social media advertisements for both paid and organic applications | Formative: Observations of student progress-classwork rubric, class discussions, enter & exit slips, self-assessment  
Summative: **Unit project incorporating all learned skills and concepts.** | Students will create a Venn Diagram using the [Difference Blog](#).  
Students will create a social media advertisement using Canva.  
**Digital vs. Direct**  
Students will also create an organic advertisement (i.e. newspaper ad, commercial) for paid applications. | ELA: Writing: Students will complete a compare contrast T chart listing the main characteristics of paid and organic advertisements.  
Smartboard, computer, projector, worksheets, pen/pencil.  
Internet/WiFi  
Output Devices (Speaker, and Headphones) |
<table>
<thead>
<tr>
<th>Students will describe the purpose of a promotional video. Students determine where and how it can be utilized to optimize exposure.</th>
<th>Example of social media advertisement</th>
<th>Students will use Padlet to describe the purpose of promotional videos after watching these short youtube commercial Videos. Students will then discuss where each video can be used to optimize exposure (i.e. snapchat, tiktok, etc.)</th>
<th>ELA: Students will write a who, what, when, where, why and how statement describing the purpose of a specific promotional video of their choosing.</th>
<th>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</th>
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<tbody>
<tr>
<td>Students will identify both negative and positive keywords for ads in order to optimize when ads should appear. Students will define both negative and positive keywords for ads in order to optimize when ads should appear.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment Summative: Unit project incorporating all learned skills and concepts.</td>
<td>Students will identify positive and negative keywords in advertisements used in different ads that appear on the internet. Keywords Students will also create a table with a product that the teacher assigns to look up after reviewing this example. Example of keywords and ad placements</td>
<td>ELA: Analysis, Vocabulary. Students will use a Tone Analyzer program to analyze the text used in ads and to determine if the connotations of the terms are positive or negative in nature. Students will create a poster using Canva that shares the advertisement as well as a breakdown of the analysis of the key terms.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil. Internet/WiFi Output Devices (Speaker, and Headphones)</td>
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</tbody>
</table>
Key Vocabulary

online advertising, online promotions, advertising graphics, advertising placement, digital advertisements, static images, text ads, banners, pop-up ads, video/autoplay, paid social media advertisements, organic applications, promotional video, optimize exposure, negative keywords, positive keywords

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

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CTSO Connection:

FBLA Entrepreneurship Objective Test: Sample Test
Deca.org/compete

Certification/Credential Connection:

ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word , Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 8 Title: Career Opportunities

Content Standards
14. Gather and share information about current and trending employment opportunities in digital marketing and data analytics.
14a. Explain the importance of personal online presence and personal brand.

Unpacked Learning Objectives

Students know:
- Information about current and trending employment opportunities in digital marketing and data analytics.
- The importance of personal online presence and personal brand.

Students are able to:
- Research information about current and trending employment opportunities in digital marketing and data analytics.
- Report information about current and trending employment opportunities in digital marketing and data analytics.
- Recognize the importance of personal online presence and personal brand.

Students understand that:
- There are a wide range of digital marketing jobs out there meaning there are a huge variety of career options.
- Building a personal brand can show the skills and qualities that someone has, and define what makes them important or different.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What job is trending now in digital marketing?</th>
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</table>

| Exemplar High Quality Unit Task | Use an FBLA/DECA project to culminate this course. |
### Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will collect information about current and trending employment opportunities in digital marketing and data analytics.</td>
<td>Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter &amp; exit slips, self-assessment</td>
<td>Students will define key vocabulary</td>
<td>ELA: Research: Students will use the Occupational Outlook Handbook to explore careers and create a presentation using <a href="http://www.prezi.com">www.prezi.com</a> highlighting education, work responsibilities, job availability, salary, and benefits relative to employment opportunities in digital marketing and data analytics.</td>
<td>Smartboard, computer, projector, worksheets, pen/pencil.</td>
</tr>
<tr>
<td>Students will provide information about current and trending employment opportunities in digital marketing and data analytics.</td>
<td>Summative: Unit project incorporating all learned skills and concepts.</td>
<td>Create an elevator pitch on marketing careers if applying for a job with a specific company.</td>
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<td>Internet/WiFi</td>
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<td>Create a presentation of trending employment in digital marketing and data analytics.</td>
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<td>Output Devices (Speaker, and Headphones)</td>
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<td>Research and review</td>
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<td>Edpuzzle</td>
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Students will discuss the importance of personal online presence and personal brand.

<p>| Formative: Observations of student progress-classwork rubric, class discussions, quizzes, enter | Students will discuss the following article after writing five take-a-ways that they can use to create their online presence. | ELA: Research, Evaluation, Writing: Students will choose a favorite celebrity who has an online social media | | |
| | | | Smartboard, computer, projector, worksheets, pen/pencil. | |
| | | | Internet/WiFi | |</p>
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<tr>
<th>&amp; exit slips, self-assessment Summative: Unit exam with multiple choice, fill-in-blank, and/or short answer questions.</th>
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<tbody>
<tr>
<td><strong>Personal Branding</strong> Students will create either of the following, a linkedin account or google sites to upload resume and accomplishments.</td>
</tr>
<tr>
<td>Presence and evaluate how this celebrity presents themselves online and how this presence works to act as a personal brand. Students need to consider hashtags, images, and how this celebrity interacts with fans in their assessment. Students will write an expository essay explaining how their chosen celebrity has grown in popularity and/or wealth through their use of the aforementioned strategies.</td>
</tr>
<tr>
<td>Output Devices (Speaker, and Headphones)</td>
</tr>
</tbody>
</table>

"Unit project incorporating all learned skills and concepts."
Key Vocabulary

trending, employment opportunities, digital marketing, data analytics, personal online presence, personal brand

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

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CTSO Connection:

FBLA Entrepreneurship Objective Test: Sample Test
FBLA Marketing Objective test and sample case studies
Deca.org/compete

Certification/Credential Connection:

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