

TOWNSHIP OF UNION PUBLIC SCHOOLS



Fashion Marketing
Updated December 18, 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

During this course of study students will examine Fashion Marketing. Marketing is the tool that has allowed this country's economy to be one of the most successful in the world. The fashion industry is an important part of our modern economy. Consumers spend millions of dollars each year on clothing and related accessories. In addition, the fashion industry has many career opportunities.

Students will learn the basic functions of marketing and how these functions are applied to fashion and their daily lives. Students will explore various forms of promotion in detail and end the course with an in depth training of how to create a flawless resume, research for a career, interview and preserve a job. Students will develop their research, presentation and communication skills. Providing real life skills in this class prepares students to be productive and successful citizens of this community. Student interest is maintained through creative use of fashion industry examples, cases, and topical headlines.

Recommended Resources

Fashion Advertising and Promotion
Fashion Marketing
Retail Merchandising, Consumer Goods and Services

InStyle

GQ

Vogue

Teen Vogue

Advertising Age

WWD(Women's Wear Daily)

Curriculum Units

Unit 1: Marketing in the Fashion Industry

Unit 2: Promotion and Buying in the Fashion Industry

Unit 3: Print and Broadcast Media Advertising

Unit 4: Preparing for a career

Pacing Guide – Course

| <u>Content</u> | Number of Days |
|--|-----------------------|
| <u>Unit 1:</u> Marketing in the Fashion Industry | 45 |
| <u>Unit 2:</u> Promotion and Buying in the Fashion Industry | 55 |
| <u>Unit 3:</u> Print and Broadcast Media Advertising | 55 |
| <u>Unit 4:</u> Preparing for a career | 25 |

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit 1: Marketing in the Fashion Industry

Unit 1 introduces the concepts of basic marketing in the fashion industry beyond the perceived image of fashion. It gives students the opportunity to learn how the fashion industry provides a necessary good that has a growing impact on the economy. Students will also get a chance to see how quickly things change from year to year and how important it is to pay attention to consumer trends and patterns in order to be successful.

| Essential Questions | Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i> | Activities | Assessments |
|--|---|--|--|
| <p>How does the fashion industry impact the economy?</p> <p>What value does marketing offer?</p> <p>How does marketing impact our daily lives?</p> <p>Why is it necessary to use different strategies to reach various audiences?</p> <p>How has technology changed the fashion industry and what will be different in the future?</p> <p>How do consumer trends impact marketing decisions?</p> | <ul style="list-style-type: none"> • Examine the basic concepts of fashion marketing. • Outline the seven key marketing functions. • Interpret the stages of the fashion cycle. • Evaluate fashion product mix. • Recommend how product/service management relates to a defined customer. • Interpret trends in fashion marketing. • Recommend emerging technology to reach target markets. • Predict bases of segmenting target markets. • Create ways to collect marketing information. • Expound the development of fashion products. • Explain the channels of distribution. | <ul style="list-style-type: none"> • Create a chart of the fashion cycle and determine how external factors impact the cycle (both economic and social). • Produce a visual of a collection. • Develop a Pep-Rally T-shirt and determine the decisions made for each element of the marketing mix. • Create a survey to collect information, analyze the information, and type a report with recommendations | <ul style="list-style-type: none"> • Complete end of chapter questions and activities. • All projects and critical thinking activities are completed • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations. |

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| | <ul style="list-style-type: none">• Explain fashion pricing.• Differentiate among the categories of price ranges used in fashion marketing.• Explain the components of the promotional mix.• Explain the interdependence of selling and promotion. | <p>based on the analysis.</p> <ul style="list-style-type: none">• Evaluate the elements of promotional mix and illustrate their understanding through a mind map. | |
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Unit 2: Promotion and Buying in the Fashion Industry

Unit Two looks deeply into the elements of promotion as a marketing function. This unit gives students the opportunity to research, explore and compare various promotional techniques and discover how psychology concepts are incorporated into these strategies. Students will get the chance to apply these concepts to their own promotions.

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|---|--|--|
| <p>How do various promotional techniques evoke different responses from a target market?</p> <p>What are the short and long term impacts of positive and negative publicity for a company?</p> <p>How can the sales process be used for relationship marketing?</p> <p>How do lifestyle and a customer's shopping habits impact mall and store design and sound business decisions?</p> | <ul style="list-style-type: none"> • Identify and explain the components of the promotional mix. • Evaluate fashion advertising. • Create a special event for promotion. • Develop ways to obtain publicity through special events. • Explain the keys to being a successful salesperson. • Perform the steps in making a sale. • Evaluate retail fashion mall and store layout. • Validate why the customer is key to store planning. • Create an effective visual merchandising display. • Justify the use of nice fixtures, signs, and lighting in fashion display. • Explain the role of the buyer in retailing. • Outline the process of selecting and merchandising apparel and accessories for retail. | <ul style="list-style-type: none"> • Create a special event for a retail store that would attract people the same age as their parents/guardians. • Develop a mall layout and directory based on the concepts learned about the modern shopper. • Create a window display that attracts the correct audience and educates them on the products. • Develop a multi-level promotional plan for a retail store. | <ul style="list-style-type: none"> • Complete end of chapter questions and activities. • All projects and critical thinking activities are completed • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations. |

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| <p>What are the characteristics of a successful retail buyer?</p> <p>How are psychological concepts used to create more effective advertising?</p> | <ul style="list-style-type: none">• Explain the three psychological levels of an individual's action.• Develop an ad with the psychological steps used in good advertisements.• Interpret the major elements of a printed or electronic advertisement.• Create and evaluate an advertising layout.• Assess the objectives of retail advertising. | <ul style="list-style-type: none">• Produce a print advertisement that incorporates all five elements and the psychological steps of a successful ad. | |
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Unit 3: Print and Broadcast Media Advertising

Unit 3 explores the basic concepts of print and broadcast media and the changing nature of both. The unit demonstrates how external factors in the marketing environment can have an impact on types of advertising and how it is delivered. Students will apply the strategies learned and develop an effective advertisement for a specific target market.

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|---|---|--|
| <p>How are print and broadcast media evolving from previous decades?</p> <p>What are the benefits of the various types of ads used by companies?</p> <p>What role does each of the segments in the fashion industry play in reaching their target market?</p> <p>How does the government impact advertising and media practices? What benefits and disadvantages does</p> | <ul style="list-style-type: none"> • Differentiate the different advertising classifications that are used in the fashion industry. • Discuss the relationship among the participants in fashion advertising. • Explain the benefits of a campaign. • Evaluate the agencies involved and the methods used in advertising regulation. • Provide an overview of the various promotional tools used by the components of the fashion industry. • Explore career opportunities in fashion advertising and promotion. • Explain the various advantages and disadvantages of magazine advertising. • Evaluate the various types of magazines used by fashion advertisers. • Describe the costs of magazine advertising. • Differentiate between consumer magazines and those that are classified as trade or business-to-business publications. | <ul style="list-style-type: none"> • Create a promotional piece for a particular target market and present it to the class. • Research and clearly identify five types of magazine advertisements with an explanation of the market they are trying to attract. • Develop a new magazine concept for a specific audience, create the cover and present it to the class. • Produce a T.V. commercial for a | <ul style="list-style-type: none"> • Complete end of chapter questions and activities. • All projects and critical thinking activities are completed • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations. |

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| <p>this offer consumers?</p> <p>How does a magazine or network impact a company's advertising decisions?</p> | <ul style="list-style-type: none"> • Assess the importance of television and radio to the various participants in the fashion industry. • Discuss the advantages and disadvantages of the broadcast media for fashion advertising. • Explain the use of rating methods and how they affect the cost of television usage by advertisers. • Differentiate between network and local television advertising. • Distinguish between network and local radio. | <p>product and determine what arrangement would be best to reach the target market.</p> <p>Present the commercial to the class.</p> | |
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Unit 4: Preparing for a career

Unit four prepares students with the skills necessary to look for, apply and interview for a job or career. The unit provides students with the opportunity to create the tools necessary to be more marketable in a competitive market place. With hands on practice and preparation students will gain the confidence needed to obtain a job/career.

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|---|--|---|
| <p>What career opportunities are available in fashion marketing?</p> <p>What are the effective steps to take to explore career options?</p> <p>What are the resources available to find a job?</p> <p>What is necessary when interviewing for any career or job?</p> <p>How do you prepare a perfect resume?</p> | <ul style="list-style-type: none"> • Explore businesses related to the fashion industry. • Analyze the role of fashion retailers and the variety of careers in retail. • Evaluate careers in fashion marketing. • Recommend how to prepare for a career in the fashion industry. • Formulate ways to find and keep a fashion career. | <ul style="list-style-type: none"> • Research job sites for a job. • Complete a job application without any errors. • Develop a resume without any errors. • Perform a role-play for a job interview. • Formulate a thank you letter after a job interview. | <ul style="list-style-type: none"> • Complete end of chapter questions and activities. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations. |

Resource Links

- National Retail Federation
www.nrf.com

- **New York Fashion Week**
www.nyfw.com
- **Ralph Lauren**
www.ralphlauren.com
- **Bloomberg Game Changers**
www.bloomberg.com/video/game-changers/
- **Zara**
www.zara.com
- **Nicole Miller**
www.nicolemiller.com
- **Teen Vogue University**
www.teenvogue.com
- **Better Business Bureau**
www.bbb.org
- **Federal Trade Commission**
www.ftc.gov
- **Federal Communications Commission**
www.fcc.gov
- **Ogilvy and Mather**
www.ogilvy.com
- **BBD&O**
www.bbdo.com
- **Saatchi and Saatchi**
www.saatchi.com
- **Cengage Brain**
www.cengage.com

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

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

CRP2. Apply appropriate academic and technical skills. **CRP3.** Attend to personal health and financial well-being. **CRP4.** Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more

productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

2014 New Jersey Core Curriculum Content Standards - Technology

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| Content Area | Technology |
| Standard | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and |

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| | synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | |
| Strand | A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i> | | |
| Grade Level bands | Content Statement Students will: | Indicator | Indicator |
| 9-12 | Understand and use technology systems. | 8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| | Select and use applications effectively and productively. | 8.1.12.A.2 | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. |
| | | 8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| | | 8.1.12.A.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
| | | 8.1.12.A.5 | Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. |
| Content Area | Technology | | |
| Standard | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | |
| Strand | B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i> | | |
| Grade Level | Content Statement Students will: | Indicator | Indicator |

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| bands | | | |
| 9-12 | | 8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |
| Content Area | Technology | | |
| Standard | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | |
| Strand | C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i> | | |
| Grade Level bands | Content Statement | Indicator | Indicator |
| 9-12 | | 8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| Content Area | Technology | | |
| Standard | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | |
| Strand | D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i> | | |
| Grade Level bands | Content Statement | Indicator | Indicator |
| 9-12 | Advocate and practice safe, legal, and responsible use of information and technology. | 8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |
| | Demonstrate personal responsibility | 8.1.12.D.2 | Evaluate consequences of unauthorized electronic access (e.g., |

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| | for lifelong learning. | | hacking) and disclosure, and on dissemination of personal information. |
| | | 8.1.12.D.3 | Compare and contrast policies on filtering and censorship both locally and globally. |
| | Exhibit leadership for digital citizenship. | 8.1.12.D.4 | Research and understand the positive and negative impact of one's digital footprint. |
| | | 8.1.12.D.5 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. |
| Content Area | | Technology | |
| Standard | | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | |
| Strand | | E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i> | |
| Grade Level bands | Content Statement | Indicator | Indicator |
| 9-12 | Students will: Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results. | 8.1.12.E.1 | Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. |
| | | 8.1.12.E.2 | Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. |
| Content Area | | Technology | |
| Standard | | 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and | |

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| | synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. | | |
| Strand | F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i> | | |
| Grade Level bands | Content Statement Students will: | Indicator | Indicator |
| 9-12 | Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions. | 8.1.12.F.1 | Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. |

2014 New Jersey Core Curriculum Content Standards - Technology

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| Content Area | Technology | | |
| Standard | 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. | | |
| Strand | A. The Nature of Technology: Creativity and Innovation <i>Technology systems impact every aspect of the world in which we live.</i> | | |
| Grade | Content Statement | Indicator | Indicator |

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| Level bands | Students will be able to understand: | | |
| 9-12 | The characteristics and scope of technology. | 8.2.12.A.1 | Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation. |
| | The core concepts of technology. | 8.2.12.A.2 | Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste. |
| | The relationships among technologies and the connections between technology and other fields of study. | 8.2.12.A.3 | Research and present information on an existing technological product that has been repurposed for a different function. |
| Content Area | Technology | | |
| Standard | 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. | | |
| Strand | B. Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i> | | |
| Grade Level bands | Content Statement Students will be able to understand: | Indicator | Indicator |
| 9-12 | The cultural, social, economic and political effects of technology. | 8.2.12.B.1 | Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review. |
| | The effects of technology on the environment. | 8.2.12.B.2 | Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen |

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| | | | product. |
| | The role of society in the development and use of technology. | 8.2.12.B.3 | Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs. |
| | The influence of technology on history. | 8.2.12.B.4 | Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. |
| | | 8.2.12.B.5 | Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review. |
| Content Area | | Technology | |
| Standard | | 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. | |
| Strand | | C. Design: <i>The design process is a systematic approach to solving problems.</i> | |
| Grade Level bands | Content Statement | Indicator | Indicator |
| | Students will be able to understand: | | |
| 9-12 | The attributes of design. | 8.2.12.C.1 | Explain how open source technologies follow the design process. |
| | | 8.2.12.C.2 | Analyze a product and how it has changed or might change over time to meet human needs and wants. |
| | The application of engineering design. | 8.2.12.C.3 | Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics). |
| | | 8.2.12.C.4 | Explain and identify interdependent systems and their functions. |
| | | 8.2.12.C.5 | Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled. |

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| | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. | 8.2.12.C.6 | Research an existing product, reverse engineer and redesign it to improve form and function. |
| | | 8.2.12.C.7 | Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials. |
| Content Area | Technology | | |
| Standard | 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. | | |
| Strand | D. Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i> | | |
| Grade Level bands | Content Statement Students will understand how to: | Indicator | Indicator |
| 9-12 | Apply the design process. | 8.2.12.D.1 | Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review. |
| | | 8.2.12.D.2 | Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation. |
| | Use and maintain technological products and systems. | 8.2.12.D.3 | Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system. |
| | Assess the impact of products and systems. | 8.2.12.D.4 | Assess the impacts of emerging technologies on developing countries. |
| | | 8.2.12.D.5 | Explain how material processing impacts the quality of engineered and fabricated products. |

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| | | 8.2.12.D.6 | Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions. |
| Content Area | Technology | | |
| Standard | 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. | | |
| Strand | E. Computational Thinking: Programming: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i> | | |
| Grade Level bands | Content Statement Students will be able to understand: | Indicator | Indicator |
| 9-12 | Computational thinking and computer programming as tools used in design and engineering. | 8.2.12.E.1 | Demonstrate an understanding of the problem-solving capacity of computers in our world. |
| | | 8.2.12.E.2 | Analyze the relationships between internal and external computer components. |
| | | 8.2.12.E.3 | Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). |
| | | 8.2.12.E.4 | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). |

Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:

- a. BBD&O

www.bbdo.com

b. Saatchi and Saatchi

www.saatchi.com

c. Cengage Brain

www.cengage.com

2. English Language Learners:

- a. Read written instructions
- b. Students may be provided with note organizers/study guides to reinforce key topics.
- c. Model and provide examples
- d. Extended time on assessments when needed.
- e. Establish a non-verbal cue to redirect student when not on task.
- f. Students may use a bilingual dictionary.
- g. Pair Visual Prompts with Verbal Presentations
- h. Highlight Key Words & Phrases

3. Special Education/504 Students:

- a. Students may be provided with note organizers / study guides to reinforce key topics.
- b. Extended time on assessments when needed.
- c. Preferred seating to be determined by student and teacher.
- d. Provide modified assessments when necessary.
- e. Student may complete assessments in alternate setting when requested.
- f. Establish a non-verbal cue to redirect student when not on task.
- g. Maintain strong teacher / parent communication.
- h. Repetition and practice
- i. Pair Visual Prompts with Verbal Presentations
- j. Check Use of Agenda

4. Gifted and Talented Students:

- a. Use of Higher Level Questioning Techniques

b.Extension/Challenge Questions

c.Provide Assessments at a Higher Level of Thinking

Interdisciplinary Connections/Global Perspective:

Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.

English: Written reports & projects