Curriculum: Marketing

Curricular Unit: The World of Marketing

Instructional Unit: A. **Apply the marketing concept**

**Standard Alignments (Section 2)**

| SSCLE: ECP.4.A (Economics), EGSA.5.Ec (Economics) |
| Knowledge: (CA) 1,6  (SS) 4 |
| CCSS: 11-12.SL.1, 11-12.SL.4, 11-12.RST.7 |
| NETS: 2b; 5a |
| Performance: 1.5, 2.1, 3.5 |

**Unit (Section 3)**

**Learning Targets:**

• Distinguish between economic goods and services

• Apply the concept of economic utility created by marketing activities

• Define and understand the seven functions of marketing

• Differentiate consumer and industrial markets

• Define a target market

• Apply the concept of the promotional mix

**Instructional Strategies:**

• The teacher will do mini lectures over:
  • the concept of economic utility and the functions of marketing. Students will:
    • participate in a teacher-led discussion over the five economic utilities
    • prepare a poster explaining and identifying the utilities as it relates to the functions of marketing
    • target market and the promotional mix. Students will then, in small groups, create a product relating the concept of the promotional mix to their specific product to be presented to the class

**Assessments/Evaluations:**

• Formative:
  • Project scoring guide
  • Q&A
  • Teacher guidance and daily feedback
  • Written quizzes and review sheets

• Summative: Written exam

Board Approved 8-3-15
Sample Assessment Questions:

- T or F: Selling camping gear through catalogs mailed to Sierra Club members and other outdoors people is an example of place utility.
- Multiple Choice: The owner of a miniature golf business provides her customers with:
  a. a promotion
  b. a good
  c. an exchange
  d. a service
- Short answer: Explain how marketing helps to lower the prices of products.

Instructional Resources/Tools:

- iPads
- SMART Board
- Computers
- Online resources
- Textbooks and other handouts
- Current relevant newspaper articles

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Grammar/vocabulary
  - Speaking
- Social Studies: Economics

<table>
<thead>
<tr>
<th>Depth of Knowledge (Section 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOK: 2</td>
</tr>
</tbody>
</table>
Curriculum: Marketing

Curricular Unit: The World of Marketing

Instructional Unit: B. Define the marketing plan

Standard Alignments (Section 2)

SSCLE: ECP.4.A (Economics); EGSA.5.Ec (Economics)
Knowledge: (CA) 6 (SS) 4,5
CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b; S-ID.6
NETS: 1a,d; 5a
Performance: 1.5, 3.5

Unit (Section 3)

Learning Targets:

• Conduct a SWOT analysis
• Segment a market using geographic, demographics, and psychographics
• Analyze a target market
• Differentiate between mass marketing and market segmentation

Instructional Strategies:

• The teacher will lead a lecture and class discussion over the different aspects of conducting a SWOT analysis while students:
  • take notes
  • participate in the discussion
• Student will work individually or in small groups to conduct a SWOT analysis on a business while applying the concept of:
  • mass market
  • market segmentation

Assessments/Evaluations:

• Formative:
  • Project scoring guide
  • Q&A
  • Teacher guidance and daily feedback
  • Written quizzes and review sheets
• Summative: Written exam

Board Approved 8-3-15
### Sample Assessment Questions:

- **T or F:** Understanding ethnic backgrounds and household income is part of market segmentation.
- **Multiple Choice:** The Good Ol’ Barbecue Sauce Company began marketing a new sauce that includes spices often found in Asian cuisine. How is the company segmenting its market?  
  a. psychographics  
  b. product benefits  
  c. geographics  
  d. demographics
- **List three frequently studied demographic variables in the US consumer market. For each variable, write a short paragraph explaining why marketers would study it.**

### Instructional Resources/Tools:

- iPads
- Computers
- Online resources
- Textbooks and other handouts
- Current relevant newspaper articles

### Cross Curricular Connections:

- **ELA:**  
  • Reading  
  • Writing  
  • Grammar  
  • Speaking  
- **Social Studies:** Economics

### Depth of Knowledge (Section 5)

**DOK: 2**
Curriculum: Marketing

Curricular Unit: Economics

Instructional Unit: C. Conduct a political and economic analysis

**Standard Alignments (Section 2)**

| SSCLE: MUSWH.3a.J,R; EGSA.5.Ea (Economics) |
| Knowledge: (CA) 1,3,4,6 (SS) 4,5 |
| CCSS: 11-12.RH.1; 11-12.RH.9; 11-12.SL.5 |
| NETS: 5a |
| Performance: 1.5, 3.5 |

**Unit (Section 3)**

**Learning Targets:**

- Explain the principles of supply and demand
- Distinguish between different types of economic systems
- Determine the relationship between government and business
- Identify the impact of cultural and social environment on world trade

**Instructional Strategies:**

- The teacher will lead a group lecture and discussion over different types of economic systems
- Students will:
  - conduct online research of various countries’ economic systems and the effect on the economy and give a presentation to the class of their research
  - watch a video on supply and demand
  - complete a case study over supply and demand and:
    - answer questions relating to the study
    - will discuss their thoughts and answers

**Assessments/Evaluations:**

- Formative:
  - Q&A
  - Teacher guidance and daily feedback
  - Written quizzes and review sheets
- Summative: Written exam

Board Approved 8-3-15
Sample Assessment Questions:

• T or F: Resource scarcity forces nations to make economic choices.
• Multiple Choice: What is the organized way a nation provides for the needs and wants of its people?
  a. capital
  b. resources
  c. purely command
  d. economy
• Essay: Explain each of the three main types of trade barriers governments can utilize to control and monitor their trade with foreign businesses.

Instructional Resources/Tools:

• iPads
• Computers
• Online resources
• Textbooks and other handouts
• Current relevant newspaper articles

Cross Curricular Connections:

• ELA:
  • Reading
  • Writing
  • Grammar
  • Speaking
• Social Studies:
  • Economics
  • Geography
  • Role of government institutions

Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Marketing

Curricular Unit: Promotion

Instructional Unit: D. **Define promotional concepts and strategies**

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE:</th>
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<tbody>
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<td>Knowledge:</td>
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<td>NETS:</td>
<td>1a,c; 4b</td>
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<tr>
<td>Performance:</td>
<td>1.6, 1.8, 3.6</td>
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</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Explain the role of promotion in business and marketing
- Distinguish between public relations and publicity
- Demonstrate the use of promotional mix
- Effectively use promotional tie-ins, trade sales promotions, and loyalty marketing programs as part of a hands-on project
- Explain the concept of visual merchandising

Instructional Strategies:

- The teacher will:
  - conduct various mini lectures over the role of promotion in business and marketing as students listen and answer knows and needs to know questions
  - provide formative feedback to give students suggestions for improvement
- Students will:
  - work in small groups to:
    - complete a project based learning activity over visual merchandising
    - display PBL by creating:
      - the layout of a retail business
      - a model merchandise display
    - give a class presentation over their project

Assessments/Evaluations:

- Formative:
  - Project scoring guide
  - Q&A
  - Teacher guidance and daily feedback
  - Written quizzes and review sheets
- Summative: Written exam

Board Approved 8-3-15
Sample Assessment Questions:

- T or F: A company’s news releases should have a variety of themes so that the public doesn’t become bored and lose interest in the company’s activities.
- Multiple Choice: The business often has the least control over which type of promotion?
  - a. publicity
  - b. advertising
  - c. personal selling
  - d. sales promotion
- Short answer: Explain the concept of product placement and give an example.

Instructional Resources/Tools:

- iPads
- Computers
- Online resources
- Textbooks and other handouts
- Current relevant newspaper articles
- Various items to complete the layout and display project

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Grammar
  - Speaking

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Marketing

Curricular Unit: Interpersonal Skills

Instructional Unit: E. Foster positive working relationships

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: PSD.2.A-C (Gr. 11)</th>
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<tbody>
<tr>
<td>Knowledge: (CA) 4,6,7 (MA) 1</td>
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<tr>
<td>CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b; S-ID.6</td>
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<tr>
<td>NETS: 3b; 5a</td>
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<td>Performance: 3.2, 3.3, 3.4</td>
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</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Treat others fairly at work
- Maintain accurate records of work hours

**Instructional Strategies:**

- Students will:
  - complete a daily log of hours worked at their worksite. This log will consist of adding up daily and weekly hours worked as well as daily and weekly wages earned
  - participate in various teacher-led discussions about worksite situations
  - bring in their weekly, bi-weekly or monthly paychecks and fill out a wage and hour report for verification
  - watch a cultural diversity video

**Assessments/Evaluations:**

- Worksite evaluation completed by the employer
- Weekly timesheets completed by the student

**Sample Assessment Questions:**

- List any positive things that happened at work this past week.
- Are there any problems or concerns you have from the past week at work?

**Instructional Resources/Tools:**

- Timesheets
- Evaluation sheet
- Visits to worksites
- Individual and group discussions of celebrations/concerns at worksites
- Video on cultural diversity

Board Approved 8-3-15
Cross Curricular Connections:

- ELA:
  - Reading
  - Speaking
- Math: Applying mathematical operations

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Marketing

Curricular Unit: Distribution

Instructional Unit: F. Analyze the concept of a channel of distribution

**Standard Alignments (Section 2)**

| GLE/CLE: ECP.4.A (Economics); EGSA.5.Ec (Economics) |
| Knowledge: (CA) 1,3,4,6  (SS) 4,5 |
| CCSS: 11-12.RST.7; 11-12.RST.8; 11-12.WHST.1a; 11-12.WHST.9 |
| NETS: 1c; 3b; 4a |
| Performance: 3.2, 3.5 |

**Unit (Section 3)**

| Learning Targets: |
| • Compare channels of distribution for consumer and industrial products |
| • Name and describe the three levels of distribution intensity |

| Instructional Strategies: |
| • The teacher will provide a presentation on the distribution channels |
| • Students will: |
| • research and investigate the distribution practice for perishable goods and give a presentation of their findings |
| • watch a video/YouTube on the distribution process and read various case studies in which they will solve fictional distribution issues |

| Assessments/Evaluations: |
| • Formative: |
| • Project scoring guide |
| • Q&A session |
| • Quizzes |
| • Summative: Written exam |

| Sample Assessment Questions: |
| • What term describes the path a product takes from producer to final user? |
| • What is the function of intermediaries? |

| Instructional Resources/Tools: |
| • SMART Board |
| • Laptops |
| • Internet |
| • YouTube |

Board Approved 8-3-15
Cross Curricular Connections:

- **ELA:**
  - Reading
  - Writing
  - Speaking
- **Social Studies:**
  - Economics
  - Geography

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Marketing

Curricular Unit: Pricing

Instructional Unit: G. Analyze price planning and pricing strategies

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>SSCL: MUSWH.3a.R; ECP.4.K</th>
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<tbody>
<tr>
<td>Knowledge: (CA) 1,3,4,6 (MA) 1 (SS) 3,4</td>
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<tr>
<td>CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b; S-ID.6</td>
</tr>
<tr>
<td>NETS: 3b,d</td>
</tr>
<tr>
<td>Performance: 1.8, 3.5, 3.8</td>
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</tbody>
</table>

### Unit (Section 3)

#### Learning Targets:
- Recognize the different forms of pricing
- Explain how government regulations affect price planning
- Apply the three pricing policies used to establish a base price

#### Instructional Strategies:
- Teacher presentation on various pricing strategies
- Students will:
  - do a project activity on “break-even point” with a class discussion to follow
  - watch a YouTube video on price planning

#### Assessments/Evaluations:
- Formative:
  - Quiz over “break-even point”
  - Teacher/class discussion on personal experience with pricing
  - Q&A
- Summative: Written exam

#### Sample Assessment Questions:
- Provide an example of how pricing is related to a firm’s image and promotion of that image.
- In response to increased costs and expenses, what four pricing options might a business consider?

#### Instructional Resources/Tools:
- Laptops
- Internet
- SMART Board
- Videos/YouTube

Board Approved 8-3-15
Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Speaking
- Math: Mathematical operations
- Social Studies:
  - Economics
  - Role of government institutions

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Marketing

Curricular Unit: Selling

Instructional Unit: H. **Initiate and close a sale**

### Standard Alignments (Section 2)

| GLE/CLE: N/A |
| Knowledge: (CA) 1, 3, 4, 5 |
| CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1a; 11-12.WHST.7; 11-12.WHST.8 |
| NETS: 1b; 2b; 3a |
| Performance: 1.5, 2.1, 3.2 |

### Unit (Section 3)

#### Learning Targets:

- Understand the nature and scope of the selling function
- Analyze product information to identify product features and benefits
- Demonstrate the seven steps of a sale
- Describe the four techniques that create an effective product presentation

#### Instructional Strategies:

- The teacher will:
  - conduct small teacher workshops over the:
    - selling process
    - steps of a sale
  - provide:
    - formative feedback to students for suggested areas of improvement
    - a YouTube video on good vs. bad sales pitches
  - Students will work individually or in groups creating a storybook of the steps of the selling process to be presented to the class

#### Assessments/Evaluations:

- Formative:
  - Scoring guide for storybook
  - Q&A sessions
  - Small formative quizzes to gauge individual knowledge
- Summative: Written exam

#### Sample Assessment Questions:

- T/F: To keep a customer from feeling pressured, a salesperson should, at times, allow the customer to resolve objections without interference from the salesperson.
- What happens to a customer’s objections when you use the boomerang method?
### Instructional Resources/Tools:

- Internet
- SMART Board
- YouTube
- Sales worksheet

### Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Speaking and listening

### Depth of Knowledge (Section 5)

**DOK:** 4
Curriculum: Marketing

Curricular Unit: Employability and Career Development

Instructional Unit: I. **Utilize resources that can contribute to professional growth**

### Standard Alignments (Section 2)

| GLE/CLE: CD.7.A (Gr. 11); CD.8.A (Gr. 12); CD.9.A (Gr. 11-12) |
| Knowledge: (CA) 1,4,6 (SS) 6 |
| CCSS: 11-12.SL.1a; 11-12.SL.4; 11-12.SL.6; 11-12.WHST.2e; 11-12.WHST.4 |
| NETS: 1a; 2b; 3b |
| Performance: 2.3, 2.6, 3.8 |

### Unit (Section 3)

**Learning Targets:**

- Self-assess goals, values, interests, skills and aptitudes
- Develop a plan to reach career goals

**Instructional Strategies:**

- The teacher will:
  - give mini workshops in the area of:
    - career goals
    - values
    - interests
    - skills
    so that students can develop a plan to set and reach their goals
  - provide discussions on various role-plays of different work situations to prepare students for employment and career development
- Students will:
  - role-play these situations with other students in class in preparation for DECA competition
  - take practice written tests to prepare for the DECA competition

**Assessments/Evaluations:**

- Formative:
  - Quizzes to check individual progress
  - DECA competition
- Summative: Written evaluation

**Sample Assessment Questions:**

- Name two online career research resources.
- What areas should be investigated when completing a career assessment?
- Why is it important to assess your values, lifestyle goals, interests, and aptitudes when choosing a career?
### Instructional Resources/Tools:
- Laptops
- Videos
- Internet
- SMART Board
- DECA resources

### Cross Curricular Connections:
- ELA:
  - Reading
  - Writing
  - Communication

### Depth of Knowledge (Section 5)
- DOK: 3