

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

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

**Depth of Knowledge (Section 5)**

DOK: 2

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:
<ul style="list-style-type: none"><li>• Conduct a SWOT analysis</li><li>• Segment a market using geographic, demographics, and psychographics</li><li>• Analyze a target market</li><li>• Differentiate between mass marketing and market segmentation</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• The teacher will lead a lecture and class discussion over the different aspects of conducting a SWOT analysis while students:<ul style="list-style-type: none"><li>• take notes</li><li>• participate in the discussion</li></ul></li><li>• Student will work individually or in small groups to conduct a SWOT analysis on a business while applying the concept of:<ul style="list-style-type: none"><li>• mass market</li><li>• market segmentation</li></ul></li></ul>
Assessments/Evaluations:
<ul style="list-style-type: none"><li>• Formative:<ul style="list-style-type: none"><li>• Project scoring guide</li><li>• Q&amp;A</li><li>• Teacher guidance and daily feedback</li><li>• Written quizzes and review sheets</li></ul></li><li>• Summative: Written exam</li></ul>

**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

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)**

GLE/CLE: N/A  
Knowledge: (CA) 5,6  
CCSS: 11-12.SL.4; 11-12.RST.7; 11-12.WHST.4  
NETS: 1a,c; 4b  
Performance: 1.6, 1.8, 3.6

### **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 known 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)**

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

### **Unit (Section 3)**

Learning Targets:
<ul style="list-style-type: none"><li>• Treat others fairly at work</li><li>• Maintain accurate records of work hours</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• Students will:<ul style="list-style-type: none"><li>• 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</li><li>• participate in various teacher-led discussions about worksite situations</li><li>• bring in their weekly, bi-weekly or monthly paychecks and fill out a wage and hour report for verification</li><li>• watch a cultural diversity video</li></ul></li></ul>
Assessments/Evaluations:
<ul style="list-style-type: none"><li>• Worksite evaluation completed by the employer</li><li>• Weekly timesheets completed by the student</li></ul>
Sample Assessment Questions:
<ul style="list-style-type: none"><li>• List any positive things that happened at work this past week.</li><li>• Are there any problems or concerns you have from the past week at work?</li></ul>
Instructional Resources/Tools:
<ul style="list-style-type: none"><li>• Timesheets</li><li>• Evaluation sheet</li><li>• Visits to worksites</li><li>• Individual and group discussions of celebrations/concerns at worksites</li><li>• Video on cultural diversity</li></ul>

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:
<ul style="list-style-type: none"><li>• Compare channels of distribution for consumer and industrial products</li><li>• Name and describe the three levels of distribution intensity</li></ul>
Instructional Strategies:
<ul style="list-style-type: none"><li>• The teacher will provide a presentation on the distribution channels</li><li>• Students will:<ul style="list-style-type: none"><li>• research and investigate the distribution practice for perishable goods and give a presentation of their findings</li><li>• watch a video/YouTube on the distribution process and read various case studies in which they will solve fictional distribution issues</li></ul></li></ul>
Assessments/Evaluations:
<ul style="list-style-type: none"><li>• Formative:<ul style="list-style-type: none"><li>• Project scoring guide</li><li>• Q&amp;A session</li><li>• Quizzes</li></ul></li><li>• Summative: Written exam</li></ul>
Sample Assessment Questions:
<ul style="list-style-type: none"><li>• What term describes the path a product takes from producer to final user?</li><li>• What is the function of intermediaries?</li></ul>
Instructional Resources/Tools:
<ul style="list-style-type: none"><li>• SMART Board</li><li>• Laptops</li><li>• Internet</li><li>• YouTube</li></ul>

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)**

SSCLE: MUSWH.3a.R; ECP.4.K

Knowledge: (CA) 1,3,4,6 (MA) 1 (SS) 3,4

CCSS: 11-12.SL.4; 11-12.SL.5; 11-12.WHST.1b; S-ID.6

NETS: 3b,d

Performance: 1.8, 3.5, 3.8

### **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

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
    - skillsso 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 of 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?

Board Approved 8-3-15

Instructional Resources/Tools:

- Laptops
- Videos
- Internet
- SMART Board
- DECA resources

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Communication

**Depth of Knowledge (Section 5)**

DOK: 3