

# Marketing I



**Grade 10**

# Course Description

Marketing I is the foundational course in the Marketing Program. Marketing I addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.

## Core Instructional Materials

- E-Dynamic Learning <https://tchs.agilixbuzz.com/login?url=/teacher/home/courses>
- Business U <https://businessu.org/>
- [www.cteonline.org](http://www.cteonline.org)
- Modern Marketing eTextbook  
<https://edify.stukent.com/app/publication/066732e7-b02c-4e37-ae7e-83014f20c56c/b4b23044-464b-4ca0-908a-888e05543772/add67b35-b165-4e07-b912-c8bd8f801dee/bc0fa4de-1b3a-40fb-ba81-54c05ea886d7/view>

## Pacing Chart

Unit 1 The World of Marketing	Marketing, The Marketing Concept, The Importance of Marketing, and The Fundamentals of Marketing.	15 Days
Unit 2 Selling	Selling Overview, Beginning the Sales Process, Presenting the Product, Closing The Sale, Math in Sales.	30 Days
Unit 3 Promotion	The Promotional Mix, Types of Promotion, Display Features, Artistic Design, Advertising Media, Media Rates, Elements of Advertising, Advertising Layout.	30 Days
Unit 4 Skills for Marketing	Basic Math for Marketing, Communication Skills.	10 Days
Review & Final Exam		5 Days

## Educational Technology

### Standards

**Note: Insert additional educational technology standards that align with the specific CTE standards for this course**

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ **Technology Operations and Concepts**

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ **Creativity and Innovation**

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ **Digital Citizenship**

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

## 21st Century Life & Career Skills

### Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

### Learning and Innovation Skills:

➤ **Creativity and Innovation**

- Use multiple points of view to create alternative solutions.

➤ **Critical Thinking and Problem Solving**

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

➤ **Communication and Collaboration Skills**

- Determine an individual's responsibility for personal actions and contributions to group activities.

- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Model leadership skills during classroom and extra-curricular activities.

➤ **Cross-Cultural Understanding and Interpersonal Communication**

- Demonstrate the ability to understand inferences.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

➤ **Career Exploration**

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

## 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**

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.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## WIDA Performance Definitions – Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6- Reaching</b>			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with precise meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and complex grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Phrase-level grammatical structures</li> <li>Phrasal patterns associated with familiar social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>





## WIDA Performance Definitions- Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6- Reaching</b>			
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Rich descriptive discourse with complex sentences</li> <li>• Cohesive and organized, related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of complex grammatical structures</li> <li>• Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Technical and abstract content-area language</li> <li>• Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Connected discourse with a variety of sentences</li> <li>• Expanded related ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Complex grammatical structures</li> <li>• A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and some technical content-area language</li> <li>• Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Discourse with a series of extended sentences</li> <li>• Related ideas specific to particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Compound and some complex grammatical constructions</li> <li>• Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content-area language and expressions</li> <li>• Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>• Multiple related simple sentences</li> <li>• An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>• Compound grammatical structures</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions, including cognates</li> <li>• Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• Single statements or questions</li> <li>• An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>• Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social, instructional and some content-related words and phrases</li> </ul>



# Differentiated Instruction

**Links to District Resources for Differentiation** (please click the links below)

→ [Options for Accommodations and Modifications](#)

→ [Matrix of Accommodations and Modifications by Student Group](#)

## Key Elements for Differentiation

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

# Gifted and Talented

## Accommodate Based on Students individual Needs: Strategies

Adaption of Material and Requirements

Evaluate Vocabulary

Elevated Text Complexity

Additional Projects

Independent Student Options

Projects completed individual or with Partners

Self Selection of Research

Tiered/Multilevel Activities

Learning Centers

Individual Response Board

Independent Book Studies

Open-ended activities

Community/Subject expert mentorships

## Assessments

### Formative/Summative/Benchmark/Classroom Assessments

	<b>Benchmark Assessments:</b> Mid and End of Course Assessment in SchoolNet
	Unit Assessments, Chapter Assessments, Quizzes
	DBQ, Essays, Short Answer
	Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
	Projects, Portfolio, Presentations, Prezi, Gallery Walks
	Homework
	Concept Mapping
	Primary and Secondary Source analysis
	Photo, Video, Political Cartoon, Radio, Song Analysis
	Create an Original Song, Film, or Poem
	Glogster to make Electronic Posters
	Tumblr to create a Blog
	Timelines, Maps, Charts, Graphic Organizers

## Interdisciplinary Connections

### English Literacy <https://www.nj.gov/education/cccs/2016/ela/CompanionG1112.pdf>

- **NJSLSA.R1.** Read closely to determine what the text says explicitly and make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and the style of a text.
- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text. Including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach.
- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Mathematics <https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

- **NJSLS.** Perform arithmetic operations with complex numbers.
- **NJSLS.** Choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions (modeling).
- **NJSLS.** Perform modeling functions:
  - Identify variables in the situation and select those that represent essential features.
  - Formulate a model by New Jersey Student Learning Standards for Mathematics 76 creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables.
  - Analyze and perform operations on these relationships to draw conclusions.
  - Interpret the results of the mathematics in terms of the original situation.
  - Validate the conclusions by comparing them with the situation.

**Social Studies** <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

- **NJSLS. 6.1.4.C.1.** Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- **NJSLS. 6.1.4.C.2.** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **NJSLS. 6.1.4.C.3.** Explain why incentives vary between and among producers and consumers.
- **NJSLS. 6.1.4.C.4.** Describe how supply and demand influence price and output of products.
- **NJSLS. 6.1.4.C.10.** Explain the role of money, savings, debt, and investment in individuals' lives.
- **NJSLS. 6.1.4.C.11.** Recognize the importance of setting long-term goals when making financial decisions within the community.

**Technology** <https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g. camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
- 8.1.2.A.5 Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6 Identify the components of a database.

- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 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.
- 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 worksheet 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.

<b>Grade:10</b>	<p><b>Unit/Module</b>  <b>Unit I The World of Marketing</b></p> <p><b>Unit II Selling</b></p> <p><b>Unit III Promotion</b></p> <p><b>Unit IV Skills for Marketing</b></p>	<p><b>Topic:World of Marketing</b>  <b>Description:</b> Provides a foundation for understanding the marketing skills, core functions,and basic tools of marketing.</p> <p><b>Topic: Selling</b>  <b>Description:</b> The marketing concept, customer relationship management and sales management efforts come alive in the marketing core function of selling.</p> <p><b>Topic: Promotion</b>  <b>Description:</b> How to identify the target market, define your brand, design a theme, select media and assure your customers receive the right message.</p> <p><b>Topic: Skills for Marketing</b></p>
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		<b>Description:</b> Basic math and communication skills required for success in marketing.
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**New Jersey Student Learning Standards (NJSLS):**

- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.6 Select, monitor and manage sales and distribution channels.
- 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-SAL.1 Access, evaluate and disseminate sales information
- 9.3.MK-SAL.2 Apply sales techniques to meet client needs and wants.
- 9.3.MK-SAL.3 Plan, organize and lead sales staff to enhance sales goals.



NJDOE Student Learning Objective	Essential Questions	Skills	Resources	Sample Activities
<p><b>Unit I</b> The World of Marketing</p> <p>SWBAT Describe the impact of economics, economics systems and entrepreneurship on marketing.</p> <p>MK 1.1 Describe fundamental economic concepts used in marketing.</p> <p>MK 1.2 Explain economic systems in which marketing activities are performed</p> <p>MK 1.5 Describe marketing functions and related activities.</p> <p>SWBAT Create a marketing plan.</p> <p>MK 2.1 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p>	<p>How are economic utilities created by business activities</p> <p>How do businesses use the four P's to create an effective marketing mix?</p> <p>What are the 5 key economic indicators?</p> <p>How are economic indicators applied to study business cycles?</p> <p>Why must a SWOT Analysis be the basis for all marketing research and decision making?</p> <p>Differentiate between short term and long term planning.</p> <p>What are the components of a marketing plan?</p> <p>What are the goals of a marketing plan?</p>	<ul style="list-style-type: none"> <li>Describe fundamental economic concepts used in marketing.</li> <li>Explain the economic benefits of marketing.</li> <li>Explain the concept of utility</li> <li>Describe economic indicators that can impact marketing activities.</li> <li>Perform a SWOT and PEST Analysis.</li> <li>Identify the basic elements of a marketing plan.</li> </ul>	<ul style="list-style-type: none"> <li>Glencoe.com Online Learning Center</li> <li>eDynamic Learning</li> </ul> <p>EDL226 Marketing Foundations 1a: Introduction</p> <p>EDL227 Marketing Foundations 1b: Building Your Base</p>	<p>Graphic Organizers: Marketing Core Functions, Benefits of Marketing</p> <p>Marketing Mix Activity- Select a product of your choice and identify the target market for the product and the marketing strategies used for each of the 4P's for the product. (template in google classroom.)</p> <p>SWOT Analysis- Students will conduct a SWOT Analysis to market a new business.</p> <p>Unit: IMAX Theater Project</p> <p><a href="https://www.aeseducation.com/curriculum/business-education/marketing-project">https://www.aeseducation.com/curriculum/business-education/marketing-project</a></p>

<p>NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLS. 6.1.4.C.2 .Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>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.</p>				
<p><b>Unit II Selling</b></p> <p>SWBAT Use marketing strategies and processes to determine and meet client needs and wants.</p> <p>MK 10.1 Acquire a foundational knowledge of selling to understand its nature and scope</p> <p>MK 10.3 Explain sales processes and techniques to enhance customer relationships and to increase</p>	<p>What aspects of selling interest you?</p> <p>How does personal selling involve two-way communication between the buyer and seller?</p> <p>How can understanding the different levels of customer decision making help salespeople determine how they will perform the steps to a sale?</p> <p>Why is product information and knowledge of the</p>	<ul style="list-style-type: none"> <li>● Demonstrate the steps involved in the personal selling process.</li> <li>● Explore the ethical issues involved in personal selling.</li> <li>● Identify techniques that create effective sales demonstrations.</li> <li>● Explain feature benefit selling</li> <li>● Determine effective specialized methods</li> </ul>	<ul style="list-style-type: none"> <li>● Glencoe.com Online Learning Center</li> <li>● Sales and Marketing Training</li> </ul> <p><a href="https://www.moneyinstructor.com/lesson/sellingtechniqueelp.asp">https://www.moneyinstructor.com/lesson/sellingtechniqueelp.asp</a></p> <ul style="list-style-type: none"> <li>● eDynamic Learning</li> </ul> <p>EDL270 Marketing 2b</p>	<p>Create the following items for product/service you plan to sell for your sales demonstration:</p> <ul style="list-style-type: none"> <li>● Feature Benefit Chart</li> <li>● Objection Analysis</li> <li>● Script for Sales Demonstration</li> </ul> <p>Demonstrate ability to count up from the sale given a sales transaction.</p> <p>Graphic Organizers:</p>

<p>the likelihood of making sales.</p> <p>SWBAT Apply sales techniques to meet client needs and wants.</p> <p>MK-SAL2.2 Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</p> <p>MK-SAL 2.5 Process the sale to complete the exchange.</p> <p>MK-SAL 2.6 Conduct post-sales follow-up activities to foster ongoing relationships with customers.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p>	<p>competition so important in preparing for selling?</p> <p>How do you determine which product features to communicate to the customer during product presentation?</p> <p>How do you close a sale, develop and maintain a customer relationship?</p> <p>How are basic math concepts used in the sales process?</p>	<p>for closing the sale</p> <p>Explain sales role in C.R.M.</p> <ul style="list-style-type: none"> <li>● identify follow-up sales activities</li> <li>● Count up from the sale to make change.</li> <li>● Calculate markups, markdowns, sales tax, discounts and shipping charges</li> </ul>	<ul style="list-style-type: none"> <li>● Business U - Principles of Marketing</li> </ul>	<p>ANPOCS</p> <p>8 steps in the Selling Process</p> <p>Gallery Walk - students will “exhibit” the step of a sale assigned by the teacher. Students will complete Gallery Walk Questionnaire as they attend each exhibit.</p> <p>eDynamic Learning Modules as assigned.</p> <p>Business U Modules as assigned.</p>
<p><b>Unit III Promotion</b></p> <p>SWBAT Communicate information about products, services, images and/or ideas to achieve a desired outcome.</p>	<p>How do you create an effective promotional campaign to reach a target market?</p> <p>What makes a promotion successful?</p> <p>How are the different sales promotion techniques used</p>	<ul style="list-style-type: none"> <li>● Explain the role of promotion in business and marketing</li> <li>● Describe the concept of the promotional mix</li> <li>● Identify advertising media</li> </ul>	<ul style="list-style-type: none"> <li>● eDynamic Learning</li> </ul> <p>EDL064 Advertising and Sales Promotion, EDL059 Social Media: Our Connected World,</p>	<p>Writing a News Release Marketing Essentials Text pg 398 (sample Document)</p> <p>Create a Customer Loyalty program.</p>

<p>MK 9.1 Acquire a foundational knowledge of promotion to understand its nature and scope.</p> <p>MK 9.2 Describe promotional channels used to communicate with targeted audiences.</p> <p>MK 9.3 Explain the use of an advertisement's components to communicate with targeted audiences.</p> <p>NJSLS. Perform arithmetic operations with complex numbers.</p>	<p>to increase sales and inform customers about a company's products?</p> <p>How do stores use their space to project an image and present their products?</p> <p>How does a business create an advertising plan?</p> <p>What key components make a print advertisement effective?</p>	<ul style="list-style-type: none"> <li>● Explain the use of promotional tie-ins, trade sales promotions and loyalty marketing programs</li> <li>● Identify the elements of visual merchandising</li> <li>● Discuss the planning and selection of advertising media</li> <li>● Summarize how media costs are determined and calculated</li> <li>● Identify the main components of print advertisements</li> <li>● Summarize how advertising campaigns are developed</li> </ul>	<p>EDL270 Marketing 2b</p> <ul style="list-style-type: none"> <li>● Business U - Principles of Marketing</li> </ul>	<p>Graphic Organizers: Elements of Visual Merchandising, Artistic Design Elements</p> <p>Create a Print ad that contains the 5 major parts of an Ad.</p> <p>Analyzing Advertisements</p> <p><a href="https://web.archive.org/web/20050302195228/http://www.mediaworkshop.org/bwc/johnston_gonzalez/ads/techniques.html">https://web.archive.org/web/20050302195228/http://www.mediaworkshop.org/bwc/johnston_gonzalez/ads/techniques.html</a></p> <p><a href="http://www.readwritethink.org/files/resources/lesson_images/lesson203/analyzing.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson203/analyzing.pdf</a></p>
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<p><b>Unit IV Skills For Marketing</b></p> <p>SWBAT Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>MK 2.12 Implement accounting procedures to track money flow and to determine financial status.</p> <p>SWBAT Determine and adjust prices to maximize return while maintaining customer perception of value.</p> <p>MK 7.17.1 Develop a foundational knowledge of pricing to understand its role in marketing.</p> <p>SWBAT Apply techniques and strategies to convey ideas and information through marketing communications.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include</p>	<p>How do marketers use basic math skills?</p> <p>What are four basic patterns that are effective for structuring a formal speech?</p> <p>How can businesses convey a desired image in written communication?</p>	<ul style="list-style-type: none"> <li>● Perform basic math operations with decimal numbers and round answers</li> <li>● Convert percentages to decimals and decimals to percentages</li> <li>● Read graphs and present mathematical data</li> <li>● Demonstrate effective verbal and non verbal communication</li> <li>● Explain why cultural differences are import to consider in business communications</li> <li>● Demonstrate ability to compose and key effective, properly formatted business communications</li> </ul>	<ul style="list-style-type: none"> <li>● eDynamic Learning</li> </ul> <p>EDL128 Public Speaking 1a: Introduction</p> <p>EDL129 Public Speaking 1b: Finding Your Voice</p> <p>EDL270 Marketing 2b</p> <ul style="list-style-type: none"> <li>● <a href="https://writeforbusiness.com/book/write-business/chapter-16-letters-memos">https://writeforbusiness.com/book/write-business/chapter-16-letters-memos</a></li> </ul>	<p>Basic Math Practice 1-, Marketing Essentials Text pages 166-173</p> <p>Basic Graphing Activity - Given data students will create Bar Graph, Line Graph, and Pie Chart.</p> <p>Text based Response to Article- 4 Best Graphs for tracking marketing data</p> <p><a href="https://trackmaven.com/blog/4-best-graphs-marketing-data/">https://trackmaven.com/blog/4-best-graphs-marketing-data/</a></p> <p><a href="https://www.mtoliveboe.org/cmsAdmin/uploads/reading-response-rubric.pdf">https://www.mtoliveboe.org/cmsAdmin/uploads/reading-response-rubric.pdf</a></p> <p>How to calculate a break even analysis</p> <p><a href="https://squareup.com/us/en/townsquare/how-to-calculate-break-even-point-analysis">https://squareup.com/us/en/townsquare/how-to-calculate-break-even-point-analysis</a></p> <p>Compose the following business communications:</p> <p>Memo, Letter of complaint, and Letter Full Block Open Punctuation</p>
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<p>graphics, symbols and/or pictures.</p> <p>8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.</p>				
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## Vocabulary

### Unit I

Marketing, Goods, Services, Marketing Concept, Utility, Market, Consumer Market, Industrial Market, Market Share, Market Segmentation, Target Market, Customer Profile, Marketing Mix, Demographics, Psychographics, Geographics, Discretionary Income, Mass Marketing, SWOT Analysis, Environmental Scan, Sales Forecast, Marketing Strategy

### Unit II

Customer Relationship Management (CRM), Personal Selling, Organizational Selling, Cold Call, Telemarketing, Extensive Decision Making, Limited Decision Making, Routine Decision Making, Merchandising, Feature Benefit Selling, Product Features, Customer Benefits, Buying Motives Rational Buying Motives, Emotional Buying Motives, Patronage BUying Motives, Prospecting, Cold Canvassing, Merchandise Approach, Layman's Terms, Objection Analysis, Closing the Sale, Buying Signal, Suggestion Selling, Sales Check, Cash on Delivery (COD), Sales Tax, Allowance, Universal Product Code (UPC), Point of Sale System (POS), Till, Opening Cash Fund, Purchase Order, Invoice, Free On Board (FOB)

### Unit III

Product Promotion, Institutional Promotion, Promotional Mix, Advertising, Social Media, Sales Promotion, Public Relations, News Release, Publicity, Trade Promotions, Consumer Promotion, Premiums, Tie-Ins, Incentives, Loyalty Marketing Programs, Kiosks, Visual Merchandising, Storefront, Marquee, Store Layout, Fixtures, Point of Purchase (POP), Props, Color Wheel, Focal Point, Proportion, Balance, Promotional Advertising, Institutional Advertising, Media, Media Planning, Audience, Frequency, Impression, Cost Per Thousand (CPM), Advertising Campaign, Advertising Agency, Logo, Headline, Copy, Illustration, Clip Art, Signature, Slogan Ad Layout, Advertising Proof

### Unit IV

RPN, Percentage, Bar graph, Line Graph, Circle Graph, Pie Chart, Communication, Channels/Media, Feedback, Barriers, Setting, Jargon, Enumeration, Generalization,

## Unit Projects

Unit Projects (Suggested)	Unit Projects (Suggested)
<p><b>Unit I Projects</b></p> <p>Create and Produce an Infomercial  <a href="https://www.cteonline.org/cabinet/file/9d777e03-a04c-42e6-a8d0-c0d9ba9c454d/wit_blank_scripts.pdf">https://www.cteonline.org/cabinet/file/9d777e03-a04c-42e6-a8d0-c0d9ba9c454d/wit_blank_scripts.pdf</a></p> <p>Business Services Marketing Plan  <a href="https://www.deca.org/wp-content/uploads/2019/10/DECA_BS_M_2018_District_Event_1.pdf">https://www.deca.org/wp-content/uploads/2019/10/DECA_BS_M_2018_District_Event_1.pdf</a></p> <p><b>Unit II Project</b></p> <p>Professional Sales Demonstration  <a href="https://www.deca.org/wp-content/uploads/2016/09/CGuide_2016-17_ProfSales.pdf">https://www.deca.org/wp-content/uploads/2016/09/CGuide_2016-17_ProfSales.pdf</a></p>	<p><b>Unit III Projects</b></p> <p>DECA, Integrated Marketing Campaign Events            (Choose 1)  <a href="https://www.deca.org/wp-content/uploads/2018/07/HS_IMCE_Guidelines.pdf">https://www.deca.org/wp-content/uploads/2018/07/HS_IMCE_Guidelines.pdf</a></p> <p>Create a Retail Store Diorama  <a href="https://www.teacherspayteachers.com/Product/Project-Create-a-Retail-Store-in-a-Shoebox-648988">https://www.teacherspayteachers.com/Product/Project-Create-a-Retail-Store-in-a-Shoebox-648988</a></p> <p><b>Unit IV Projects</b></p> <p>Money Poster Project - Select one of the following Poster Topics:</p> <p>Cash Drawer Diagram, Monetary Conversion Rates, Coin Wrapper Anchor Chart, Calculating Tax, Discounts or Markup Anchor Chart, Counting up from the Sale( Making Change) Anchor Chart</p> <p>Business Letters Project            Applying basic theory to business letter writing; practicing tone, style, format; adapting content to the requirements of different audiences and purposes; argument construction; and peer editing.  <a href="https://writeforbusiness.com/book/write-business/chapter-16-letters-memos">https://writeforbusiness.com/book/write-business/chapter-16-letters-memos</a></p>



## **Rubric(s)**

**Insert rubric(s) referenced in course guide.**

### **Unit 1 Rubric**

#### **Marketing Plan Rubric**

[https://www.smartsheet.com/sites/default/files/IC-Marketing-Plan-Rubric-9410\\_PDF.pdf](https://www.smartsheet.com/sites/default/files/IC-Marketing-Plan-Rubric-9410_PDF.pdf)

### **Unit II Rubric**

#### **Sales Demonstration Rubric**

[https://www.deca.org/wp-content/uploads/2017/03/COL\\_Professional\\_Sales.pdf](https://www.deca.org/wp-content/uploads/2017/03/COL_Professional_Sales.pdf)

### **Unit III Rubric**

#### **Advertising Campaign Rubric**

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson203/rubric.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson203/rubric.pdf)

### **Unit IV**

#### **Money Poster Project Rubric**

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson1076/rubric.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1076/rubric.pdf)

#### **Reading Response Rubric**

<https://www.mtoliveboe.org/cmsAdmin/uploads/reading-response-rubric.pdf>

## **Business Letter Rubric**

[https://karenchandler.weebly.com/uploads/2/4/6/6/24662473/\\_businessletterassessmentrubric.pdf](https://karenchandler.weebly.com/uploads/2/4/6/6/24662473/_businessletterassessmentrubric.pdf)

## **Structured Learning Experiences:** *(Throughout each unit)*

Video chats with Amaninic, The Marketing Queen

<https://www.amaninic.com/>

Velocity - TCHS School Store

Bloomberg Mentoring

### Six Flags, BUSINESS & MARKETING EDUCATION

- Challenge - students can participate in the challenge and email entries to [NJspecialevents@sixflags.com](mailto:NJspecialevents@sixflags.com)! Teachers will be notified of winning projects and tickets will be mailed.
- Worksheets - Download FREE worksheets with fun activities to do while walking through the park!
- Meet a Member of the Marketing Team - Showcase Theater (PRE-REGISTRATION REQUIRED) email [NJspecialevents@sixflags.com](mailto:NJspecialevents@sixflags.com) to schedule a time to meet a member of our team!

## **Field Trip Ideas:** *(Throughout each unit)*

NJ DECA Blue/Gold Region Career Development Conference

NJ DECA State Career Development Conference

Macy's Group Student Tours <https://www.visitmacysusa.com/article/macys-group-student-tours>

Six Flags, Business & Marketing Education Day <https://www.sixflags.com/greatadventure/special-events/spring-physics-day>



