

Cedar Grove School District

Cedar Grove, NJ

2016

Marketing

Approved by the Cedar Grove Board of Education

June 14, 2016

*Previously approved by the College Board

Superintendent of Schools

Michael Fetherman

Board of Education

Mr. Joseph Cicala, President

Mrs. Pam Burke, Vice-President

Mrs. Christine Dye

Mr. Frank Mandala

Mr. Peter Prvulovic

Course Description

This course focuses upon the dynamics of business in a changing economy. Topics include the global economy, free enterprise system, entrepreneurship, financial markets such as the stock market, consumer banking, and money issues.

Prerequisite: None

This curriculum was revised in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS for
21st Century Life and Career Skills and Career Ready Practices.

The standards are located at <http://www.state.nj.us/education/cccs/2014/career/>

UNIT 1 - The World of Marketing

Targeted State Standards: 9-12.9.1.12.2, 9-12.9.1.12.1, 9-12.9.1.12.A1, 9-12.9.1.12.A4

Unit Objectives/Enduring Understandings: Students will explore the rationale for marketing and be able to explain, evaluate, and implement the 4 components of the marketing mix.

Essential Questions: • Why are the 4 P's of the marketing mix necessary when reaching consumers? • How do businesses develop a marketing mix? • Why is it necessary to market a good or service?

Unit Assessment: Students will demonstrate knowledge of marketing for businesses that operate in a free enterprise system.

Course Objective(s)	Student Objectives	Suggested Timeframe (in blocks)
Explore the concept of marketing	<ul style="list-style-type: none">• Define marketing• List the seven core marketing functions• Examine the different concepts related to marketing	4
Examine the importance of marketing	<ul style="list-style-type: none">• Analyze the benefits of marketing• Apply the concept of utility	4
Examine the fundamentals of marketing	<ul style="list-style-type: none">• Describe the concept of a market• Differentiate consumer and industrial markets• Describe market share• Define target market• List the four components of the marketing mix	4

Examine marketing planning	<ul style="list-style-type: none"> • Conduct a SWOT analysis • List the three key areas of an internal company analysis • Identify the factors in an environmental scan 	4
Explore marketing segmentation	<ul style="list-style-type: none"> • Explain the concept of market segmentation • Analyze a target market • Differentiate between mass marketing and market segmentation 	4

UNIT 2 - Economics

Targeted State Standards: : 9-12.9.1.12.2, 9-12.9.1.12.E.5, 9-12.9.2.12.A.3, 9-12.6.5.12A.3, 9-12.6.5.12.A.5, 9-12.6.5.12.A 8, 9-12.9.1.12.2 9-12.9.2.12.A.1, 9-12.9.2.12E.5, 9-12.9.2.12E.6, 9-12.9.1.12.B.2, 9-12.9.1.12.1

Unit Objectives/Enduring Understandings: The student will identify basic concepts of marketing and its effects on the U.S. economy.

Essential Questions: • What is the impact of marketing on the U.S. economy? • What types of economies exist around the world and why is it important to know? • How does the law of supply and demand affect prices? • What is the difference between price and non-price competition?

Unit Assessment: Students will demonstrate knowledge of the relationship between marketing and economics for businesses that operate in a free enterprise system.

Course Objective(s)	Student Objectives	Suggested Timefra
Analyze and define an economy	<ul style="list-style-type: none"> • Define the concept of an economy • List the factors of production • Explain the concept of scarcity • Discuss how traditional, market, command, and mixed economies answer the three basic economic questions • Cite examples of various economic systems 	5
Develop an understanding of how an economy works	<ul style="list-style-type: none"> • List the goals of a healthy economy • Explain how an economy is measured • Analyze the key phases of the business cycle 	5

Analyze global business	<ul style="list-style-type: none">• Explain the interdependence of nations• Describe international trade• Discuss the balance of trade• List three trade barriers• List three significant trade	5
-------------------------	---	---

	agreements and alliances	
Analyze the global marketplace	<ul style="list-style-type: none">• List forms of international trade• Identify political, economic, socio-cultural, and technological factors that affect international business• Identify global marketing strategies	5

UNIT 3 – Selling

Targeted State Standards: 9-12.9.1.12.2, 9-12.9.1.12.1, 9-12.9.2.12.A.5, 9-12.9.1.12.1, 9-12.9.1.12.D.3, 9-12.9.1.12.B.1, LA.9-12.3.3.12D

Unit Objectives/Enduring Understandings: Personal selling is the most effective means of promotion.

Essential Questions: • Why and how is personal selling the most effective means of promotion?

Unit Assessment: Students will prepare a business to business sales presentation.

Course Objective(s)	Student Objectives	Suggested Timeframe (in
Examine the process of selling	<ul style="list-style-type: none">• Define selling and different types of selling situations• Explain the purpose and goals of selling• Define consultative selling• Differentiate between rational and emotional buying motives• List three levels of consumer decision making	4
Explore sale preparation	<ul style="list-style-type: none">• Name sources of product information• Explain the main focus of preparation in business-to-business selling• Explain the main focus of preparation in retail selling	4

Examine the sales process	<ul style="list-style-type: none"> • List the 7 steps of a sale • Explain the importance and purposes of the approach in the sales process • Demonstrate how business-to-business sales representatives conduct 	4
	initial approach • Name three methods for making the initial approach in retail sales	
Determine needs in sales	<ul style="list-style-type: none"> • Explain why determining needs is an essential step in the sales process • List three methods for determining needs 	4
Explain how to close a sale	<ul style="list-style-type: none"> • Identify customer buying signals • Identify and list rules for closing a sale • Select appropriate specialized methods for closing the sale 	3

UNIT 4 – Advertising

Targeted State Standards: 9-12.9.1.12.2, 9-12.9.1.12.1, 9-12.9.2.12.A.5, 9-12.9.1.12.1, 9-12.9.1.12.D.3, 9-12.9.1.12.B.1, LA.9-12.3.3.12D Unit

Objectives/Enduring Understandings: A promotional plan must be coordinated using personal selling, advertising, public relations, and special promotions.

Essential Questions: • If a business does not advertise, how do potential customers learn about its products? • If you were charged with selecting advertising media, what kinds of information would you need?

Unit Assessment: Students will create a promotional plan for an event for business.

Course Objective(s)	Student Objectives	Suggested Time
Examine advertising media	<ul style="list-style-type: none">• Explain the concept and purpose of advertising in the promotional mix• Identify the different types of advertising media• Discuss the planning and selection of media	3
Explore media measurement and rates	<ul style="list-style-type: none">• Identify media measurement techniques• Explain techniques used to evaluate media• Summarize how media costs are determined• Explain promotional budget methods	3

RESOURCES

- Textbook: Marketing Essentials
Farese, Kimbrell, and Woloszyk, Glencoe, © 2009
- Supplementary Materials
 - Films (Pursuit of Happiness)
 - Videos (Commercials, Advertisements)
 - Workbooks (Marketing Essentials Student Activity Workbook,, Glencoe, 2009)
 - Websites (www.benandjerrvs.com)
 - Test Prep materials (Study Guides, Review Activities, Business Jeopardy)

ACTMTIES

- Lecture
- Class discussions
- Multiple intelligences activities
- Student presentations
 - Advertising Campaign
- Cooperative Learning structures
 - Interdisciplinary Design/Marketing Project
- Performance assessments
- Technology infusion
 - Power point
 - Internet
 - Excel
- Learning Styles activities
- Brain-based activities
- Differentiated Instruction
- Homework review
- Research
 - Demographics

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.

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.