COURSE TITLE: Marketing Principles

Course Description:
Marketing Principles is designed to provide students with an overview of marketing concepts. The course addresses the ways in which marketing satisfies consumer and business needs and wants for products and services. Areas emphasized include economics, entrepreneurship, information management, finance, marketing, product and service planning, promotion, pricing, selling, interpersonal skills, and international marketing.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
# Course Scope and Sequence

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Unit Plans of Instruction

Unit 1 Title: Foundational Standards

Supporting--will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Distribution

Content Standards
1. Apply knowledge of logistics (distribution) and channel management to manage supply-chain activities.
   1a. Explain the nature and scope of channel management and distribution.
      *Examples: transportation, storage, buying, shipping, receiving*
   1b. Contrast the functions of retailers, wholesalers, agents, and brokers.
   1c. Describe the use of technology in channel management and distribution and explain how it affects the cost of products.

Unpacked Learning Objectives

Students know:
- How to apply their knowledge of how products are moved through the supply-chain and how the supply-chain for a product is managed.
- How to explain the nature and scope of how a product moves through a supply chain and how it is distributed to the end consumer.
- How to distinguish between a retailer, wholesaler, agent, and brokers and discuss how each plays a role in the supply-chain.
- How to describe the various inventory methods and technology tools available to help efficiently distribute products through the supply chain and how these tools can affect the cost of products.

Students are able to:
- Define the key terms/academic vocabulary associated with logistics and supply-chain and channel management.
- Explain the nature and scope of channel management and distribution by conducting a dramatization of the product distribution process.
- Define each role in the channel of distribution for a product.
- Label an example supply-chain for a product and identify the manufacturer, wholesaler, retailer, agent, and broker in each.
- Compare and contrast the roles of manufacturers, agents, brokers, wholesalers, and retailers in the supply-chain using a digital tool of their choice.
- Define the key terms/academic vocabulary associated with inventory methods and technology.
- Research and report the inventory methods and technology used by a company of their choice.
- Describe the methods and technology tools used in channel management and distribution and how it affects the cost of products.

Students understand that:
- Understanding how a product traveled from manufacturer to wholesaler to retailer and then to the end consumer is a skill needed to become an educated consumer.
- That there are a lot of steps that manufacturers, wholesalers, and retailers go through in order to get a product to the consumer.
- It is important to understand all of the career options available to them throughout the supply-chain.
- Having a basic understanding of inventory methods and technologies will help prepare them for work in most retail positions.
| Unit Driving/Essential Question | Why is having an efficient distribution system vital?  
What channel or channels of distribution will help grow a business?  
Which of the four Ps deals with distribution planning?  
How is a product moved from the manufacturer to the customer?  
What is an industrial user?  
What is a consumer?  
What is the difference between wholesalers and retailers?  
What factors must companies consider when transporting goods?  
What factors might affect transportation costs?  
What is channel management?  
How do tariffs affect international trade?  
How does a buyer at a retail store plan purchases for upcoming resale?  
How can technology improve stock and inventory procedures? |
| Exemplar High Quality Unit Task | Use an FBLA/DECA project to culminate this course |
|----------------------------------|-------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------|----------------------------------|
| **Apply** knowledge of logistics and channel management to manage supply-chain activities. | Formative: Class discussion on logistics and channel management. Class discussion on supply chain. Summative: Students create exit tickets with their own definition of logistics, channel management, and supply-chain. | Define new terms. Draw a diagram of the traditional supply chain. [www.coggle.com](http://www.coggle.com) Draw a diagram of an eCommerce supply chain. Use an online resource to generate a word map. Activity: Think of five products you've used in the past week. Where were they produced? Who produced them? What channel members were involved in getting them to you? How would you have obtained these products without channels of distribution? | SCI: Analyze and organize data in an excel sheet or table format. | Paper, colored pencils, computer, internet [www.coggle.com](http://www.coggle.com) online mapping/diagram resource |

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Sep 16, 2022
| Explain the nature and scope of channel management and distribution. | Formative: Teacher observation of student understanding  
Summative: Quiz | Define new terms.  
Complete a graphic organizer on modes of transportation.  
Identify types of carriers. Research and briefly describe the various types of transportation service companies. | DECA quizlet https://quizlet.com/170801190/deca-flash-cards/  
Teacher made graphic organizer, paper, pencil, computer, internet  
www.creately.com graphic organizer software  
www.canva.com |
|---|---|---|---|
| Contrast the functions of retailers, wholesalers, agents, brokers | Formative: Graphic organizer  
Summative: Chapter test | Define new terms  
Graphic Organizer: List the routes taken to distribute products.  
Create a diagram to include the types of channel members and examples of each. Ask students to provide descriptions for Rack Jobbers, Drop Shippers, Brick-and-Mortar, and e-tailers. | SCI: Compare and contrast retailers, wholesalers, agents and brokers using graphs, infographics, charts or research analysis.  
Teacher made graphic organizer, paper, pencil, computer, internet  
www.creately.com graphic organizer software  
www.canva.com  
www.coggle.com online mapping/diagram resource |
| Describe the use of technology in channel management and distribution and explain how it affects the cost of products. | Formative: Class discussion on the process of receiving and stock handling techniques used in receiving deliveries. | Define new terms.  
Create a spreadsheet to track inventory. | Create an inventory spreadsheet, graphic organizer, paper, pencil, computer, internet |
**Summative:** Exit ticket on receiving and tracking inventory process.

Create a diagram for the stock handling process.

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### Key Vocabulary

- supply chain
- channel of distribution
- intermediary
- bulk-breaking
- non-store retailer
- e-tailer
- multi-channel retailer
- direct channel
- indirect channel
- retailer channel
- wholesaler channel
- agent/broker channel
- channel conflict
- transportation
- freight forwarder
- private carrier
- common carrier
- pipeline
- private warehouse
- public warehouse
- supply chain management
- supply chain manager
- intensive distribution
- selective distribution
- exclusive distribution
- export management company
- transportation
- storage
- buying
- shipping
- receiving
- bid
- negotiation
- economy of scale
- purchase order
- receiving record
- marketing
- invoice
- terms of delivery
- Free on Board (FOB)
- quality control
- FOB shipping point
- FOB destination
- 2/10, net 30
- retailers
- wholesalers
- agents
- brokers
- business purchasing
- purchasing agent
- buyer
- inventory management
- stockout
- reorder point
- buffer stock
- carrying costs
- physical inventory
- perpetual inventory control system
- manual-tag system
- unit-control system
- point-of-sale
- (POS) software
- Radio Frequency Identification (RFID)
- period inventory control system
- Just-in-time (JIT)
- inventory control system
- 80/20
- inventory rule
- turnover rate
- inventory shrinkage
- internal theft
- external theft

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### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Local small business owner guest speaker—speak on the process of the supply chain

### CTSO Connection:

Prepare for FBLA and/or DECA competitive events. [www.teachdeca.org](http://www.teachdeca.org) and [www.teachfbla.org](http://www.teachfbla.org)

### Certification/Credential Connection:

- Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator
- ASK Institute – Concepts of Entrepreneurship and Management
- ASK Institute - Fundamental Marketing Concepts
- Certiport – Entrepreneurship and Small Business (must hold concentrator status)
- IC3 Global Standard 6 (or higher)
- Certified Guest Service Professional
- National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 3 Title: Economics

Content Standards
2. Gather and share information about the economic environments in which customers function.
   2a. Examine various economic systems to determine how each establishes what will be produced, how it will be produced, and for whom it will be produced.
   2b. Explain how traditional, command, market, and mixed economic systems affect private ownership and the role of government in each economic system.
   2c. Identify various measurements used to analyze an economy and explain how those measures relate to supply and demand in the marketing process.

Unpacked Learning Objectives
Students know:
- Information about the economic environments in which customers function.
- Economic systems.
- How each economic system answers the economic question.
- Traditional, command, market, and mixed economic systems affect private ownership and the role of government in each economic system.
- Measurements used to analyze an economy and explain how those measures relate to supply and demand in the marketing process.

Students are able to:
- Define the key terms/academic vocabulary associated with the economic environment.
- List factors that can affect the economic environment of a state, country, or nation.
- Discuss how an economic factor can affect the economic environment of a state, country, or nation.
- Utilize technology tools to gather and share information about the economic environment in which customers function.
- Define the key terms/academic vocabulary associated with the economic system.
- State the economic question.
- Compare and contrast the basic economic system.
- Examine various economic systems to determine how each establishes what will be produced, how it will be produced, and for whom it will be produced.
- Define the key terms/academic vocabulary associated with the economic system.
- Explain how traditional, command, market, and mixed economic systems affect private ownership and the role of government in each economic system.
- Define the key terms/academic vocabulary associated with measuring an economy.
- Explain the relationship between supply and demand.
- Explain how economic measurements relate to supply and demand in the marketing process.
Students understand that:
- A customer’s economic environment can help organizations make business decisions.
- How each economic system answers the economic question is necessary for organizations to make business decisions.
- How an economy is measured is necessary for organizations to make business decisions.
- How an economy is measured provides students with enhanced financial literacy that may be used in their personal or professional lives.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Exemplar High Quality Unit Task</th>
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</thead>
<tbody>
<tr>
<td>How can a marketing plan help a company meet the needs of consumers during a recession?</td>
<td>Stock Market Game™--students will participate in an online simulation teaching about economics; student investment portfolio</td>
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<tr>
<td>What are some reasons for the growth of global business?</td>
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<td>How will you invest the money you have saved?</td>
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<td>How does the economy affect government policies and personal financial decisions?</td>
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## Map of Student Learning by Learning Objective

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</thead>
<tbody>
<tr>
<td><strong>Gather and share information about the economic environments in which customers function.</strong></td>
<td>Formative: Check for understanding rubric Summative: Quiz Chapter test Kahoot</td>
<td>Define new terms using a word map. Presentation with note taking guide Compile a list of resources—either print or online—that consumers can use to satisfy needs, briefly describing each one. Organize findings in a table created in Word.</td>
<td>SCI: Create questionnaires and devise work samples through inferences, observations, and collecting data.</td>
<td>Computer, internet, presentation software, notetaking guide, word processing software, Powerpoint and notetaking guide found here: <a href="https://www.caeducatorstogether.org/lesson-plans/mcbnpgn/marketing-begins-with-economics">https://www.caeducatorstogether.org/lesson-plans/mcbnpgn/marketing-begins-with-economics</a> <a href="http://www.wordclouds.com">www.wordclouds.com</a></td>
</tr>
<tr>
<td><strong>Examine various economic systems to determine how each establishes what will be produced, how it will be produced, and for whom it will be produced.</strong></td>
<td>Formative: Check for understanding Summative: Project rubric</td>
<td>Create your own economic system project</td>
<td>SCI: Evaluate and analyze data from financial reports, tables, forms and queries for various economic systems.</td>
<td>Economic System Project instructions</td>
</tr>
</tbody>
</table>

- **Equipment List by CTE Cluster**
- **Link to Helpful Tech Tools**
<table>
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<tr>
<th>Explain how traditional, command, market, and mixed economic systems affect private ownership and the role of government in each economic system.</th>
<th>Formative: Q/A Class discussion Summative: Report rubric</th>
<th>Prepare a one-page report describing a basic economic problem and include an example of it. Explain how this problem would be handled in different economic systems (controlled, free, mixed, and private enterprise).</th>
<th>Computer, internet, word processing software MBA Research State Connection: (FREE) <a href="https://mbastatesconnection.mbaresearch.org/">https://mbastatesconnection.mbaresearch.org/</a></th>
</tr>
</thead>
</table>
Key Vocabulary

- economic environment
- inflation rate
- income
- employment rate
- unemployment level
- demand
- market size
- suppliers
- supplies
- interest rates
- economic system
- economic question
- pure market economy
- pure command economy
- traditional economy
- mixed economy
- traditional economy
- command economy
- marketing economy
- mixed economy
- private ownership
- Gross Domestic Product (GDP)
- Gross National Product (GNP)
- stock market
- unemployment
- Consumer Price Index (CPI)
- Producer Price Index (PPI)
- supply
- demand
- market equilibrium

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- The Stock Market Game simulation

CTSO Connection:

- Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

- Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute - Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 4 Title: Entrepreneurship

Content Standards
3. Identify concepts, processes, and behaviors associated with successful entrepreneurs.

Unpacked Learning Objectives

Students know:
- Concepts, processes, and behaviors associated with successful entrepreneurs.

Students are able to:
- Define an entrepreneur.
- Identify concepts, processes, and behaviors associated with successful entrepreneurs.

Students understand that:
- What makes a successful entrepreneur is crucial for any path a student wishes to take in life.

| Unit Driving/Essential Question | How would you go about starting a new business?  
What are useful qualities that entrepreneurs need to be successful?  
How has e-commerce and online marketing helped to expand opportunities for entrepreneurs?  
Where can you find answers to questions you might have about starting your own business? |
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<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will work with a partner to plan how to start a business. Choose a business. Begin with a list of the questions that need to be answered as they develop a plan. Next, use the Internet to do research. Use keywords such as how to start a business, starting a small business, and becoming an entrepreneur. Then contact several local business owners and request interviews with them about how to start a business. Write a report describing what was learned about starting up a business.</td>
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<tr>
<td>Identify concepts, processes, and behaviors associated with successful entrepreneurs.</td>
<td>Formative: Teachers observe understanding</td>
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<tr>
<td>Summative: Test</td>
<td>Summative: Test</td>
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**Learning Activity Checklist**

- Class presentation
- Entrepreneurship defined
- Types of entrepreneurship
- Small Businesses
- Scalable
- Startups
- Large Businesses
- Social Entrepreneurship
- Characteristics of an entrepreneur
- Skills required of an entrepreneur
- Technical
- Business Management
- Personal
- Value of entrepreneurship to the economy

**Link to Differentiation Examples**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
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<th>Importance of a Business Plan</th>
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<td>Types of Business Plans</td>
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<td>Traditional</td>
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<td>Lean Startup</td>
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<td>Elements of a Business Plan</td>
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<td>Executive Summary</td>
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<td>Business Overview</td>
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<td>Market Analysis</td>
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<td>Operations and Management</td>
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<td>Financial Plan</td>
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<td>Types of business ownership</td>
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<td>Proprietorship</td>
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<tr>
<td>Partnership</td>
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<tr>
<td>LLC Corporation</td>
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</tbody>
</table>
Key Vocabulary

adaptability, risk tolerance, innovation, creativity

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Local business owners invited to be interviewed and speak to the class

CTSO Connection:

FBLA Entrepreneurship Objective Test: Sample Test
Deca.org/compete

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 5 Title: Global Marketing

Content Standards
4. Demonstrate knowledge of international business and marketing concepts.
   4a. Contrast international and domestic business and marketing.
   4b. Explain why nations and companies engage in international trade.
   4c. Explain the importance of marketing in a global economy.
   4d. Identify factors affecting international trade.
      Examples: culture, political structure, barriers to trade, currency fluctuations, comparative advantage

Unpacked Learning Objectives

Students know:
- Basic international business and marketing concepts.
- International and domestic business and marketing.
- Why nations and companies engage in international trade.
- Importance of marketing in a global economy.
- Factors affecting international trade.

Students are able to:
- Define an entrepreneur.
- Identify concepts, processes, and behaviors associated with successful entrepreneurs.

Students understand that:
- Domestic marketing is carrying out marketing activities within a nation's border.
- International marketing is carrying out marketing activities outside of a nation's border.
- Every country has products that they create better than another country. This is why we engage in international trade.
- Some countries have comparative/absolute advantage in a certain industry and some do not.
- There are several factors affecting international trade.
- Some of these factors change frequently.
### Unit Driving/Essential Question

- How would you select an emerging country to market a product and what marketing strategy would you use?
- What challenges and opportunities do you see for global businesses?
- How might consumers react if many commonly used imported products were no longer available?

### Exemplar High Quality Unit Task

Global Market Research Presentation

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## Map of Student Learning by Learning Objective

|--------------------------------|------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------|
| Demonstrate knowledge of international business and marketing concepts. | Formative: Teacher observation of understanding  
Summative: Test | Class discussion  
Notetaking guide using generic  
Read article Congolese Sapeurs “Popcorn” or independently  
Pose question regarding the movement for a class discussion. | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities | Equipment List by CTE Cluster  
Link to Helpful Tech Tools |

- **Equipment, Technology & Materials**
  - Introduction to International Market Research
  - Article Congolese Sapeurs Commercial
  - Summative assessment

  This lesson is from: CA Educators--Free Resource entitled “International Success! The Basics of International Market Research”
| **Contrast** international and domestic business and marketing. | **Formative:** Venn diagram  
  **Summative:** Chapter test | **Create a Venn diagram and research the similarities and differences in domestic and international business.**  
  **Ask students to list three examples of domestic and three examples of imported automobiles. Then ask students to circle that brand that they would** | **SCI:** Analyze and incorporate data into an infographic that can be presented to the class.  
  **SCI:** Create questionnaires and devise work samples through inferences, observations, and collecting data. | **Computer, projector, paper, pencil** |
| Explain why nations and companies engage in international trade. | Formative: Teacher observes understanding | Lecture  
Brainstorm a product you used made in another country.  
Make a journal entry on: How would your life be different if countries did not exchange products?  
In groups, make a list of items in the classroom or what each student has on/with them. Research where it was made and originated. Determine what products were imported internationally and which of those products the students would miss if international trade wasn’t an option. | Teacher made lecture presentation, journal entry paper, pencil, projector, computer, presentation software, internet  
MBA Research State Connection  
[https://mbastatesconnectonline.mbaresearch.org/LAP-EC-004, Beyond US (Global Trade)](https://mbastatesconnectonline.mbaresearch.org/LAP-EC-004, Beyond US (Global Trade)) |
|---|---|---|---|
| Explain the importance of marketing in a global economy. | Formative: Teacher observation of charts  
Summative: Exit ticket to include a benefit of international trade. | Class discussion/lecture  
Create a chart listing the benefits of international trade along with an example. | Teacher made lecture presentation, journal entry paper, pencil, projector, computer, presentation software, internet |
| **Identify factors affecting international trade.** | **Formative:** Teacher checks vocabulary understanding  
Summative: Rubric for graphic organizer | **Class discussion**  
Reading assignment  
Vocabulary activity: Have students create a table with the heads “International Trade,” “Trade Barriers,” and “Trade Agreements and Alliances.” Have students put the content vocabulary terms under the head where it fits best.  
Graphic organizer: Draw a chart to list factors that affect international businesses. The factors include: international factors, global environmental scan, and marketing strategies. | **Teacher made lecture presentation, journal entry paper, pencil, projector, computer, presentation software, internet** |

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Key Vocabulary

globalization, international trade, absolute advantage, comparative advantage, export, import, balance of trade, balance of payments, foreign exchange rate, trade policy, trade barrier, embargo, trade sanction, tariff, quota, trade agreement, trading bloc, licensing, franchise, joint venture, multi-national corporation, offshoring, global marketing, globalization, international trade, absolute advantage, comparative advantage, export, import, balance of trade, balance of payments, foreign exchange rate, trade policy, trade barrier, embargo, trade sanction, tariff, quota, trade agreement, trading bloc, licensing, franchise, joint venture, multi-national corporation, offshoring, global marketing, absolute advantage, comparative advantage, language, values, culture, political structure, barriers to trade, currency fluctuations, PEST analysis, international trade

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Project on international market research is based on work based learning experience.

CTSO Connection:

DECA International Business Plan
FBLA International Business Objective Test: Sample Test

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 6 Title: Marketing

Content Standards

5. Explain marketing principles in relation to the free enterprise system and the global trade environment.
   5a. Define marketing and explain its role in the economy.
   5b. Utilize basic marketing terminology.
       Examples: market segmentation, target marketing, marketing positioning
   5c. Explain key terms related to the global trade environment.

6. Evaluate how the “four P’s” of marketing (Product, Price, Place, Promotion) directly impact businesses and the sales process.

7. Utilize knowledge of marketing concepts to explain the scope and impact of marketing on the economy.
   7a. Explain marketing functions and their related activities.
   7b. Analyze elements of the marketing mix.
   7c. Explain the concepts of a market, market segmentation, and market identification.
   7d. Relate marketing concepts to customers’ needs and wants.

8. Evaluate and modify business and marketing systems to facilitate business activities.
   8a. Describe types of business activities.
   8b. Explain types of business ownership.
   8c. Identify and explain trends and developments in marketing.
   8d. Explain the importance of corporate social responsibility (CSR).

Unpacked Learning Objectives

Students know:
- Marketing principles in relation to the free enterprise system and the global trade environment.
- Marketing is and explains its role in the economy.
- Basic marketing terminology.
- Key terms related to the global trade environment.
- “Four P’s” of marketing (Product, Price, Place, Promotion) directly impact businesses and the sales process.
- Marketing concepts to explain the scope and impact of marketing on the economy.
- Marketing functions and their related activities.
- The elements of the marketing mix.
- Concepts of a market, market segmentation, and market identification.
- Marketing concepts to customers’ needs and wants.
● Marketing systems and business activities and be able to evaluate if they fit the needs of an organization.
● Types of business activities.
● Types of business ownership.
● Explain trends and developments in marketing.
● Importance of corporate social responsibility (CSR).

**Students are able to:**
● Define the key terms/academic vocabulary associated with marketing principles, free enterprise system, and the global trade environment.
● Explain the four marketing principles.
● Explain the free enterprise system.
● Explain global marketing.
● Explain marketing principles in relation to the free enterprise system and the global trade environment.
● Define the key terms/academic vocabulary associated with marketing.
● Describe the benefits of marketing.
● Discuss the marketing concept.
● Discuss how marketing provides economic utility to consumers.
● Define marketing and explain its role in the economy.
● Define the key terms/academic vocabulary associated with marketing.
● Explain the scope of marketing using basic marketing terminology.
● Define the key terms/academic vocabulary associated with global marketing.
● Explain key terms related to the global trade environment.
● Utilize basic marketing terminology.
● Define each element of the marketing mix.
● Define a business and discuss some major business activities.
● Define the sales process.
● Discuss how each element of the marketing mix relates to one another.
● Evaluate how the “four P’s” of marketing (Product, Price, Place, Promotion) directly impact businesses and the sales process.
● Define each element of the marketing concept.
● Discuss how marketing provides consumers with economic utility.
● Utilize knowledge of marketing concepts to explain the scope and impact of marketing on the economy.
● List each of the seven marketing functions.
● Define each of the seven marketing functions.
● Discuss the related activities associated with each marketing function.
● Explain marketing functions and their related activities.
● List each element of the marketing mix.
● Define each element of the marketing mix.
● Analyze elements of the marketing mix.
● Define the key terms/academic vocabulary associated with market segmentation and identification.
● Discuss why it is important to identify and segment the mass market for a good or service.
● Discuss the four criteria for accurately identifying a target market.
● Discuss the four types of market segmentation.
● Explain the concepts of a market, market segmentation, and market identification.
● Discuss the differences between consumer wants and needs.
● Provide an example of a want.
● Provide an example of a need.
● Define the key terms/academic vocabulary associated with marketing systems and business activities.
● Discuss the purpose behind a company creating a specific marketing system.
● List the six categories of business activities.
● Evaluate and modify business and marketing systems to facilitate business activities.
● Describe types of business activities.
● List the basic types of business ownership.
● Define each of the basic types of business ownership.
● Identify an example of each of the basic types of business ownership.
● Compare and contrast the different types of business ownership.
● Explain types of business ownership.
● Define the key terms/academic vocabulary associated with marketing trends and developments.
● List an example of a Social Trend.
● List an example of a Demographic Trend.
● List an example of a Product Trend.
● Compare and contrast a trend and a fad.
● Identify and explain trends and developments in marketing.
● Define the key terms/academic vocabulary associated with corporate social responsibility.
● Identify socially responsible marketing activities.
● Provide an example of a green marketing campaign.
● Provide an example of a Cause Marketing campaign.
● Explain the importance of corporate social responsibility (CSR).
● Discuss the benefits of Corporate Social Responsibility (CSR).

Students understand that:
● Being able to explain marketing principles in relation to the free enterprise system and the global trade environment helps students realize how connected countries are through business practices.
● A successful and stable economy is only possible through the marketing concept.
● Regardless of their chosen career path or field, students will most likely have some exposure to marketing concepts so having a basic understanding will be crucial to their success.
● Understanding basic marketing terminology related to the global trade environment will make the student a more educated consumer.
● Regardless of their chosen career path or field, students will most likely have some exposure to the marketing mix. By evaluating how the
“four P’s” of marketing (Product, Price, Place, Promotion) directly impact businesses and the sales process, students will be better prepared to step into any career that they choose.

- Evaluating how the “four P’s” of marketing (Product, Price, Place, Promotion) directly impact businesses and the sales process also exposes students to potential careers within the field of marketing.
- Understanding the marketing concept will allow students to see how each business activity under marketing is interrelated.
- Understanding the seven functions of marketing exposes students to potential careers within the field of marketing.
- Understanding the market identification and segmentation and its impact on the success of a good or service is crucial to continue study in the field of marketing.
- Businesses must be sure that they constantly are evaluating and re-evaluating their business practices to ensure they are in line with their chosen marketing system.
- The ability to evaluate and decide on modifications is an essential career skill in any context.
- Understanding basic business activities exposes students to potential careers within the field of marketing.
- Understanding the different types of business ownership will help a student that wishes to be an entrepreneur choose the appropriate business structure for their business.
- Being able to identify marketing trends and developments will make the student a more educated consumer.
- Businesses have a duty to improve society in general by taking actions to further social good.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Why is marketing so important in the global economy?</th>
<th>How do the functions of marketing contribute to the global economy?</th>
<th>How do businesses keep their customers?</th>
<th>How can companies operate successful businesses while meeting the needs of society?</th>
<th>What are the advantages and disadvantages to being self-employed?</th>
<th>What are companies doing to support social causes and how can you help?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students are to prepare a political campaign for a student organization office. They are to include all of the six functions of marketing and will present their speeches to the class. They may work in teams of two to three, but each team member must do his or her part in running the campaign.</td>
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</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Explain marketing principles in relation to the free enterprise system and the global trade environment.</td>
<td>Formative: Journal entry using bellringer questions Summative: Chapter test</td>
<td>Presentation with class discussion Bell ringers Graphic organizers Venn diagrams Notetaking guide MBA Research: LAP-MK-001, Work the Big Seven (Marketing Functions)</td>
<td></td>
<td>Older edition textbook presentation Graphic organizers Computer Textbook Projector Internet Paper Pencil Word processing software Presentation software</td>
</tr>
<tr>
<td>Define marketing and explain its role in the economy.</td>
<td>Formative: Teacher observation Summative: Exit ticket</td>
<td>Presentation with class discussion Bell ringers Graphic organizers Venn diagrams Notetaking guide</td>
<td></td>
<td>Older edition textbook presentation Graphic Organizers, computer, textbook, projector, internet, paper, pencil, word processing software, presentation software</td>
</tr>
</tbody>
</table>
| **Utilize basic marketing terminology.** | Formative: Kahoot game | Terminology found in presentation | Older edition textbook presentation | **Older edition textbook presentation**
| | Summative: Vocabulary quiz | Write terms and definitions in a notetaking guide. | **Older edition textbook presentation**
| | | Use each term in a sentence. | **Graphic Organizers**
| | | | computer, textbook, projector, internet, paper, pencil, word processing software, presentation software, Kahoot

| **Explain key terms related to the global trade environment.** | Formative: Teacher observation | Write terms in students’ own words. | Pencil, paper | **Older edition textbook presentation**
| | Summative: Chapter test | | | **Graphic Organizers**
| | | | computer, textbook, projector, internet, paper, pencil, word processing software, presentation software

| **Evaluate how the “four P’s” of marketing (Product, Price, Place, Promotion) directly impact businesses and the sales process.** | Formative: Create a brochure | Create a brochure on Four P’s | SCI: Analyze and organize data in an a table format to explain the “four P’s” | **Older edition textbook presentation**
| | Teacher checkpoints through process | | | **Graphic Organizers**
| | Summative: Finished brochure | https://teachingwithcrump.weebly.com/the-marketing-mix.html | | computer, textbook, projector, internet, paper, pencil, word processing software, presentation software

| **Utilize knowledge of marketing concepts to explain the scope and impact of marketing on the economy.** | Formative: Teacher reviews graphic organizers and other assessments | Presentation with class discussion | | **Older edition textbook presentation**
| | Summative: Chapter test | Bell ringers | | **Graphic Organizers**
| | | Graphic organizers | computer, textbook, projector, internet, paper, pencil, word processing software, presentation software
| | | Journal entry: What are the five economic utilities? How are time and place utilities related? | | computer, textbook, projector, internet, paper, pencil, word processing software, presentation software
| Explain marketing functions and their related activities. | Formative: Teacher reviews graphic organizers and other assessments | Presentation with class discussion  
Bell ringers  
Graphic organizers  
Venn diagrams  
Notetaking guide | Older edition textbook presentation  
Graphic Organizers  
computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |
|---|---|---|---|
| Analyze elements of the marketing mix. | Formative: Teacher reviews graphic organizers and other assessments  
Summative: Chapter test | Presentation with class discussion  
Bell ringers  
Graphic organizers  
Journal entry  
- What are the four basic marketing strategies of the marketing mix?  
- Why would some marketers add a fifth P to the marketing mix? What would the P stand for?  
- Describe the four Ps.  
Venn diagrams  
Notetaking guide | Older edition textbook presentation  
Graphic Organizers  
computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |
| Explain the concepts of a market, market segmentation, and market identification. | Formative: Teacher reviews graphic organizers and other assessments  
Summative: Chapter test | Bring in a variety of advertisements and commercial clips. Answer the guiding questions for each advertisement.  
- What product or service is being promoted?  
- Who is the target audience for the advertisement?  
- Explain how you determined the target audience. | Older edition textbook presentation  
Graphic Organizers  
computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |
|---|---|---|---|
| Relate marketing concepts to customers’ needs and wants. | Formative: Check understanding of customer profile.  
Summative: Exit ticket to identify how marketing relates to needs and wants | Presentation with class discussion  
Notetaking guide  
Complete a customer profile table.  
MBA Research: LAP-MK-014, Cause and Effect (Buying Behavior) | Older edition textbook presentation  
Graphic Organizers  
computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |
| Evaluate and modify business and marketing systems to facilitate business activities. | Formative: Check for understanding  
Summative: Chapter test | Create a list of business activities and match them to the appropriate marketing activity.  
Perform a SWOT Analysis using the graphic organizer | Older edition textbook presentation  
Graphic Organizers  
SWOT Analysis video  
computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |
| Describe types of business activities. | Formative: Teacher checks charts for understanding | Create a chart listing the business activities on the left and examples on the right: ● Sales ● Marketing ● Finance ● Accounting ● Customer Service ● Human Resources | SCI: Analyze and organize data in an excel sheet or table format | Older edition textbook presentation
Graphic Organizers
computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |
|---|---|---|---|---|
| Explain types of business ownership. | Formative: Check for understanding of content | Research and report on the types of business ownership: ● Sole Proprietorship ● Partnership Guest speaker Guest speaker note taking handout | Older edition textbook presentation
Graphic Organizers
computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |
<p>| Identify and explain trends and developments in marketing. | Formative: Teacher checks journal entries for understanding. | Journal entry: Ask students to name examples of recent marketing trends they have observed through the media or by watching others. Select a product and create a chart graphing sales for a specific period of time. Determine if it is a trending product using previous content knowledge and explain the decision. | Computer, textbook, projector, internet, paper, pencil, word processing software, presentation software |</p>
<table>
<thead>
<tr>
<th>Explain the importance of corporate social responsibility (CSR).</th>
<th>Formative: Teacher checks journal entry for understanding</th>
<th>Presentation with class discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative: Rubric for graphic organizer</td>
<td>Journal entry: Why do you think it is a good idea for companies to be socially responsible?</td>
<td></td>
</tr>
<tr>
<td>Research companies that are successfully being socially responsible. What are they doing? See the article link to the right for details.</td>
<td>Use the graphic organizer to organize information on social responsibility, ethics in business, and the guidelines for ethical behavior. Link key concepts together for each topic.</td>
<td></td>
</tr>
</tbody>
</table>

**Graphic Organizers**

Computer, textbook, projector, internet, paper, pencil, word processing software, presentation software

Key Vocabulary

product, price, place, promotion, competition, private property, profit, economic freedom, voluntary exchange, market economy, language, values, culture, marketing, need, want, product, good, service, idea, marketing professional, consumer, marketing concept, economic utility, market segmentation, target marketing, marketing positioning, international trade, globalization, absolute advantage, comparative advantage, export, import, trade barrier, tariff, quota, trade agreement, culture, diversity, marketing mix, sales process, marketing concept, customer satisfaction, profit, total company approach, channel management, marketing-information management (MIM), market planning, pricing, product/service, management, selling, channel, market, target market, market identification, mass market, niche market, geographic segmentation, demographic segmentation, generation, psychographic segmentation, attitude, behavioral segmentation, 80/20 rule, sales, finance, accounting, customer service, human resources, sole proprietorship, partnership, limited liability company (LLC), corporation, c corp, s corp, b corp, close corporation, nonprofit corporation, cooperative, business structure, ownership, liability, taxes, marketing trend, marketing development, social trend, demographic trend, product trends, fad, corporate social responsibility (CSR), social responsibility, goodwill, philanthropy, sustainability, socially responsible marketing, green marketing, cause marketing

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker

CTSO Connection:

https://www.deca.org/high-school-programs/high-school-competitive-events/

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 7 Title: Marketing Information Management

Content Standards
9. Describe how business and marketing decisions are influenced by marketing information and research.
   9a. Explain the nature and scope of the marketing information management function.
   9b. Describe the types of marketing research, including advertising, product, market, and sales, and the differences between quantitative and qualitative data.
   9c. Contrast primary and secondary data.
   9d. Describe data-collection methods.
      Examples: observations, mail, telephone, Internet, discussion/focus groups, interviews, scanners
   9e. Identify trends and limitations in marketing research, including the impact of social media.

Unpacked Learning Objectives

Students know:
- Business and marketing decisions are influenced by marketing information and research.
- Nature and scope of the marketing information management function.
- Types of marketing research, including advertising, product, market, and sales, and the differences between quantitative and qualitative data.
- The difference between primary and secondary data.
- Data-collection methods.
- Trends and limitations in marketing research, including the impact of social media.

Students are able to:
- Define the key terms/academic vocabulary associated with marketing information and research.
- Identify the purpose behind gathering data.
- Identify the steps in the marketing research process.
- Describe how business and marketing decisions are influenced by marketing information and research.
- Define the key terms/academic vocabulary associated with marketing information management.
- Discuss the need for gathering, storing, and analyzing marketing data.
- Explain the nature and scope of the marketing information management function.
- Define the key terms/academic vocabulary associated with marketing research.
- Identify two types of data gathered through marketing research.
- Compare and contrast quantitative and qualitative data.
- Provide an example of a piece of quantitative data.
- Provide an example of a piece of qualitative data.
● Describe the types of marketing research, including advertising, product, market, and sales, and the differences between quantitative and
● Define primary data.
● Define secondary data.
● Discuss how businesses gather primary data.
● Discuss how businesses gather secondary data.
● Discuss the benefits and disadvantages of primary and secondary data.
● Contrast primary and secondary data.
● List the methods for collecting marketing data.
● Describe the methods for collecting marketing data.
● Discuss when each of the data collection methods should be used.
● Define the key terms/academic vocabulary associated with trends and limitations in marketing research.
● Describe reasons why marketing research may be unreliable.
● Discuss recent trends in marketing research through the use of social media.
● Identify trends and limitations in marketing research, including the impact of social media.

Students understand that:
● Understanding the multiple reasons why businesses heavily rely on marketing research is foundational knowledge in the field of marketing.
● Understanding the marketing research process will provide students with a structure that they can apply to multiple real-life situations whether they wish to pursue a career in marketing or not.
● Having an understanding of how companies conduct their Marketing Information Management has never been more important in our digital age.
● It is very important that students understand that MkIS is not something that is only conducted when introducing a new product. MkIS is a practice that is continuous within an organization.
● Marketing research is essential for any business before, during, and after the sale of their product.
● There are two types of data used in marketing research: primary and secondary data.
● Determining which type to use will be dependent on the question that needs to be answered.
● A combination of primary and secondary data sources are often used in marketing research.
● There are several methods for collecting data.
● Each data collection method is used for a specific purpose.
● There are several limitations that need to be considered when conducting marketing research.
● The methods for collecting data are ever-changing with new advances in technology.
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How can marketing research help improve a company’s products for its target market? How can research be used to gain data about marketing opportunities?</th>
</tr>
</thead>
</table>
| Exemplar High Quality Unit Task | Role play scenarios for competitive events: [https://www.deca.org/classroom/integrate-classroom/use-role-plays-and-case-studies-in-the-classroom/](https://www.deca.org/classroom/integrate-classroom/use-role-plays-and-case-studies-in-the-classroom/)  
Competition score sheet will be used as grading rubric. |
### Map of Student Learning by Learning Objective

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Describe how business and marketing decisions are influenced by marketing information and research.</strong></td>
<td>Formative: Teacher spot check for understanding, participation and completion of activity. Summative: Self check assessments</td>
<td>Graphic organizer Venn diagram Teacher presentation on decision making to include the relationship between our personal decision making and business decision making Notetaking guide Decision making worksheet</td>
<td></td>
<td>Old Text Edition Graphic Organizers Decision making worksheet Self check assessment Computer, internet, pencil, paper, projector, notetaking guide</td>
</tr>
<tr>
<td><strong>Explain the nature and scope of the marketing information management function.</strong></td>
<td>Formative: Check understanding through Q/A Summative: Journal entry submissions</td>
<td>Journal entry: Explain the characteristics and purposes of a marketing information system.</td>
<td></td>
<td>Computer, internet, pencil, paper, projector</td>
</tr>
<tr>
<td>Description</td>
<td>Formative: Venn diagram check</td>
<td>Compare and contrast between quantitative and qualitative data.</td>
<td>Summative: Exit ticket describing one type of marketing research</td>
<td>List an example of each.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Describe the types of marketing research, including advertising, product, market, and sales, and the differences between quantitative and qualitative data.</td>
<td>Formative: Venn diagram check</td>
<td>Summative: Exit ticket describing one type of marketing research</td>
<td>Compare and contrast between quantitative and qualitative data.</td>
<td>List an example of each.</td>
</tr>
<tr>
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<td>Summative: Exit ticket describing one type of marketing research</td>
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<td>Compare and contrast between quantitative and qualitative data.</td>
<td>List an example of each.</td>
</tr>
<tr>
<td>Old text edition graphic organizer</td>
<td>Examples of all types</td>
<td>Computer, internet, pencil, paper, projector</td>
<td>Computer, internet, pencil, paper, projector</td>
<td>Computer, internet, pencil, paper, projector</td>
</tr>
<tr>
<td>Contrast primary and secondary data.</td>
<td>Formative: Check understanding through Q/A</td>
<td>Venn diagram</td>
<td>Summative: Journal entry submissions</td>
<td>Explain the differences in a journal entry.</td>
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<tr>
<td>Describe data-collection methods.</td>
<td>Formative: Check understanding through Q/A</td>
<td>Venn diagram</td>
<td>Summative: Journal entry submissions</td>
<td>Explain the differences in a journal entry.</td>
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<tr>
<td>SCI: Analyze and incorporate data into an infographic that can be presented to the class.</td>
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<td>Formative: Check understanding through Q/A</td>
<td>Venn diagram</td>
<td>Summative: Journal entry submissions</td>
<td>Explain the differences in a journal entry.</td>
</tr>
<tr>
<td>Create a chart listing the methods and describe the process of each.</td>
<td>Summative: Journal entry submissions</td>
<td>Venn diagram</td>
<td>Summative: Journal entry submissions</td>
<td>Explain the differences in a journal entry.</td>
</tr>
<tr>
<td>SCI: Evaluate and analyze data from, tables, forms and queries</td>
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</tr>
<tr>
<td>Identify trends and limitations in marketing research, including the impact of social media.</td>
<td>Formative: Monitor understanding</td>
<td>Research the trends and limitations in marketing research.</td>
<td>Summative: Rubric for report</td>
<td>Write a report or create an infographic on findings.</td>
</tr>
<tr>
<td>Research the trends and limitations in marketing research.</td>
<td>Summative: Rubric for report</td>
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<td>Summative: Rubric for report</td>
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</tr>
<tr>
<td>Write a report or create an infographic on findings.</td>
<td>Summative: Rubric for report</td>
<td>Research the trends and limitations in marketing research.</td>
<td>Summative: Rubric for report</td>
<td>Write a report or create an infographic on findings.</td>
</tr>
</tbody>
</table>
Key Vocabulary

marketing research, marketing research process, informal research, formal research, marketing information management (MKIS), database, marketing, customer relationship management (CRM), primary data, secondary data, qualitative data, quantitative data, market segmentation, product testing, advertising testing, satisfaction and loyalty analysis, brand awareness and reach, pricing research, survey, poll, order bias, observations, mail, telephone, internet, focus groups, interviews, scanners, reliability, research sample, question structure, validity, order bias, data analysis, reporting errors, social media marketing

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Present research findings as you would report in a business meeting.

CTSO Connection:

FBLA: Sample case study Sample objective test
DECA: Competitive events list

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 8 Title: Pricing

Content Standards
10. Evaluate pricing strategies in terms of maximizing return and meeting customers’ perceptions of value.
   10a. Explain the nature and scope of the pricing function.
   10b. Explain factors affecting pricing decisions.
   10c. Distinguish between market share and market position as they relate to pricing.
   10d. Compare and contrast markup, markdown, sale prices, and discount dollars and percentages.
   10e. Explain the impact of product life cycles on marketing decisions.

Unpacked Learning Objectives

Students know:
- Pricing strategies in terms of maximizing return and meeting customers’ perceptions of value.
- Nature and scope of the pricing function.
- Factors affecting pricing decisions.
- Market share and market position as they relate to pricing.
- Markup, markdown, sale prices, and discount dollars and percentages.
- Impact of product life cycles on marketing decisions.

Students are able to:
- Define the key terms/academic vocabulary associated with pricing strategies and pricing objectives.
- Identify two categories of pricing objectives.
- List the steps, in order, of the Price-Setting Process.
- Identify the three levels of customer’s perceived value.
- Discuss how price affects the customer’s perceptions of value.
- List the major pricing strategies businesses use when setting a price for a product.
- Compare and contrast the major pricing strategies businesses use when setting a price of a product.
- Evaluate pricing strategies in terms of maximizing return and meeting customers’ perceptions of value.
- Explain price as one of the four Ps of marketing.
- Discuss the primary objectives that businesses must meet when setting price.
- Explain the nature and scope of the pricing function.
- Define the key terms/academic vocabulary associated with pricing decisions.
- Discuss the difference between a fixed and variable expense.
- Provide an example of a variable expense.
- Provide an example of a fixed expense.
- Calculate Net Profit.
- Calculate Total Assets.
- Calculate Return-on-Investment.
- Calculate Break-Even Point.
- Discuss the difference between elastic and inelastic demand.
- Provide an example of elastic and inelastic demand.
- Explain factors affecting pricing decisions.
- Define market share and market position.
- Distinguish between market share and market position as they relate to pricing.
- Define the basic calculations used to determine the sale price for a product.
- Discuss the difference between a markdown and a sales discount.
- Calculate markup.
- Calculate markdown.
- Calculate sales discount.
- Calculate sale price.
- Compare and contrast markup, markdown, sale prices, and discount dollars and percentages.
- List the four stages of the product life cycle.
- Define each stage of the product life cycle.
- Provide an example of a product that is currently in each stage of the product life cycle.
- Explain the impact of product life cycles on marketing decisions.

Students understand that:
- Pricing decisions are made based on several factors, but ultimately, they will reflect the businesses pricing objectives.
- Students are able to use each of the pricing strategies to determine a price for a product.
- Pricing is one of the most important elements to the marketing mix.
- There are several factors that affect price and it is not simply what the business wants to set the price to.
- Pricing decisions are fluid and may change over time depending on the economic or political factors.
- There is a small difference between market share and market position.
- Market share is a concrete number, but market position is how the customer perceives the product or service in relation to the competition.
- Being able to determine the sales price of an item using markup, markdown, and sales discounts is an essential life skill.
- The Product Life Cycle is a tool that can be used to help businesses set prices on their products.
- Being able to determine which stage of the product life cycle a product is in will help students make informed buying decisions as consumers.
| Unit Driving/Essential Question | What factors go into pricing products for teenagers?  
| How do you set the price for a new electronic product?  
| What are the three goals of pricing?  
| How do retailers calculate original markups, knowing that prices will be reduced later in the season? |

| Exemplar High Quality Unit Task | Research pricing for the following flight information.  
Give the students the following directions:  
1. Create a table in Word to input your research data.  
2. Create the table so that there are three columns: Airline, Week 1, Week 2.  
3. Input the airline name and pricing for each week indicated.  
Research the following for five different airlines.  
One week trip, starting February 14 to February 21, from one location in the United States to New York City.  
Research the same information as if you were leaving one week later.  
On the board or projection device, write down the following questions:  
1. Describe the likely pricing strategy for an airline offering flights from your departure location to New York.  
2. What explanation can you offer for the differences in the prices quoted?  
Direct students to write down the questions and answer these questions based on lecture information and their research.  
Taken from this free resource. |
## Map of Student Learning by Learning Objective

|----------------------------------|--------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------|----------------------------------|
| **Evaluate pricing strategies in terms of maximizing return and meeting customers' perceptions of value.** | Formative: Vocabulary game  
Summative: Chapter test | Class presentation  
Notetaking guide  
List the forms of pricing.  
Vocabulary flash cards  
Create a chart listing factors that Determine Demand Elasticity  
● Taste test activity to explain brand loyalty  
● Graph the price of gas over a period of time.  
Digital Nation activity on pricing strategies.  
Create a chart for psychological pricing strategies. Have students | **Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities** | **Older text edition Digital Nation worksheet**  
Computer, projector, Quizlet, Kahoot, internet, paper, pencil, presentation software, word processing software |

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction  
Updated as of Sep 16, 2022
| **Explain the nature and scope of the pricing function.** | Formative: Check for understanding | Class presentation  
Note taking  
Draw a chart to take notes about the scope, significance, and major goals of pricing.  
Make a word map to identify various words that mean price such as tuition, fees, etc. | Computer, projector, Quizlet, Kahoot, internet, paper, pencil, presentation software, word processing software |
|---|---|---|---|
| **Explain factors affecting pricing decisions.** | Formative: Class discussion check for understanding  
Summative: Chapter test | Class presentation  
Notetaking guide  
Draw a chart to note factors that affect price and legal and ethical considerations in pricing.  
List the four market factors that affect price planning.  
Draw a chart to take notes about the pricing policies that can affect the base price of a product. | Computer, projector, Quizlet, Kahoot, internet, paper, pencil, presentation software, word processing software  
MBA Research: LAP-PI-001, The Price Is Right (Nature of Pricing) |
| **Distinguish between market share and market position as they relate to pricing.** | Formative: Check for understanding  
Summative: Exit ticket | Complete the market share activity to better understand the concept. | Market share activity  
Computer, projector, Quizlet, Kahoot, internet, |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Formative</th>
<th>Summative</th>
<th>Journal entry:</th>
<th>Paper, pencil, presentation software, word processing software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast markup, markdown, sale prices, and discount dollars and percentages.</td>
<td>Venn diagram</td>
<td>Vocabulary quiz</td>
<td>Identify other ways, besides price, that marketers have to accomplish the goal for improving market share.</td>
<td>Computer, projector, Quizlet, Kahoot, internet, paper, pencil, presentation software, word processing software</td>
</tr>
<tr>
<td>Explain the impact of product life cycles on marketing decisions.</td>
<td>Graphic organizer check</td>
<td>Notebook/journal test</td>
<td>Name the three types of businesses that use markup to determine prices.</td>
<td>Older text edition graphic organizers</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Write the vocabulary and definitions in your own words. Explain how the words mean different things.</td>
<td>Computer, projector, Quizlet, Kahoot, internet, paper, pencil, presentation software, word processing software</td>
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<td></td>
<td>During which stages do prices typically remain stable?</td>
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<tr>
<td></td>
<td>During which stage are prices reduced? Why?</td>
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</tr>
</tbody>
</table>
Key Vocabulary

pricing objectives, maximize sales, maximizing profits, customer’s perceptions of value, premium quality, moderate quality, value quality, price, setting process, pricing strategies, percentagemarkup method, keystonepricing method, dollarmarkup method, pricing function, pricing decision, volume pricing, returnoninvestment, net profit, fixed expense, variable expense, total assets, breakeven point, pricefixing, price discrimination, deceptive pricing, predatory pricing, price ceilings, price floors, demandbased pricing, elastic demand, marginal utility, law of diminishing marginal, utility, inelastic demand, market share, market position, markup, base price, markdown, sale price, sales discount, product life cycle, introduction stage, growth stage, maturity stage, decline stage, saturated market

WorkBased Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker

CTSO Connection:

DECA: Competitive event list
FBLA: Competitive event list

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 9 Title: Product and Service Planning

Content Standards
11. Employ processes and techniques to develop, maintain, and improve a product/service mix to utilize market opportunities.
   11a. Explain the nature and scope of the product/service management function.
   11b. Explain the concepts of product mix and product/service branding.
   11c. Identify methods and techniques for generating a product idea.
   11d. Detail the procedures for positioning products and services.

Unpacked Learning Objectives

Students know:
- Processes and techniques to develop, maintain, and improve a product/service mix to utilize market opportunities.
- Nature and scope of the product/service management function.
- Concepts of product mix and product/service branding.
- Methods and techniques for generating a product idea.
- Procedures for positioning products and services.
- Promotional knowledge and skill for communicating information to achieve a desired marketing outcome.

Students are able to:
- Employ processes and techniques to develop, maintain, and improve a product/service mix to utilize market opportunities.
- Explain product as one of the four Ps of marketing.
- Define the elements of a product mix.
- Explain the concepts of product mix and product/service branding.
- Analyze a businesses product mix and identify the product lines, product items, product width, and product depth.
- List the steps in the New Product Development Process.
- Identify methods and techniques for generating a product idea.
- Identify ways businesses measure whether they have achieved their desired marketing outcome.
- Demonstrate promotional knowledge and skill for communicating information to achieve a desired marketing outcome.

Students understand that:
- Product is one of the four Ps of the marketing mix.
- Careful planning must go into creating a new product. If not, then businesses will run the risk that their customers will not purchase their product which means the business will not turn a profit.
- Developing a varied product mix allows a business or organization to reach more customers by having multiple product lines and items to meet their customer’s needs.
- Understanding a business’ product mix strategy will help students become an educated consumer.
- Marketing would not be able to take place without a product so it is critical that students understand various methods and techniques for generating new product ideas.

| Unit Driving/Essential Question | How can a company conceive and market an exciting new product?  
| How do businesses develop a new product and position it for sale? |
| Exemplar High Quality Unit Task | Create a TimeLine of a single product:  
  - Display the product from the first designed product to the most recent.  
  - Include date(s), inventor(s)  
  - Research the product’s life cycle – find information on your product, create a product life cycle. Mark each stage on your timeline and give a description.  
Present findings in a presentation. |
## Map of Student Learning by Learning Objective

|----------------------------------|-----------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
| Employ processes and techniques to develop, maintain, and improve a product/service mix to utilize market opportunities. | Formative: Graphic organizer check | Journal entries:  
- What aspects of products are evaluated?  
- What are the goals of the product/service management function of the marketing core?  
Graphic organizer  
Vocabulary flash cards  
Venn Diagram: Compare/Contrast Product Line Extensions and Product Modifications  
Give examples of each reason a product might be discontinued.  
- Obsolescence | Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities | Equipment List by CTE Cluster |
|                                  | Summative: Quizlet test           |                             |                                                                                                 | Link to Helpful Tech Tools |

### Potential Learning Activities

- **Learning Activity Checklist**
- **Link to Differentiation Examples**

### Integrated and Related Academic Content:

- ELA, Math, Science, and/or Social Studies Concepts & Activities

### Equipment, Technology & Materials

- **Older text edition graphic organizer**
- **Vocabulary quizlet**

Computer, projector, internet, paper, pencil, presentation software, word processing software, Quizlet
<table>
<thead>
<tr>
<th>Explain the nature and scope of the product/service management function.</th>
<th>Formative: Teacher monitors understanding</th>
<th>Create a brochure detailing all processes involved in the product/service management function.</th>
<th>Computer, word processing software, internet, Canva or similar online poster maker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the concepts of product mix and product/service branding.</td>
<td>Formative: Checklist for understanding</td>
<td>Create a presentation to explain the concepts. This includes the width, length, depth and consistency of the product mix.</td>
<td>Computer, presentation software, projector</td>
</tr>
<tr>
<td></td>
<td>Summative: Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify methods and techniques for generating a product idea.</td>
<td>Formative: Checklist for understanding</td>
<td>Create a visual collage entitled “Steps in New Product Development” to identify each step</td>
<td>Computer, word processing software, internet, Canva or similar online poster maker</td>
</tr>
<tr>
<td></td>
<td>Summative: Rubric</td>
<td>Brainstorm new product ideas.</td>
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<tr>
<td></td>
<td></td>
<td>Journal entry: Give an example of a product line. Give an example of a product item.</td>
<td></td>
</tr>
</tbody>
</table>
| Detail procedures for positioning products and services. | Formative: Check for understanding  
Summative: Exit ticket | List the different positioning strategies and give an example of each. | Computer, projector, internet, paper, pencil, presentation software, word processing software |
Key Vocabulary

- product/service management, product planning, product mix, product line, product width, product item, product depth, product mix strategy,
- new product development process, idea generation, idea screening, business analysis, product design, test marketing, commercialization,
- evaluation, new product, repackaging, prototype, trial run, test marketing, new-to-the-world products, minor product variations, new product lines,
- additions to existing product lines, repositioned existing products, less-expensive versions of current products

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Virtual Business Challenge Retailing simulation

CTSO Connection:

- Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

- Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 10 Title: Promotion

Content Standards
12. Demonstrate promotional knowledge and skill for communicating information to achieve a desired marketing outcome.
   12a. Identify the elements of the promotional mix and explain the role of promotion as a marketing function.
   12b. List and explain promotional channels used to communicate with targeted audiences.
   12c. Explain and identify the types of advertising and their costs.
       Examples: social media, print, digital
   12d. Explain the role of a promotional plan.

Unpacked Learning Objectives

Students know:
- Promotional knowledge and skill for communicating information to achieve a desired marketing outcome.
- Elements of the promotional mix and explain the role of promotion as a marketing function.
- Promotional channels used to communicate with targeted audiences.
- Types of advertising and their costs.
- Role of a promotional plan.

Students are able to:
- Identify ways businesses measure whether they have achieved their desired marketing outcome.
- Demonstrate promotional knowledge and skill for communicating information to achieve a desired marketing outcome.
- Explain promotion as one of the four Ps of marketing.
- Identify the elements of the promotional mix
- Provide an example for each element of the promotional mix.
- Identify the two basic types of promotion.
- Identify types of sales promotions.
- Identify the goals of promotion.
- List and explain promotional channels used to communicate with targeted audiences.
- Describe advertising as an element of the promotional mix.
- List common types of advertising media.
- List the factors that affect the cost of an advertising media.
- Explain the differences between reach, frequency, and Cost-per-thousand.
- Cite examples of media used in advertising.
- Identify considerations in media selection.
- Define promotional plan.
Discuss the purpose in creating a promotional plan.
Explain the role of a promotional plan.

**Students understand that:**
- Promotion is the element of the marketing mix that typically comes to mind when discussing marketing.
- The promotional mix includes every element that is used to reach a business’ target market.
- The three main goals of a promotional plan is to inform, persuade, and remind customers of the business’ product.
- There are several different types of sales promotions that are used in the promotional mix.
- Advertisements come in several forms.
- The type of advertisement that is chosen should be chosen based on the intended target audience and the budget available.
- Creating promotional plans are designed to encourage customers to buy.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What makes a promotion successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Why is promotion an important marketing function?</td>
</tr>
<tr>
<td></td>
<td>How does a business create an advertising plan?</td>
</tr>
<tr>
<td></td>
<td>What key components make a print advertisement effective?</td>
</tr>
</tbody>
</table>

| Exemplar High Quality Unit Task | Put students in small groups and challenge them to prepare a television or print advertisement promoting one of their favorite books. Remind them to use at least on the strategies they learned in this lesson. If using a print advertisement, have them identify where and how they would use it to reach their intended audience. Explain that the location of the advertisement and the intended audience would affect its content. (For example, an advertisement in a parent’s magazine/website might be different from an advertisement in a children’s magazine/website. Also a magazine/website ad would be different from an ad posted on a local billboard on the highway. Have groups present their ads to the class, and have the class provide feedback on them. [EconEdLink](#) |
## Map of Student Learning by Learning Objective

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate</strong> promotional knowledge and skill for communicating information to achieve a desired marketing outcome.</td>
<td>Formative: Notes check Summative: Exit ticket</td>
<td>Vocabulary activity Class lecture/note taking Identify the types of promotional strategies Discussion on WHY use different strategies based on demographics and target markets? Create two different promotions for a single product using different promotional strategies based on the target markets and desired outcome.</td>
<td></td>
<td>Computer, projector, internet, paper, pencil, presentation software, role play scenarios, word processing software</td>
</tr>
<tr>
<td><strong>Identify the elements of the promotional mix and explain the role of</strong></td>
<td>Formative: Q/A class discussion</td>
<td>Journal entry: Give examples for each type of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Older text edition graphic organizer*
| Promotion as a marketing function. | Summative: Rubric | Promotions with which they are familiar.  
Graphic organizer: Draw a chart with promotional mix and two types of promotion.  
Create a circular infographic with the promotional mix and explanation of each step. | Computer, projector, internet, paper, pencil, presentation software, word processing software |
|----------------------------------|------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| List and explain promotional channels used to communicate with targeted audiences. | Formative: Check for understanding  
Summative: Notebook/journal quiz | List the elements of the promotional mix and give examples of each.  
Journal entry:  
Direct marketing: What must be included on a flyer?  
Sales promotion: What part of an ad made you purchase a product?  
Advertising: With a friend, come up with a tagline for the latest item of their choice.  
Explain the use of promotional tie-ins, trade sales promotions, and loyalty marketing programs. Have students research these strategies with a brand of choice. | Computer, projector, internet, paper, pencil, presentation software, word processing software |
| Explain and identify the types of advertising and their costs. | Formative: Q/A class discussion  
Summative: Chapter test | Identify the different types of advertising media and include an example.  
Graphic organizer: name the factors that affect advertising rates.  
Identify the types of advertising students were exposed to on the way to school that morning…  
Guest speaker from an advertising agency to speak on different trends and how each is effective for the target audience. | Older edition graphic organizer  
Computer, projector, internet, paper, pencil, presentation software, word processing software |
|---|---|---|---|
| Explain the role of a promotional plan. | Formative: Check for understanding  
Summative: Rubric | Choose a product and create a media plan for the product.  
Create a presentation to explain the creative plan concept. | Computer, projector, internet, paper, pencil, presentation software, word processing software |
Key Vocabulary

metrics, new-customer metrics, customer-retention metrics, product metrics, promotional mix, advertising, sales promotion, public relations (PR), personal selling, goals of promotion, inform, persuade, remind, aida, attention, interest, desire, action, promotional strategies, integrated marketing communications (IMC), participatory marketing, push promotional concept, pull promotional concept, advertising, preselling, embedded marketing, direct marketing, sales promotion, event marketing, visual marketing, press release, press conference, personal selling, business-to-consumer (B2C) selling, business-to-business (B2B) selling, social media marketing, print marketing, digital marketing, search engine optimization (SEO), reach, frequency, cost per thousand (CPM), impression, circulation, lead time, print media, outdoor media, broadcast media, internet media, influencer marketing, word of mouth marketing (WOMM), email marketing, media planning, creative plan

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker

CTSO Connection:

Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premiere Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute – Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 11 Title: Selling

Content Standards
13. Employ effective processes and techniques to sell goods, services, and ideas.
   13a. Explain the nature and scope of the selling function and the role of marketing as a complement to selling.
   13b. Explain the nature of sales channels.
   13c. Analyze product information to identify product features and benefits and their role in selling.
   13d. Explain the selling process and demonstrate sales techniques.

Unpacked Learning Objectives

Students know:
- Processes and techniques to sell goods, services, and ideas.
- Nature and scope of the selling function and the role of marketing as a complement to selling.
- Nature of sales channels.
- Product information to identify product features and benefits and their role in selling.
- Selling process and demonstrating sales techniques.

Students are able to:
- List the three ways to determine customer needs and wants.
- Employ effective processes and techniques to sell goods, services, and ideas.
- Explain the nature and scope of the selling function and the role of marketing as a complement to selling.
- Identify the main sales channels.
- Discuss the differences between a retail and wholesale sales channel.
- Discuss the differences between Direct-to-Consumer and Business-to-Business (B2C) sales channels.
- Explain the nature of sales channels.
- Discuss the difference between a feature and a benefit of a product.
- Create a Unique Selling Proposition (USP) for a product identifying a specific feature and benefit.
- Analyze product information to identify product features and benefits and their role in selling.
- Identify the steps in the selling process.
- Summarize tasks to complete when preparing to sell.
- List ways that sales leads are generated.
- Discuss the three types of approaches salespeople can use in a B2C environment.
- Explain the selling process and demonstrate sales techniques.
Students understand that:
- The foundation of marketing is identifying and satisfying customers’ needs and wants. The selling process provides the customer with a personal experience to ensure their individual needs and wants are met.
- There are several sales channels available to get products from manufacturer to end user whether it is an individual consumer or a business.
- Identifying the feature and benefit for a product helps the customer decide if the product will satisfy their particular need and want.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How do you prepare a sales team to sell a new product?</th>
<th>What aspects of selling interest you?</th>
<th>Why is product information and knowledge of the competition so important in preparing for selling?</th>
</tr>
</thead>
</table>
| Exemplar High Quality Unit Task | Shark Tank presentation | Question for the Sharks to ask the Students:  
1. How much money are you asking for to start your business?  
2. What will you use that money for? (production, advertisement, marketing, etc.)  
3. What is your estimated cost of the product and what does that price compare to? (the market price of any other product like it)  
4. Why is your product needed? What is the selling point for clients to want to buy your product?  
5. What is your Target Market? How do you plan to market your product?  
6. What is the experience that you feel can create your business into an empire? (All should be explained in great detail)  
Other Detail that Guppies should mention:  
- Name of the Company (the thought behind the name)  
- Slogan (the thought behind the slogan)  
- Logo (the thought behind the logo)  
- Jingle (is the jingle a catchy jingle?)  
- Who are the business partners (introduction)  
- Company's Goals (detailed)  
- Type of Business they are proposing (direct sales, sole proprietorships, partnerships, franchise and corporations)  
- Product (purpose, functions and need)  
- Place (where is the product going to be sold?)  
- Price (give details for why that price was set for this product)  
- Promotion (what type of advertisement will the company be using and why) |

Free resource: [CAeducatorstogether](#)
## Map of Student Learning by Learning Objective

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</thead>
<tbody>
<tr>
<td><strong>Employ</strong> effective processes and techniques to sell goods, services, and ideas.</td>
<td>Formative: Q/A Class discussion Summative: Rubric</td>
<td>Presentation Notetaking guide Role play Research &amp; report Have students choose a product to “sell” to the class. Present the product and sales pitch using different selling techniques</td>
<td>SCI: Evaluate and analyze data from financial reports, tables, forms and queries</td>
<td>Computer, projector, internet, paper, pencil, presentation software, role play scenarios, word processing software</td>
</tr>
<tr>
<td><strong>Explain</strong> the nature and scope of the selling function and the role of marketing as a complement to selling.</td>
<td>Formative: Q/A Class discussion Summative: Rubric</td>
<td>Presentation Notetaking guide Research Report Brochure</td>
<td></td>
<td>Computer, projector, internet, paper, pencil, presentation software, word processing software</td>
</tr>
<tr>
<td>Explain the nature of sales channels.</td>
<td>Formative: Project check marks</td>
<td>Online digital poster</td>
<td>Computer, projector, internet, paper, pencil, presentation software, word processing software, Canva or similar website</td>
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<tr>
<td>Summative: Rubric</td>
<td>Brochure</td>
<td>Slideshow</td>
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</tr>
<tr>
<td><strong>Analyze product information to identify product features and benefits and their role in selling.</strong></td>
<td>Formative: Check for understanding</td>
<td>Analyze product features</td>
<td>Printed product features</td>
<td></td>
</tr>
<tr>
<td>Summative: Report rubric</td>
<td>Conduct an experiment</td>
<td>Report findings</td>
<td>Computer, projector, internet, paper, pencil, presentation software, word processing software</td>
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<tr>
<td></td>
<td>Create a feature/benefit chart on a product of choice.</td>
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<td></td>
</tr>
<tr>
<td><strong>Explain the selling process and demonstrate sales techniques.</strong></td>
<td>Formative: Check points</td>
<td>Peer teach the varying sales techniques</td>
<td>Computer, projector, internet, paper, pencil, presentation software, word processing software, role play scenarios</td>
<td></td>
</tr>
<tr>
<td>Summative: Project rubric</td>
<td>Note taking</td>
<td>Note taking</td>
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<tr>
<td></td>
<td>Research</td>
<td>Research</td>
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<tr>
<td></td>
<td>Create a slideshow</td>
<td>Create a slideshow</td>
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<tr>
<td></td>
<td>Present</td>
<td>Present</td>
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<td>Peer review</td>
<td>Peer review</td>
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<tr>
<td></td>
<td>Role play</td>
<td>Role play</td>
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</tbody>
</table>
Key Vocabulary

observation, questioning, listening, customer service, customer service mindset, quality service, customer support team, retail, wholesale, direct-to-consumer, business-to-business (b2b), feature, benefit, unique selling proposition (usp), preapproach, feature-benefit selling, certification, lead, cold calling, sales process, approach, service approach, greeting approach, merchandise approach, substitute selling, objection, excuse, empathy, close, buying signal, overselling, suggestion selling

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Shark Tank presentation/simulation in front of local representatives posing as the Sharks

CTSO Connection:

Use an FBLA/DECA project to culminate this course.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 12 Title: Marketing Communications

Content Standards
14. Integrate written, digital, and verbal messages to achieve effective marketing communications.

Unpacked Learning Objectives

Students know:
- Written, digital, and verbal messages to achieve effective marketing communications.

Students are able to:
- Discuss teams in the workplace.
- Describe skills required for team success.
- Explain the nature and scope of teamwork and human relations.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are four basic patterns that are effective for structuring a formal speech? Why do marketers need to have strong communication skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Write and give a persuasive or informative speech. Use the FBLA guidelines and scoresheet.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Integrate</strong> written, digital, and verbal messages to achieve effective marketing communications.</td>
<td>Formative: Vocabulary game Summative: Rubric</td>
<td>Vocabulary Kahoot trivia Graphic organizer: Draw a chart to take notes about the listening process. Journal entry: Explain the role of listening in communication. Journal entry: What are eight techniques for effective listening? Key common business correspondence using the FBLA document formatting guide. Play the Telephone game.</td>
<td><strong>Equipment List by CTE Cluster</strong> <strong>Link to Helpful Tech Tools</strong></td>
<td>Computer, projector, internet, graphic organizers, paper, pencil, word processing software, telephone game rules, presentation software, index cards</td>
</tr>
</tbody>
</table>

**Learning Activity Checklist**

**Link to Differentiation Examples**
List the barriers of communication.

On a piece of paper, list the five strategies that can improve the ability to read for meaning and give an example of each.

Write and give a speech.
### Key Vocabulary

| written messages, digital messages, verbal messages, marketing communication |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Give a speech using the FBLA guidelines.

### CTSO Connection:

| FBLA/DECA Public Speaking Events |

### Certification/Credential Connection:

| Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales |
Unit 13 Title: Interpersonal Skills

Content Standards
15. Explain the nature and scope of teamwork and human relations.
   15a. Describe the role of interpersonal skills, networking, and politics in the workplace.
   15b. Explain the importance of stress management, negotiation, and conflict-resolution skills.

Unpacked Learning Objectives

Students know:
- Nature and scope of teamwork and human relations.
- Role of interpersonal skills, networking, and politics in the workplace.
- Management, negotiation, and conflict-resolution skills.

Students are able to:
- Discuss teams in the workplace.
- Describe skills required for team success.
- Explain the nature and scope of teamwork and human relations.
- Define soft skills.
- Define interpersonal skills.
- Define stress management.
- Identify a stressor as either an internal or external stressor.
- Discuss stress-management techniques.
- List the steps in the conflict resolution model.
- Explain the importance of stress management, negotiation, and conflict-resolution skills.

Students understand that:

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Why are ethics, managing conflict, and teamwork important parts of interpersonal relationships? How would you describe the qualities of someone you think demonstrates good interpersonal skills?</th>
</tr>
</thead>
</table>
| Exemplar High Quality Unit Task | Ask students to develop their own visual summary of a concept in the chapter. Encourage students to use different formats for their visual summaries, such as a storyboard, a timeline, a table, a tree diagram, or a word web. Visual summaries will vary depending on the concept depicted and the visual manner in which it is depicted. Questions to ask when assessing a visual summary include:  
• Is the summary clear, economical, and simple?  
• Are any important steps left out?  
• Are steps or concepts arranged in the same order as the original?  
• Does the summary reveal a pattern that connects the details?  
• Does the summary locate and highlight the most important information? |
### Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Explain the nature and scope of teamwork and human relations.</td>
<td>Formative: Vocabulary game Summative: Test</td>
<td>Vocabulary Kahoot activity Draw a chart to list personality traits and interpersonal skills. Journal entry: List important interpersonal skills. Have students team up and play “icebreaker” or “minute to win it” type games in teams</td>
<td></td>
<td>Computer, projector, internet, paper, pencil, colored pencils, word processing software, Kahoot</td>
</tr>
<tr>
<td>Describe the role of interpersonal skills, networking, and politics in the workplace.</td>
<td>Formative: Check for understanding Summative: Notebook/journal test</td>
<td>Class lecture Journal entry: What are some of the factors involved in building good relationships?</td>
<td></td>
<td>Computer, projector, internet, paper, pencil</td>
</tr>
</tbody>
</table>
| Explain the importance of stress management, negotiation, and conflict-resolution skills. | Formative: Q/A Class discussion  
Summative: Rubric on time management spreadsheet | Create a time management spreadsheet and discuss the importance of time management as it relates to stress.  
Draw a T-chart. Discuss with students the appropriate tone of negotiation. In the left column, write a negative statement that might be heard in a workplace. Have students suggest a more positive way of saying the same thing.  
PBS Conflict resolution background reading, video, discussion questions. | PBS Conflict resolution  
Spreadsheet software, paper, pencil, computer, projector, computer, internet |
Key Vocabulary

| teamwork, human relations, problem solving, interpersonal skills, networking, politics, communication process, channel, feedback, interpersonal communication, jargon, barrier, intercultural communication, active listening, passive listening, active reading, soft skills, adaptability, stress management, stressor, internal stress, external stress, negotiation skills, conflict, conflict-resolution skills, conflict-resolution model, work-life balance |

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker

CTSO Connection:

Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 14 Title: Finance

Content Standards
16. Utilize financial knowledge and skill to facilitate marketing decisions.
   16a. Explain the importance of financial planning in business.
   16b. Correlate profit, cash flow, margin, and sales to the financial plan.
   16c. Describe the various types of financial records that should be analyzed when making marketing decisions.

Unpacked Learning Objectives

Students know:
● Financial knowledge and skill to facilitate marketing decisions.
● Importance of financial planning in business.
● Profit, cash flow, margin, and sales to the financial plan.
● Financial records that should be analyzed when making marketing decisions.

Students are able to:
● Utilize financial knowledge and skill to facilitate marketing decisions.
● Define financial plan.
● Explain the importance of financial planning in business.
● Define the various elements of the financial plan.
● Correlate profit, cash flow, margin, and sales to the financial plan.
● Define Pro Forma Financial Statements.
● Describe the various types of financial records that should be analyzed when making marketing decisions.

Students understand that:

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How does an entrepreneur develop the necessary financial documents for a business plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Create a budget for the school chapter of FBLA or DECA.</td>
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</tbody>
</table>
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td><strong>Utilize</strong> financial knowledge and skill to facilitate marketing decisions.</td>
<td>Formative: Vocabulary game</td>
<td>Vocabulary trivia game</td>
<td><strong>Learning Activity Checklist</strong></td>
<td><strong>Equipment List by CTE Cluster</strong></td>
</tr>
<tr>
<td></td>
<td>Summative: Chapter test</td>
<td>Class presentation</td>
<td><strong>Link to Differentiation Examples</strong></td>
<td><strong>Link to Helpful Tech Tools</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note taking</td>
<td></td>
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</tr>
<tr>
<td><strong>Explain</strong> the importance of financial planning in business.</td>
<td>Formative: Check for understanding</td>
<td>Create a personal budget.</td>
<td></td>
<td>Computer, projector, internet, paper, pencil, Kahoot</td>
</tr>
<tr>
<td></td>
<td>Summative: Rubric for budget</td>
<td>Create a Startup Costs Worksheet</td>
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<tr>
<td></td>
<td></td>
<td>Journal entry: Why is a start-up worksheet helpful to an entrepreneur?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Correlate</strong> profit, cash flow, margin, and sales to the financial plan.</td>
<td>Formative: Check for understanding</td>
<td>Calculate the net profit/net loss.</td>
<td></td>
<td>Computer, projector, internet, paper, pencil, spreadsheet software</td>
</tr>
<tr>
<td></td>
<td>Summative: Exit ticket</td>
<td>Class discussion</td>
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<tr>
<td></td>
<td></td>
<td>Journal entry: What are the basic components of a cash flow statement?</td>
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</tr>
</tbody>
</table>
| Describe the various types of financial records that should be analyzed when making marketing decisions. | Formative: Check/monitor understanding  
Summative: Rubric for financial records | Develop various financial records. Describe the purpose of each record. | Computer, projector, internet, paper, pencil, spreadsheet software |
Key Vocabulary

financial plan, start-up costs, budget, cash flow analysis, profit and loss statement, balance sheet, profit, cash flow, profit margin, sales, pro forma financial statements, pro forma cash flow statement, pro forma income statement, pro forma balance sheet

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker; Job shadow

CTSO Connection:

Prepare for FBLA and/or DECA competitive events.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales
Unit 15 Title: Legal Issues

Content Standards
17. Summarize state and federal laws and regulations associated with marketing.

Unpacked Learning Objectives

Students know:
● State and federal laws and regulations associated with marketing.

Students are able to:
● Discuss why the Federal Trade Commission (FTC) was created.
● List examples of consumer rights.
● Summarize state and federal laws and regulations associated with marketing.

Students understand that:
● There are several organizations and laws in place to protect both consumers and businesses.

| Unit Driving/Essential Question | What are companies doing to support social causes and how can you help?  
Why do you think the government has taken on the responsibility of making regulations to protect workers?  
Which branch enacts federal laws and regulations?  
What branch do you think has the most impact on businesses? |
|--------------------------------|-------------------------------------------------------------------------|

### Map of Student Learning by Learning Objective

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</thead>
<tbody>
<tr>
<td>Summarize state and federal laws and regulations associated with marketing.</td>
<td>Formative: Rubric for brochure Summative: Checkpoints for understanding</td>
<td>Class lecture Note taking Create a list of laws created by local, state, and federal governments. Create a brochure on government agencies in charge of protecting consumers.</td>
<td></td>
<td>Computer, projector, internet, paper, pencil, word processing or desktop publishing software</td>
</tr>
</tbody>
</table>

**Learning Activity Checklist**

**Link to Differentiation Examples**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
### Key Vocabulary

| Federal Trade Commision (FTC), false advertising, telemarketing, antitrust laws, monopoly, bankruptcy, endorsement, consumer protection laws, Consumer Bill of Rights, Consumer Product Safety Act, Food and Drug Administration (FDA) |

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

| Virtual field trip of the People’s House/legislative branch |

### CTSO Connection:

| FBLA Business Ethics objective test |

### Certification/Credential Connection:

| Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management, ASK Institute- Fundamental Marketing Concepts, Certiport – Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Certified Guest Service Professional, National Retail Federation – National Professional Certification in Customer Service and Sales |