

**Lower Cape May Regional High School  
Marketing & Advertising  
Curriculum**

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Business & Information Technology**  
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**Curriculum Developed**  
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**Board Approval**

# MARKETING AND ADVERTISING

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**Modifications will be made to accommodate IEP mandates for classified students.**



**Lower Cape May Regional**  
***Marketing***  
**Pacing Guide**

<b>UNIT</b>	<b>TIME FRAME</b>	<b>MP</b>
Unit 1: The World of Marketing	2.5 weeks	1
Unit 2: Economics	3.5 weeks	1
Unit 3 : Business & Society	4 weeks	1
Unit 4: Skills of Marketing	3 weeks	2
Unit 5: Selling	4 weeks	2
Unit 6: Promotion	3 weeks	2
Unit 7: Distribution	3.5 weeks	3
Unit 8: Pricing	2 weeks	3
Unit 9: Marketing Information Management	3 weeks	3
Unit 10: Product & Service Management	3 weeks	4
Unit 11: Entrepreneurship & Finance	4 weeks	4
Unit 12: Career Development	2 weeks	4

**Unit 1: The World of Marketing**

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

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

**Essential Questions:**

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

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

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.N.5 9.4.12.N.6 9.4.12.N.7 9.4.12.N.9 9.4.12.N.11 9.4.12.N.13 9.4.12.N.25 9.4.12.N.44 9.4.12.N.(2).1 9.4.12.N.(2).2 9.4.12.N.(4).8 9.4.12.N.(4).11 9.4.12.N.(5).7 9.4.12.N.(5).8 9.4.12.N.(5).9 9.4.12.N.(5).11 9-12.9.1.12.2 9-12.9.1.12.1	Marketing and concept strategy key terms, vocabulary words and meanings.  3 related areas of marketing skills and knowledge.  7 marketing core functions  The Marketing Mix and the 4 P's (Product, Place, Price, Promotion)  Target market and market segmentation.	Understand the benefits of marketing and define marketing concept strategies.  Define target market and understand the audience for certain goods and services.  Identify factors that influence the purchase of goods and services.  Explain the 4 P's of the Marketing Mix  Differentiate between consumer and industrial markets.	<ul style="list-style-type: none"> <li>• Define key terms: write about marketing and the marketing processes; calculate income/profit from various companies.</li> <li>• Role play</li> <li>• Magazine/Internet article research and summary</li> <li>• E-Flash Cards/On-line self-checks</li> <li>• Webisodes</li> <li>• Written response to one the essential questions using correct information, key vocabulary, and insight</li> <li>• Enter and Exit tickets relating to essential questions and learning goals</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> Summative assessments: <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>

Unit 1: The World of Marketing (Con')

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9-12.9.1.12.A1 9-12.9.1.12.A4			<ul style="list-style-type: none"> <li>Quia.com Tests/Quizzes</li> </ul>	
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs</p>	

**Unit 2-3: Economics and Business and Society**

<p><b>Targeted State Standards:</b> : 9-12.9.1.12.2, 9-12.9.1.12.E.5, 9-12.9.2.12.A.3, 9-12.6.5.12A.3, 9-12.6.5.12.A.5, 9-12.6.5.12.A 8, 9-12.9.1.12.2 9-12.9.2.12.A.1, 9-12.9.2.12E.5, 9-12.9.2.12E.6, 9-12.9.1.12.B.2, 9-12.9.1.12.1</p> <p><b>Unit Objectives/Enduring Understandings:</b> The student will identify basic concepts of marketing and its effects on the U.S. economy.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the impact of marketing on the U.S. economy?</li> <li>• What types of economies exist around the world and why is it important to know?</li> <li>• How does the law of supply and demand affect prices?</li> <li>• What is the difference between price and non-price competition?</li> </ul> <p><b>Unit Assessment:</b> Students will demonstrate knowledge of the relationship between marketing and economics for businesses that operate in a free enterprise system.</p>
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Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9-12.9.1.12.2 9-12.9.1.12.E.5 9-12.9.2.12.A.3 9-12.6.5.12A.3 9-12.6.5.12.A.5 9-12.6.5.12.A 8 9-12.9.1.12.2 9-12.9.2.12.A.1 9-12.9.2.12E.5 9-12.9.2.12E.6 9-12.9.1.12.B.2 9-12.9.1.12.1	<p>A SWOT analysis is an important factor in determining what a company does well and what areas are weak.</p> <p>A PEST environmental scan is used to evaluate marketing opportunities or threats.</p> <p>The theory of supply and demand.</p> <p>Characteristics of the free enterprise system and a private enterprise system.</p>	<p>Explain economics and free enterprise system.</p> <p>Explain marketing and the marketing process.</p> <p>Explain economics including gross domestic product, risk, competition.</p> <p>List the major types of businesses in the organizational market.</p>	<ul style="list-style-type: none"> <li>• Define key terms</li> <li>• Conduct SWOT analysis of countries and companies</li> <li>• Conduct a PEST analysis of different economies</li> <li>• Design Lay's potato chip flavor based on PEST of country given</li> <li>• Supply and demand game</li> </ul>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>

**Unit 2-3: Economics and Business and Society (Con't)**

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs</p>
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**Unit 4: Skills for Marketing**

**Targeted State Standards:** 9-12.9.1.12.2, 9.1.12E1, 9-12.9.1.12.1, TEC.9-, 12.8.2.12.A1, 9-12.9.1.12.A.1, 9-12.9.1.12.E5

**Unit Objectives/Enduring Understandings:** Students will explore new marketing technologies and evaluate their effectiveness on consumers.

**Essential Questions:**

- How was social media (Twitter, Facebook, Linked-In) Changed the way businesses and consumers interact with each other?

**Unit Assessment:** Students will explore new marketing technologies and evaluate their effectiveness on consumers.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.N.5 9.4.12.N.6 9.4.12.N.7 9.4.12.N.9 9.4.12.N.11 9.4.12.N.13 9-12.9.1.12.2 9.1.12E1 9-12.9.1.12.1 TEC.9- 12.8.2.12.A1 9-12.9.1.12.A.1 9-12.9.1.12.E5	Basic math operations with decimal numbers and round answers.  Read graphs used to present mathematical data.  Identify verbal and non-verbal communication.  Why awareness of cultural differences is important.  How the internet can increase business productivity.  Core management functions	Perform basic mathematical calculations such as rounding and percentages.  Populate effective graphs to present important market/company data.  Identify the importance of speaking, listening, and body language in order to make an effective sales pitch.  Demonstrate professional telephone communication skills.  How to resolve conflicts by using appropriate negotiating skills.	<ul style="list-style-type: none"> <li>• Define key terms: write about promotions in marketing and the marketing processes; research different company strategies.</li> <li>• Role play</li> <li>• Magazine/Internet article research and summary</li> <li>• E-Flash Cards/On-line self-checks</li> <li>• Webisodes</li> <li>• Written response to one the essential questions using correct information, key vocabulary, and insight</li> <li>• Enter and Exit tickets relating to essential questions and learning goals</li> <li>• Quia.com Tests/Quizzes</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> Summative assessments: <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>

Unit 4: Skills for Marketing (Con')

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
		Write effective business letters and persuasive message.		
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs</p>	

**Unit 5: Selling**

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

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

**Essential Questions:**

- Why and how is personal selling the most effective means of promotion?

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

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.N.5 9.4.12.N.6 9.4.12.N.7 9.4.12.N.9 9.4.12.N.11 9.4.12.N.13 9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.2.12.A.5 9-12.9.1.12.1 9-12.9.1.12.D.3 9-12.9.1.12.B.1 LA.9-12.3.3.12D	The purpose and goal of the selling function.  Explain feature-benefit selling and how it creates selling points.  Identify buying motives and customer needs.  Identify sales positions and list steps in the sales process.  Rules for suggestion selling  Calculate tax, shipping charges, and discounts.	Analyze trends & technology  Analyze how customer make buying decisions.  Demonstrate how to approach a customer to open a sale and successfully close it.  Distinguish objections from excuses.  Strategies for good customer service and the importance of building clientele.  Generate and process sales documentation.	<ul style="list-style-type: none"> <li>• Define key terms: write about marketing and the marketing processes;</li> <li>• Calculate income/profit from various companies.</li> <li>• Role play</li> <li>• Organize and manage small business</li> <li>• Mathematical problems and calculations</li> <li>• Sales strategy project</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> Summative assessments: <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>

**Unit 5: Selling (Con't)**

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs</p>
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**Unit 6: Promotion**

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

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

**Essential Questions:**

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

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

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.N.5 9.4.12.N.6 9.4.12.N.7 9.4.12.N.9 9.4.12.N.11 9.4.12.N.13 9.4.12.N.20 9.4.12.N.21 9.4.12.N.22 9.4.12.N.25 9.4.12.N.44 9.4.12.N.(2).1 9.4.12.N.(2).2 9.4.12.N.(4).8 9.4.12.N.(4).11 9.4.12.N.(5).7 9.4.12.N.(5).8 9.4.12.N.(5).9 9.4.12.N.(5).11	Promotional advertising is used when the goal of the business is to increase sales.  The different types of advertising media (print, broadcast, online and specialty).  To establish the media plan and select the right medium to use, advertisers address three basic questions.  Techniques used to evaluate and measure media.  Media costs vary with the type of media, location and audience.  Methods used for promotional budgeting.	Explain the concept and purpose of advertising in the promotional mix.  Identify the different types of advertising media and when to use them.  Discuss the planning and selection of media.  Identify media measurement techniques.  Explain the techniques used to evaluate media.  Summarize how media costs are determined.  Analyze promotional budget methods.	<ul style="list-style-type: none"> <li>• Define key terms: write about promotions in marketing and the marketing processes; research different company strategies.</li> <li>• Role play</li> <li>• Magazine/Internet article research and summary</li> <li>• E-Flash Cards/On-line self-checks</li> <li>• Webisodes</li> <li>• Print media project</li> <li>• Broadcast media commercial</li> <li>• Enter and Exit tickets relating to essential questions and learning goals</li> <li>• Quia.com Tests/Quizzes</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> Summative assessments: <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>

**Unit 6: Promotion (Con')**

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website, YouTube</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs</p>
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**Unit 7: Distribution**

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

**Unit Objectives/Enduring Understandings:** Distribution channels are necessary in every marketing decision. The purpose of this unit is for the students to understand the channels of distribution and to be able to select the appropriate channel in order to sell consumer and industrial products effectively.

**Essential Questions:**

- How are the channels of distribution as vital to marketing as the arteries are to the heart?
- Why the channels of distribution as vital to marketing as the arteries are to the heart?
- Why would a manufacturer bypass a retailer and what would be the effect?
- What is a Channel of Distribution?
- How do the channels of distribution differ between consumers and business-to-business products?
- How are transportation systems used to move products?
- What are the different kinds of transportation services?
- How does planning purchases differ between an industrial market and a resellers market?
- What is the concept of chain store buying? How is merchandise received and checked?
- What procedures are used for transferring merchandise?

**Unit Assessment:** Students will understand the dependency relationship that exists among channel members by charting the flow of goods from manufacturer to consumer.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.C.6 9.3.12.A 9.2.12.E.6 9.1.12.E.4 9.1.12.B.1	Students will understand the dependency relationship that exists among channel members by charting the flow of goods from manufacturer to consumer.  Understand the necessity of intermediary businesses such as transportation services, storage facilities, and wholesalers in the chain of	Explain how the channels of distribution are as vital to marketing as the arteries are to the heart.  Understand why a manufacturer would bypass a retailer and what would be the effect.	<ul style="list-style-type: none"> <li>• Define key terms.</li> <li>• Distribution—how it works</li> <li>• Channel members</li> <li>• Distribution planning for foreign markets</li> <li>• The nature and scope of physical distribution</li> <li>• Types of transportation</li> <li>• Transportation service companies</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul>

Unit 7: Distribution (Con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	marketing functions  Understand the relationship that can exist with direct distribution from manufacturer to consumer by reviewing company webpages.		<ul style="list-style-type: none"> <li>• Inventory control</li> <li>• The impact of technology on inventory management</li> <li>• Calculate stock turnover rates</li> <li>• Analysis of current events/case studies</li> <li>• Construct channels of distribution for various products</li> <li>• Analyze costs</li> <li>• Analyze transportation methods</li> <li>• Prepare a merchandise plan</li> <li>• Research inventory management systems</li> </ul>	Summative assessments: <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices  Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website, YouTube			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings  Adjust quantity of finished work to meet individual learning needs	

**Unit 8: Pricing**

**Targeted State Standards:** 9-12.9.1.12.2, 9-12.9.2.12E.8, 9-12.9.1.12.1, 9-12.9.2.12 A 1, 9-12.9.2.12 E4, 9-12.9.2.12 E 6

**Unit Objectives/Enduring Understandings:** Consumers decide the fate of all products and services that are marketed. The purpose of this unit is for the students to explore the importance of price and all of the factors that affect the pricing decision. Students will learn the relationship between pricing and a company’s profitability based on pricing calculations

**Essential Questions:**

- What causes a product or service to become obsolete?
- What are the different forms of price?
- What are the goals of pricing?
- What is the difference between market share and market position?
- What are the three basic pricing concepts?
- What are forward pricing and backward pricing?
- What are the two polar pricing policies for introducing a new product?
- How is a firm’s net profit or loss related to pricing?
- How would I calculate dollar and percentage markup based on cost or retail?
- How would I determine a sales price?

**Unit Assessment:** Students will acquire evaluative skills that will enable them to make intelligent decisions about the products and services that are marketed by businesses.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9-12.9.1.12.2 9-12.9.2.12E.8 9-12.9.1.12.1 9-12.9.2.12 A 1 9-12.9.2.12 E4 9-12.9.2.12 E 6	Students will understand the dependency relationship that exists among channel members by charting the flow of goods from manufacturer to consumer.  What causes a product or service to become obsolete? Why profit-driven companies are developing “green marketing”	<ul style="list-style-type: none"> <li>• What is price?</li> <li>• Goals of pricing</li> <li>• Assess factors involved on price planning</li> <li>• Assess market factors affecting prices</li> <li>• Understand supply and demand</li> </ul>	<ul style="list-style-type: none"> <li>• Define key terms: write about business ethics and social responsibility.</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul>

Unit 8: Pricing (Con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	<p>campaigns.</p> <p>How business ethics and social responsibility are related to marketing.</p>	<ul style="list-style-type: none"> <li>• Understand Government regulations affecting prices</li> <li>• Basic pricing concepts</li> <li>• Explain pricing policies and the Product Life Cycle</li> <li>• Set Prices</li> <li>• Six steps for determining prices</li> <li>• Profit vs. Markup</li> <li>• Retail method of pricing</li> <li>• Calculations for lowering prices</li> <li>• Calculating discounts</li> </ul>		<p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website, YouTube</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs</p>	

**Unit 9: Marketing Information Management**

**Targeted State Standards:** 9-12.9.1.12.2, 9-12.9.1.12.1, 9-12.9.2.12 A 4, 9-12.9.2.12 A 1, 9-12. 3

**Unit Objectives/Enduring Understandings:** Most goods and services produced are marketed to specific market segments.

**Essential Questions:**

- How are demographic studies useful to marketers?

**Unit Assessment:** Students will understand the impact of market segmentation by investigating the various ways markets are segmented and by implementing a marketing plan.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.2.12 A 4 9-12.9.2.12 A 1 9-12. 3	Most goods and services are marketed to specific market segments.  Know what the four components of an effective promotional campaign and why must they be coordinated.  Understand how advertising target specific groups of consumers.  Know what a customer profile is and how to create them.  Understand how demographic studies are useful to marketers.	Be able to discuss the nature, importance, and usage of marketing research in planning and implementing marketing strategies.  Be able to explain the function of marketing information systems.  Be able to describe four important types of marketing research.  Be able to describe the steps used in conducting marketing research.  Be able to construct effective marketing research questionnaires.	<ul style="list-style-type: none"> <li>• Define key terms: write about four components of an effective promotional campaign.</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> Summative assessments: <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>

**Unit 9: Marketing Information Management (Con't)**

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website, YouTube</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust quantity of finished work to meet individual learning needs</p>
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**Unit 10: Product and Service Management**

**Targeted State Standards:** 9-12.9.1.12.2, 9-12.9.1.12.1, 9-12.9.1.12.A.1, 9-12.9.1.12.1, 9-12.9.1.12.B.1, 9-12.9.1.12.E.1, 9-12.9.2.12.1, 9-12.9.2.12.E.3, 9-12.9.2.12.E 4

**Unit Objectives/Enduring Understandings:** A brand name can achieve global recognition.

**Essential Questions:**

- How are demographic studies useful to marketers?

**Unit Assessment:** Students will understand the impact of market segmentation by investigating the various ways markets are segmented and by implementing a marketing plan.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.1.12.A.1 9-12.9.1.12.1 9-12.9.1.12.B.1 9-12.9.1.12.E.1 9-12.9.2.12.1 9-12.9.2.12.E.3 9-12.9.2.12.E 4	A brand name can achieve global recognition.	Know why consumers are more likely to purchase a brand name product.  Understand how logos, colors, trade characters, and names are used in branding.  Know why advertisers use celebrities and athletes to endorse products.	<ul style="list-style-type: none"> <li>• Define key terms: discuss logos and their effect on purchasing a product.</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> Summative assessments: <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>
<b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website, YouTube			<b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings Adjust quantity of finished work to meet individual learning needs	

**Unit 11: Entrepreneurship & Finance**

<p><b>Targeted State Standards:</b> 9-12.9.1.12.2, 9-12.9.1.12.1, 9-12.9.1.12.A.1, 9-12.9.1.12.1, 9-12.9.1.12.B.1, 9-12.9.1.12.E.1, 9-12.9.2.12.1, 9-12.9.2.12.E.3, 9-12.9.2.12.E 4</p> <p><b>Unit Objectives/Enduring Understandings:</b> An effective public relations campaign is essential in business.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How will creating a positive business image and community goodwill help accomplish an effective public relations campaign?</li> </ul> <p><b>Unit Assessment:</b> Students will examine and analyze the components of a public relations campaign and then formulate strategies on how such a plan can be implemented.</p>
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Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.1.12.A.1 9-12.9.1.12.1 9-12.9.1.12.B.1 9-12.9.1.12.E.1 9-12.9.2.12.1 9-12.9.2.12.E.3 9-12.9.2.12.E 4	An effective public relations campaign is essential in business.	Know why a business's public image is as important as the suit of clothes that you would wear to a job interview.  Understand how the public's perception about a company can turn from good to bad or vice versa.	<ul style="list-style-type: none"> <li>Define key terms: discuss businesses public images.</li> </ul>	Formative assessments: <ul style="list-style-type: none"> <li>Daily class work</li> <li>Student/teacher interaction and discussion</li> <li>Classroom observation</li> </ul> Summative assessments: <ul style="list-style-type: none"> <li>Exams (terminology and concepts)</li> <li>Projects</li> </ul>
<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website, YouTube</p>			<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings Adjust quantity of finished work to meet individual learning needs</p>	

**Unit 12: Career Development**

**Targeted State Standards:** 8.1.12.F.1, .2, 8.1.12.A.1-.4, 9.1.12.A.1-.4, 9.1.12.B.1-.3, 9.1.12.E.1, 9.1.12.F.1-.2, 9.3.12.C.1-.10, 9.4.12.N (All)

**Unit Objectives/Enduring Understandings:** Students will understand how to identify career opportunities, how to find and apply for jobs and specifically careers in marketing (Sports Marketing)

**Essential Questions:**

- How will you understand and describe your values and interests?
- How will you describe your personality?
- How much time are you willing to devote to additional education and training?
- How will you format your career portfolio?
- What should be included?
- What is sports marketing?
- What are marketing strategies used by sports planners?
- What is entertainment marketing?
- How has the evolution of technology changed the marketing of both the sports and entertainment businesses?
- How can sponsorship and licensing benefit both the college and the community?

**Unit Assessment:** Students will create a promotional plan for a sports team or television show.

	Core Content		Instructional Actions	
<b>Cumulative Progress Indicators</b>	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>

**MARKETING AND ADVERTISING**

<p>8.1.12.F.1, .2              8.1.12.A.1-4              9.1.12.A.1-4              9.1.12.B.1-3              9.1.12.E.1              9.1.12.F.1-2              9.3.12.C.1-10              9.4.12.N (All)</p>	<p>There are various basic principles that create the foundation for the business of sports and entertainment.</p> <p>The different types of sports and entertainment industry segments.</p> <p>How the media impacted the growth of the sports and entertainment industry.</p> <p>What makes sports and entertainment products unique.</p>	<p>Define sports marketing, and identify sports marketing strategies.</p> <p>Analyze advances in entertainment technology to changes in distribution.</p> <p>The relationship between the power of television and the Internet as marketing tools.</p> <p>Identify at least six items that are either sources of revenue or costs for movies.</p>	<ul style="list-style-type: none"> <li>• Define key terms</li> <li>• Role play</li> <li>• Current Events</li> <li>• E-Flash Cards/On-line self-checks</li> <li>• Webisodes</li> <li>• Fantasy Sports Project</li> <li>• Enter and Exit tickets relating to essential questions and learning goals</li> <li>• Quia.com Tests/Quizzes</li> </ul>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>• Daily class work</li> <li>• Student/teacher interaction and discussion</li> <li>• Classroom observation</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Exams (terminology and concepts)</li> <li>• Projects</li> </ul>
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**Unit 12: Career Development (Con't)**

**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Textbook, Supplementary Materials, tutorials; internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website, YouTube

**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings

Adjust quantity of finished work to meet individual learning needs