Department of College and Career Readiness

Marketing II

Curriculum

5.0 Credits

Unit Two
Marketing II

Course Description

Marketing II is the third in a sequence of 3 classes designed as a Program of Study within the scope and guidelines of New Jersey Career and Technical Education. The courses and program are consistent with a vision to prepare students to succeed as global citizens, for college and career opportunities of the 21st century, and to support healthy economic growth within the state of NJ and beyond.

This course, generally offered during students’ senior year of HS, is designed to support students’ exploration of both a marketing related career and/or marketing/business college degree. As such, at the beginning of the year, students focus on Professional Development concepts and skills as well as finding a job to secure their eligibility for the Marketing II Job Training Program. Subsequent to the Professional Development Unit, students recap the marketing functions learned in the prior two marketing classes in Unit II. This refresher prepares students to then implement these marketing functions in an online simulated entrepreneurial venture in Unit III. In doing so, students get the opportunity to delve deeper into marketing functions especially where students showed less competence based on the Marketing II pre-assessment. The pre-assessment is based on a NOCTI administered assessment by MBA Research called Fundamental Marketing Concepts. Students end the year in Unit IV with writing a Marketing Plan for a business that span all marketing functions in preparation for the pathway’s capstone post-assessment.
# Marketing II

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Professional Development Job Training Skill Development</td>
<td>approx. 10 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Fundamentals in Marketing Recap</td>
<td>approx. 11 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Marketing Implementation / Business Simulation</td>
<td>approx. 7 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Business Marketing Plan</td>
<td>approx. 7 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards


<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology Operations and Concepts</strong></td>
<td>• Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</td>
</tr>
<tr>
<td><strong>Creativity and Innovation</strong></td>
<td>• Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
</tr>
<tr>
<td><strong>Communication and Collaboration</strong></td>
<td>• Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</td>
</tr>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>• Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
</tr>
<tr>
<td><strong>Research and Information Literacy</strong></td>
<td>• Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</td>
</tr>
<tr>
<td><strong>Critical Thinking, Problem Solving, Decision Making</strong></td>
<td>• Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
</tr>
</tbody>
</table>
**Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tbody>
<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</td>
</tr>
</tbody>
</table>
CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
## Interdisciplinary Connections

### English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields
New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Marketing (MK)

- 9.3.MK.6 Select, monitor and manage sales and distribution channels.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

Pathway: Marketing Management (MK-MGT)

- 9.3.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.

Pathway: Marketing Research (MK-RES)

- 9.3.MK-RES.1 Plan, organize and manage day-to-day marketing research activities.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.

Pathway: Merchandising (MK-MER)

- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers’ perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.
Common Career Technical Core (CCTC)

Career Cluster Marketing

MK 01 – Describe the impact of economics, economics systems and entrepreneurship on marketing.

- MK 01.2 – Explain economic systems in which marketing activities are performed.
- MK 01.8 – Explain commerce laws and regulations that affect marketing businesses.

MK 02 – Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

- MK 02.1 – Acquire a foundational knowledge of finance to understand its nature and scope.
- MK 02.2 – Implement accounting procedures to track money flow and to determine financial status.
- MK 02.3 – Analyze cost/profit relationships to guide business decision-making.
- MK 02.4 – Determine needed resources for a new marketing project or business venture.
- MK 02.5 – Manage financial resources to ensure solvency.
- MK 02.6 – Assess marketing strategies to improve return on marketing investment (ROMI).

MK 04 – Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

- MK 04.4 – Maintain business records to facilitate marketing operations.
- MK 04.8 – Explain marketing research activities to develop or revise marketing plan.
- MK 04.9 – Utilize marketing information to manage and perform marketing responsibilities.

MK 05 – Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

- MK 05.1 – Acquire self-development skills for success in marketing careers.
- MK 05.2 – Develop personal traits to foster career advancement in marketing.
- MK 05.3 – Participate in career planning in marketing.
- MK 05.4 – Implement job-seeking skills to obtain employment in marketing.
- MK 05.5 – Utilize career-advancement activities to enhance professional development in marketing careers.
• MK 05.6 – Employ entrepreneurial discovery strategies in marketing.

MK 06 – Select, monitor and manage sales and distribution channels.
  • MK 06.1 – Acquire foundational knowledge of channel management to understand its role in marketing.
  • MK 06.2 – Manage channel activities to minimize costs and to determine distribution strategies.

MK 07 – Determine and adjust prices to maximize return while maintaining customer perception of value.
  • MK 07.1 – Develop a foundational knowledge of pricing to understand its role in marketing.

MK 08 – Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
  • MK 08.1 – Acquire a foundational knowledge of product/service management to understand its nature and scope.
  • MK 08.2 – Generate product ideas to contribute to ongoing business success.
  • MK 08.3 – Apply quality assurances to enhance product/service offerings.

MK 09 – Communicate information about products, services, images and/or ideas to achieve a desired outcome.
  • MK 09.1 – Acquire a foundational knowledge of promotion to understand its nature and scope.
  • MK 09.2 – Describe promotional channels used to communicate with targeted audiences.
  • MK 09.6 – Manage promotional activities to maximize return on promotional efforts.
  • MK 09.7 – Evaluate long-term and short-term results of promotional efforts.

MK 10 – Use marketing strategies and processes to determine and meet client needs and wants.
  • MK 10.1 – Acquire a foundational knowledge of selling to understand its nature and scope.
  • MK 10.2 – Acquire product knowledge to communicate product benefits to ensure appropriateness of product for the customer.
• MK 10.3 – Explain sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
• MK 10.4 – Utilize marketing information to develop a marketing plan.
• MK 10.5 – Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.
• MK 10.6 – Apply ethical actions in obtaining and providing information to acquire the confidence of others.
Common Core State Standards (CCSS)

CCSS - Literacy in History/Social Studies, Science and Technical Subjects

Key Ideas and Details:

- CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure:

- CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Conventions of Standard English:
• CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
• CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

• CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

• CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
• CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
• CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Common Core State Standards (CCSS)

CCSS - Mathematics

Reason quantitatively and use units to solve problems.

- CCSS.MATH.CONTENT.HSS.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Understand solving equations as a process of reasoning and explain the reasoning:

- CCSS.MATH.CONTENT.HSS.A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g. using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

CCSS – Mathematics – Interpreting Categorical & Quantitative Data

Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.
**Course:** Marketing II  
**Unit:** II – Fundamentals in Marketing Recap  
**Grade Level:** 9-12

**Unit Overview:**  
This unit serves as a reintroduction to all the marketing functions. In this unit, we focus on reviewing the highlights of each marketing function spending more time on those where students were less proficient based on the NOCTI pre-assessment test for Fundamental Marketing Concepts.

**New Jersey Student Learning Standards (NJSLS):**  

**Common Career Technical Core (CCTC):**  
9.3.MK.5, MK 10.1, MK 10.2, MK 10.3, MK 10.5, MK 10.6, MK 04.4, MK 04.8, MK 04.9, MK 10.4, MK 09.1, MK 09.2, MK 09.6, MK 09.7, MK 07.1, MK 01.2, MK 01.8, MK 02.1, MK 02.2, MK 02.3, MK 02.4, MK 02.5, MK 02.6, MK 06.1, MK 06.2, MK 08.1, MK 08.2, MK 08.3

**Common Core State Standards (CCSS):**  

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Marketing Function:** Selling - Examine the nature and the scope of the selling function **NJSLS:** 9.3.MK-MER.1, 9.3.MK-MER.2, 9.3.MK-MER.3, 9.3.MK-MER.4, 9.3.MK-MER.5, 9.3.MK-MER.6, 9.3.MK-MER.7 | **When are we not selling?**  
**How far should companies be allowed to go to make a sale?**  
**How do you prepare a sales team to sell a new product?** |  
- Identify a company’s selling policy and the information needed for selling e.g. product features & benefits  
- Understand the role of customer service in the selling process | **Sales Presentation**  
Complete a 3-5 page sales presentation about a new product or service  
**Sales Pitch**  
Prepare a verbal sales pitch to sell the benefits of a product | **Creating a Sales Plan**  
[Glencoe Marketing Essentials Section Unit 5 Marketing Internship Project - A Sales Plan](https://www.salesforce.com/blog/2013/10/a-simple-...
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</thead>
<tbody>
<tr>
<td>9.3.MK-MER.8 CCTC: MK 10.1, MK 10.2, MK 10.3, MK 10.5, MK 10.6 CCSS: RST.11-12.9</td>
<td>▪ What is the purpose of customer loyalty programs and what is the direction of customer information and privacy</td>
<td>Sales Plan Create a Sales Plan for a product by conducting the appropriate research then crafting a competitive product grid, a sales script with objections or possible suggestions for closing a sales and suggestion selling</td>
<td></td>
<td>model-for-sales-presentations.html How to make a Good Sales Pitch in 7 steps <a href="https://www.salesforce.com/blog/2014/02/how-to-make-good-sales-pitch.html">https://www.salesforce.com/blog/2014/02/how-to-make-good-sales-pitch.html</a></td>
</tr>
<tr>
<td>Marketing Function: Marketing Information Management Explain the nature of Market Research and Marketing Information Management NJSLS: 9.3.MK-RES.1, 9.3.MK-RES.2, 9.3.MK-RES.3 CCTC: MK 04.4, MK 04.8, MK 04.9, MK 10.4, CCSS: RST.11-12.1, RST.11-12.2, RST.11-12.7, RST.11-12.8, RST.11-12.9, HSS.S-ID.B.5, HSS.S-</td>
<td>Can everything we need to know to successfully market a business be captured with data? How can market research help improve a company’s products for its target market? What type of market research is best for a company?</td>
<td>▪ When and how to implement market research ▪ How should we design market research studies their related data collection methods ▪ Explore tools available to help the job search process</td>
<td>Design and execute a market research study Create a research study identifying population and sample. Market research findings Analyze research collected and present findings Evaluate a research study Examine the purpose, style and type of questions included in a survey</td>
<td>A Marketing Research Study Glencoe Marketing Essentials Section Unit 9 Marketing Information Management The Market Research Process <a href="https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/consumer-marketing-4/">https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/consumer-marketing-4/</a> Marketing Essentials Math Workbook</td>
</tr>
<tr>
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<td>Sample Activities</td>
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<tr>
<td>IC.B.3, HSS.S-IC.B.4, HSS.S-IC.B.6</td>
<td>How do you create an effective promotional campaign to reach a target market?</td>
<td>• Identify types of promotion and the role of technology as well as ethics • Examine the channels used to communicate varying types of Public Relations activities • Explain the components of advertising and types of advertising media</td>
<td><strong>Design a promotional campaign</strong> Create a promotional campaign based on a theme and a promotional mix <strong>Create a Promotional Plan</strong> Create a plan to attract high school students using a promotional mix of advertising, direct marketing, sales promotions and public relations <strong>Deconstruct Everyday Promotions</strong> Collect a number of promotion activities from</td>
<td><a href="https://drive.google.com/a/pantheracademy.org/file/d/0B11vb6lb-0e1b0VXWkVBUGhWS/view?usp=sharing">https://drive.google.com/a/pantheracademy.org/file/d/0B11vb6lb-0e1b0VXWkVBUGhWS/view?usp=sharing</a></td>
</tr>
<tr>
<td><strong>Marketing Function:</strong> Promotion</td>
<td>Explain the role of promotion as a marketing function</td>
<td>What makes a promotion successful?</td>
<td></td>
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<tr>
<td>NJSLS: 9.3.MK-MGT.7</td>
<td></td>
<td>How effective is online promotions?</td>
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<tr>
<td>CCTC: MK 09.1, MK 09.2, MK 09.6, MK 09.7</td>
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<td><strong>A Promotional Campaign</strong> Glencoe Marketing Essentials Section Unit 6 Promotion <strong>How to spot a fake website</strong></td>
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<tr>
<td>CCSS: RST.11-12.4, RST.11-12.5</td>
<td></td>
<td><strong>Promotion Measures in Consumer Sales</strong></td>
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http://www.asecurelife.com/how-to-spot-a-fake-website/
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<tr>
<td><strong>Marketing Function: Pricing</strong></td>
<td>Explain the factors affecting pricing decisions</td>
<td></td>
<td>our everyday life and evaluate why they work</td>
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</tr>
<tr>
<td><strong>NJSLS</strong>: 9.3.MK-MGT.5</td>
<td>What factors are essential in pricing products for a specific target market?</td>
<td>• Identify legal and ethical issues involved in pricing</td>
<td>Pricing Plan</td>
<td>Goals of Pricing Glencoe Marketing Essentials Section Unit 8 Pricing</td>
</tr>
<tr>
<td><strong>CCTC</strong>: MK 07.1, MK 01.2, MK 01.8, MK 02.1, MK 02.2, MK 02.3, MK 02.4, MK 02.5, MK 02.6</td>
<td>How do you set the price for a newly launched product?</td>
<td>• Explain the use of technology in the pricing process</td>
<td>Analysis of Pricing Products</td>
<td>General Pricing Strategies</td>
</tr>
<tr>
<td><strong>CCSS</strong>: RST.11-12.4, RST.11-12.7,HSS.N-Q.A.1HSS. A-REI.D.11</td>
<td>How do you identify the optimal price for a product?</td>
<td>• Competitive pricing analysis to</td>
<td>Pricing Psychology</td>
<td>ConsumerReports Product Reviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review basic pricing psychology and find examples in our everyday life to support pricing theories.</td>
<td><a href="https://www.consumerreports.org/cro/index.htm">https://www.consumerreports.org/cro/index.htm</a></td>
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<tr>
<td><strong>Marketing Function: Distribution</strong> Explain the nature and scope of channel management</td>
<td>What channel or channels of distribution will help grow a small business? How important is distribution in the marketing mix? What is the future of e-distribution?</td>
<td>• Explain the legal considerations in distribution management • Explain the use of technology in channel management • Explain the relationship between distribution channels and customer service</td>
<td><strong>New Distribution Plan</strong> Create a plan to help grow a business by developing new channels of distribution and planning the logistics required to expand the business <strong>From Producer to Final User</strong> Select a product and describe how and by whom that product is transported from the manufacturer to the customer. <strong>Plan distribution of online business</strong> Conceive an online business and document the channel managements needs of the business</td>
<td>A Distribution Plan Glencoe Marketing Essentials Section Unit 7 Distribution <strong>Channel Strategy Decisions</strong> <a href="https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/marketing-channels-11/">https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/marketing-channels-11/</a> <strong>Amazon’s New High-Tech Distribution Center</strong> <a href="https://www.youtube.com/watch?v=Y55HJE9RRg0">https://www.youtube.com/watch?v=Y55HJE9RRg0</a></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3.MK.6 <strong>CCTC:</strong> MK 06.1, MK 06.2 <strong>CCSS:</strong> RST.11-12.7, RST.11-12.8, RST.11-12.9</td>
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| **Marketing Function: Product Service Management** Explain the many issues for consideration in creating and marketing new products and services | How can a company effectively conceive and market a new product? | • Identify the impact of product life cycles on marketing decisions  
• Explain the role of technology in Product/Service Management  
• Explain the legal and ethical issues related to Product Service Management  
• Describe factors used to position a product/service or corporate brand  
• Identify methods/techniques to generate a venture/product idea, design a product mix or bundling  
• Explain quality and service linked to grades & standards as well as warranties and guaranties | **Product Design and Marketing Plan**  
Conceive a new or improved pet product and create a marketing plan  
**New Product Plan**  
Design a plan to identify, place and sell a new product  
**Product Extension**  
Identify a list of new product designs that are a natural extension of one of your favorite products/brands | **New Product Plan**  
Glencoe Marketing Essentials Section Unit 10 Product and Service Management  
**New Product Development**  
https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/products-9/  
**What Drives New Product Development**  

**NJSLS:** 9.3.MK.8, 9.3.MK-MGT.6  
**CCTC:** MK 08.1, MK 08.2, MK 08.3  
**CCSS:** RST.11-12.4, RST.11-12.5, RST.11-12.7
### Unit 2 Vocabulary

| Customer Relationship Management | Demand elasticity |
| Call Report | Law of Diminishing Marketing Returns |
| Sales Quota | Price Fixing |
| Personal Selling | Price Discrimination |
| Organizational Selling | Unit Pricing |
| Cold Call | Loss Leader |
| Telemarketing | Public, Private or bonded warehouse |
| Extensive Limited and Routine Customer Decision Making | Common, Contract and Private carriers |
| Quantitative & Qualitative Research | Intermediaries |
| Attitude Research | Rack Jobber |
| Market Intelligence | Drop Shipper |
| Promotion | Brick-and-mortar facility |
| Promotional Mix | Direct, Indirect, Selective, Integrated, Extensive Exclusive |
| Advertising | Distribution |
| Direct Marketing | E-tailing, E-marketplace |
| Social Media | Agent, Brokers |
| Sales Promotion | Green Marketing |
| Public Relations | Express, Full and Implied and Limited Warranty |
| Push/ Pull Policy | Disclaimer |
| Private Distributor and Generic Brands | Credit, Revolving Credit Debit and Reward Cards |
| Price | Brand and Trade Name |
| Return on Investment (ROI) | Brand Extension |
| Market Share | Brand licensing |
| Market Position | Aseptic and Launch Packaging |
| Break-event point | Trademarks |
## Suggested Unit Projects

**Choose At Least One**

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
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<tbody>
<tr>
<td>Attend field trip to MetLife Stadium, Fashion Museum at the Fashion</td>
<td>Institute of Technology or Amazon Distribution Center.</td>
</tr>
<tr>
<td>Create a marketing plan for a new product service for business</td>
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## Suggested Structured Learning Experiences

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Paterson Education Association (PEA)</td>
<td>445 Straight St. Paterson, New Jersey 07501</td>
<td>973-977-8899</td>
<td><a href="http://patersonea.org/">http://patersonea.org/</a></td>
</tr>
<tr>
<td>Riviera Check Cashing Inc.</td>
<td>99 Church St. Paterson, New Jersey 07505</td>
<td></td>
<td>973-977-8899</td>
</tr>
<tr>
<td>St. Joseph’s Regional Medical Center</td>
<td>703 Main St Paterson, New Jersey 07503</td>
<td>973-754-2000</td>
<td><a href="https://www.stjosephshealth.org/">https://www.stjosephshealth.org/</a></td>
</tr>
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