

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Marketing II**

September 2012

*Approved by the Board of Education  
October 9, 2012*

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Marketing II**

Marketing II is a business and vocational course offered to juniors and seniors that have successfully completed Marketing I. A variety of instructional practices and assessments will be used to cover topics such as business plans, economics, entrepreneurship and risks, global marketing, pricing, management structure, and business and society. Students will complete a marketing project and take part in the Stock Market Game on the computer. Three college credits will be given to students that complete a final project and receive a B in the course.

Marketing Cooperative Work Experience is available to Marketing II students. Students that complete two hundred hours of work in a marketing or retail job will receive one credit.

## Pacing Guide

<b>Unit #</b>	<b>Title</b>	<b>Weeks</b>	<b>Pages</b>
1	Business Plan	4	7-9
2	Pricing	4	10-13
3	Economics	5	14-17
4	Entrepreneurial Concepts	4-5	18-20
5	Global Marketing	4	21-24
6	Management Structure	4	25-28
7	Business and Society	5-6	29-32
8	Culminating Project	4	33-35

## Common Core Standards Key

RH	Reading Standards for Literacy in History/Social Studies
RST	Reading Standards for Literacy in Science and Technical Subjects
W	Writing Standards
RI	Reading Standards for Informational Text
WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

## New Milford Public Schools

Committee Members: Debbie Knipple & Janice Perrone Unit 1: Business Plan	Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 4
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RST3: Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li> <li>• WHST2a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting, graphics, and multimedia when useful to aiding comprehension.</li> <li>• R13: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• W6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• A business plan helps an entrepreneur develop goals.</li> <li>• A business plan helps communicate ideas to others.</li> <li>• A business plan identifies the need for resources.</li> <li>• An organizational plan explains to investors how a business will function.</li> <li>• A marketing plan explains how a business will market its products.</li> </ul>	<ul style="list-style-type: none"> <li>• What constitutes a good business plan?</li> <li>• How is a business plan used as a communication tool?</li> <li>• How do resources help the entrepreneur?</li> <li>• How is an organization chart used in a business?</li> <li>• How does a marketing plan help a business?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• What financial sources are available and how they help a business</li> <li>• What a marketing plan is used for</li> <li>• The purpose of financial documents</li> <li>• What start-up costs are and how they help a business</li> </ul>	

Students will be able to do the following:

- Develop a business's organizational plan
- Identify start-up costs specific to a business
- Identify the financial elements of a business plan
- Explain the function and importance of a business plan
- Identify the components of the business plan
- Compare and contrast business plans

#### **Character Attributes**

- Citizenship
- Honesty
- Responsibility

#### **Technology Competencies**

- Students use content specific tools, software, and simulations to support learning and research.
- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

### **Develop Teaching and Learning Plan**

Suggested Teaching Strategies:

- Teacher leads discussion regarding a business plan.
- Teacher presents unit material using a PowerPoint presentation.
- Teacher explains the twelve parts of the business plan.
- Teacher models business plan examples.
- Teacher demonstrates a compare and contrast organizer.
- Teacher explains a business plan outline for the school store.
- Teacher develops collaborative groups to create a business plan for the school store.
- Teacher assigns pretest to be self-corrected and discussed with a partner.

Suggested Learning Activities:

- Students will outline chapter notes using a reading activity.
- Students will review a variety of business plan examples.
- Students will use the Internet to research and to compare and contrast a variety of business plans.
- Students will identify the parts of a business plan to the best of their ability without use of resources.
- Students will work in collaborative groups to apply the business plan to the school store.
- Students will share their answers on a pretest and questions regarding a business plan.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To research business plans and create a business plan for the school store</p> <p><b>Role:</b> School store manager</p> <p><b>Audience:</b> Entrepreneur</p> <p><b>Situation:</b> Through the research of business plan examples, students create a business plan for the school store.</p> <p><b>Product :</b> Business plan</p> <p><b>Standard for Success:</b> Rubric for business plan</p>	<ul style="list-style-type: none"> <li>• Observation of student’s ability to complete the reading activity to outline chapter</li> <li>• Level to which students were able to compare and contrast organizer</li> <li>• Level of participation in class discussions and group work</li> <li>• Chapter test</li> <li>• Vocabulary quizzes</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.bplans.com/sample_business_plans.cfm">http://www.bplans.com/sample_business_plans.cfm</a> Website to compare and contrast business plans</li> <li>• <a href="http://businesscasestudies.co.uk/">http://businesscasestudies.co.uk/</a> Website for appropriate case studies on business plans</li> <li>• Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA:McGraw Hill Glencoe, 2009. Print</li> <li>• Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.</li> </ul>	

## New Milford Public Schools

<p>Committee Members: Debbie Knipple &amp; Janice Perrone Unit 2: Pricing</p>	<p>Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 4</p>
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• W6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.</li> <li>• R17: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li> <li>• W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• D. Pricing: Understand the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customer's perceptions of value.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• Marketing involves setting and adjusting product and service prices to maximize profit and to ensure customer satisfaction.</li> <li>• Price is an essential element in marketing a product to the correct target market.</li> <li>• Businesses use price adjustments to be creative and stay competitive.</li> <li>• Various situations can affect the pricing of a product.</li> <li>• Retailers use different formulas for calculating prices, markups, and markdowns.</li> </ul>	<ul style="list-style-type: none"> <li>• How does pricing effect marketing decisions?</li> <li>• What factors affect price decisions?</li> <li>• How is the cost of a product determined?</li> <li>• How does price affect the target market?</li> <li>• What determines markups and markdowns?</li> </ul>

### Expected Performances

What students should know and be able to do

Students will know the following:

- How supply and demand effect pricing
- What legal considerations to consider in pricing
- Pricing policies for determining a new price
- How market trends and competition determine selling prices
- The goals of pricing
- The steps involved in determining a price

Students will be able to do the following:

- Describe the nature of the pricing function
- Explain factors affecting pricing decisions
- Explain the different forms of pricing
- Explain how pricing can affect sales
- Explain the connection between demand and pricing
- Apply basic pricing strategies to solve product price scenarios
- Differentiate between market share and market position
- Explain how a firm's profit is related to markup
- Explain the relationship between pricing and the product life cycle

### Character Attributes

- Citizenship
- Honesty
- Responsibility

### Competencies

- Students insert a spreadsheet or graph into another document.
- Students apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

### Develop Teaching and Learning Plan

Suggested Teaching Strategies:

- Teacher leads discussion starter regarding relationship of product value.
- Teacher uses PowerPoint presentation summarizing the content of the unit.
- Teacher demonstrates use of graphic organizer to demonstrate scope and significance and the major goals of pricing.
- Teacher creates small cooperative groups to use price comparisons using the Internet, catalogues, and flyers.
- Teacher leads discussion on various pricing policies.
- Teacher models the "Backward from the Retail Price" and "Forward from the Manufacturer's Cost" pricing methods.
- Teacher invites owner or manager from local consignment store to discuss and answer questions regarding their pricing policies.

**Suggested Learning Activities:**

- Students will use graphic organizers to outline major goals of pricing.
- Students will outline chapter notes using a reading activity.
- Students will work in cooperative groups to compare prices of products.
- Students will write a two-page report on the role of pricing for a particular product. In the report, students will compare and contrast the various pricing policies discussed.
- Students will play “The Price Is Right” game.
- Students will complete math exercises incorporating manufacturer’s cost, wholesaler’s markup, and intended profit.
- Student’s will set up a spreadsheet to demonstrate bundle pricing of a computer and needed software. They will show the savings when using bundle pricing verses buying each item separately.
- Students will interview the owner or manager of an antique or consignment store regarding the pricing policy used by the store’s sales staff.

**Assessments**

<p><b>Performance Task</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p><b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To establish a price for a car wash fundraiser.</p> <p><b>Role:</b> Fundraising coordinator</p> <p><b>Audience:</b> Customer</p> <p><b>Situation:</b> You are in charge of running a car wash fundraising event and need to establish a price. The local community center will allow you to use its parking lot and water supply for \$10.00 per hour from 9:00 a.m. to 5:00 p.m. on a Saturday. You need to advertise, purchase cleaning supplies, and determine how much you will charge each customer. Use cost-plus pricing method.</p> <p><b>Product and Presentation:</b> Oral presentation and written report that outline one’s pricing strategy and calculations</p> <p><b>Standards for Success:</b> School-wide rubric for oral presentations and rubric for information literacy</p>	<ul style="list-style-type: none"> <li>• Observation of student’s ability to complete the reading activity to outline chapter</li> <li>• Observations made during group work and discussions</li> <li>• Written report on compare and contrast on pricing policies</li> <li>• Level of participation in class discussions and group work</li> <li>• Student’s ability to complete math problem and to create charts and graphs</li> <li>• Discussions and questions with guest speaker and teacher</li> <li>• Chapter test</li> <li>• Vocabulary quizzes</li> <li>• Oral presentation and written report</li> </ul>

### **Suggested Resources**

- Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.
- Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.
- [www.PriceGrabber.com](http://www.PriceGrabber.com) Website to research the price of products
- <http://businesscasestudies.co.uk/> Website for appropriate case studies on pricing
- Assorted catalogues

## New Milford Public Schools

Committee Members: Debbie Knipple & Janice Perrone Unit 3: Economics	Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 5
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• W6: Use technology, including the Internet to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.</li> <li>• R14: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</li> <li>• R13: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• SL1(a): Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The American economic system is an interdependent market economy influenced by many factors.</li> <li>• Scarcity is the basic problem of all economies.</li> <li>• Every individual plays a role in the domestic and global economy.</li> <li>• Choices impact the economy.</li> </ul>	<ul style="list-style-type: none"> <li>• What is an economy?</li> <li>• How does the economy of a nation impact everyday life for its citizens?</li> <li>• How does the global economy affect the United States?</li> <li>• How are prices of goods and services determined?</li> <li>• How do my decisions affect the economy?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• The concept of scarcity</li> <li>• How supply and demand affect the economy</li> <li>• The key phases of the business cycle</li> <li>• The different types of economies</li> <li>• How to evaluate stock investments</li> <li>• How a healthy economy is measured</li> </ul>	

Students will be able to do the following:

- Define the concept of an economy
- Explain how economic resources are vital to economies
- Identify the components of our market economy
- Graph the supply and demand slopes
- Graph the break-even point graph
- Cite examples of various economic systems
- Explain Gross Domestic Product
- List the goals of a healthy economy
- Read and interpret a stock market listing
- Analyze stock investments over time

#### **Character Attributes**

- Citizenship
- Cooperation
- Honesty
- Perseverance
- Responsibility

#### **Technology Competencies**

- Students use content specific tools, software, and simulations to support learning and research.
- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

### **Develop Teaching and Learning Plan**

Suggested Teaching Strategies:

- Teacher uses PowerPoint presentation summarizing the content of the unit.
- Teacher writes the word economy on the board and asks students to brainstorm words and ideas that come to mind.
- Teacher leads discussion about economy and how consumers benefit from goods and services that are available from our economic system.
- Teacher models a graphic organizer on economic measurements.
- Teacher assigns pretest to be self-corrected and discussed with a partner.
- Teacher creates collaborative groups for DECA case study, "Transforming an Economic System: The Reunification of Germany."
- Teacher leads group discussion on Gross Domestic Product and investing strategies.
- Teacher demonstrates how to use the Internet for research and online interactive games involving topical information.

Suggested Learning Activities:

- Students will outline chapter notes using a reading activity.

- Students will brainstorm ideas and words to create a cluster diagram with the world economy.
- Students will respond to open-ended questions regarding the benefits of goods and services.
- Students will complete graphic organizer to identify the key economic measurements.
- Students will complete an Internet activity regarding how the Federal Reserve serves as a watchdog for the US economy.
- Students will self-evaluate a pretest identifying vocab and open-ended questions from the chapter unit.
- Students will review their cluster diagram on economy from the beginning of the unit and modify their definitions according to what they have learned.
- Students will work in collaborative groups to discuss and role play an assigned DECA case study.
- Students will prepare a five-minute oral report comparing and contrasting the changes in Gross Domestic Product of a country over the course of ten years. Students will use presentation software or other visual aids for the presentation.
- Students will enroll in an online stock market simulation game.
- Students will take a practice standardized test.

### Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To research the economic situation of a foreign country and share findings</p> <p><b>Role:</b> Researcher</p> <p><b>Audience:</b> Peers and teacher</p> <p><b>Situation:</b> Select a foreign country that has gone through a major transformation from a command economy to a market-oriented economy or is an emerging country becoming industrialized</p> <p><b>Product and Presentation:</b> Oral presentation and written three-page report to share findings</p> <p><b>Standards for Success:</b> School-wide rubric for oral presentations and written report</p>	<ul style="list-style-type: none"> <li>• Observation of student's ability to complete the reading activity to outline chapter</li> <li>• Level to which student is able to complete graphic organizer</li> <li>• Completion of workbook assignments</li> <li>• Pretest results and level of participation in class discussions and group work</li> <li>• Degree to which case study is completed</li> <li>• Oral presentations and visual aids</li> <li>• Chapter test</li> <li>• Vocabulary quizzes</li> <li>• Organized research</li> </ul>

### **Suggested Resources**

- DECA Case Study, “Transforming an Economic System: The Reunification of Germany”.
- <http://businesscasestudies.co.uk/> Website to find a case study on economics
- Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA McGraw Hill Glencoe, 2009. Print.
- Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.

## New Milford Public Schools

Committee Members: Debbie Knipple & Janice Perrone Unit 4: Entrepreneurial Concepts	Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 4-5
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• W 1: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• W 1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• SL 1: Initiate and participate effectively in a range of collaborative discussions with diverse partners in grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• R14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Entrepreneurs are visionary risk-takers.</li> <li>• Elements of risk are inherent to entrepreneurial undertakings.</li> <li>• Entrepreneurs must identify consumer wants and needs to justify the investment.</li> <li>• Entrepreneurs have confidence in their business venture.</li> <li>• Entrepreneurs are essential to economic development in the 21<sup>st</sup> century.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between an inventor and an innovator?</li> <li>• What is a venture?</li> <li>• Who are entrepreneurs?</li> <li>• What motivates entrepreneurs?</li> <li>• Why are entrepreneurs risk-takers?</li> <li>• How are entrepreneurs essential to the 21<sup>st</sup> century economy?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• Factors that influence entrepreneurs</li> <li>• The importance of sufficient financial backing when starting a business</li> <li>• The importance of small business in the U.S. and global economies</li> <li>• What the legal steps are to establish a business</li> </ul>	

Students will be able to do the following:

- Develop and explain the meaning of entrepreneurship
- List the characteristics and skills of entrepreneurs
- Detail the advantages of entrepreneurship
- Identify sources for investment capital
- Determine ways to enter into business
- List the legal process involved in forming a business
- Explain the role of government in business
- Articulate the concept of free enterprise as related to entrepreneurship
- Identify legal issues associated with certain businesses
- Identify current business trends
- Identify the forms of business ownership

#### **Character Attributes**

- Cooperation
- Courage
- Integrity
- Perseverance
- Responsibility

#### **Technology Competencies**

- Students use content specific tools, software, and simulations to support learning and research.
- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

### **Develop Teaching and Learning Plan**

Suggested Teaching Strategies:

- Teacher leads discussion starter regarding relationship of product value.
- Teacher uses PowerPoint presentation summarizing the content of the unit.
- Teacher creates collaborative groups for DECA case study, "Business Major Graduate."
- Teacher provides graphic organizers for comparing and contrasting activities.
- Teacher invites local entrepreneur as a guest speaker.
- Teacher demonstrates how to use the Internet for online interactive games and activity.
- Teacher shows video biographies of famous entrepreneurs.

Suggested Learning Activities:

- Students will outline chapter notes using a reading activity.
- Students will complete a graphic organizer on concepts related to entrepreneurship.

- Students will research and report on successful entrepreneurs and the businesses they started.
- Students will identify skills small, local businesses need to be successful.
- Students will have small group discussions of new business ideas.
- Students will research the requirements to buy into some currently popular franchises.
- Students will complete a self-evaluation comparing their skills and personality traits to those of entrepreneurs.

### **Assessments**

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Observation of student's ability to complete the reading activity to outline chapter</li> <li>• Level to which student is able to complete graphic organizer</li> <li>• Completion of workbook assignments</li> <li>• Pretest results and level of participation in class discussions and group work</li> <li>• Degree to which case study is completed</li> <li>• Oral presentations and visual aids</li> <li>• Chapter test</li> <li>• Vocabulary quizzes</li> <li>• Organized research</li> </ul>

### **Suggested Resources**

- Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA:McGraw Hill Glencoe, 2009. Print.
- Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.
- DECA case study "Business Major Graduate"
- Guest speakers

## New Milford Public Schools

<p>Committee Members: Debbie Knipple &amp; Janice Perrone Unit 5: Global Marketing</p>	<p>Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 4</p>
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.</li> <li>• R13: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• R14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</li> <li>• RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• W7: Conduct short, as well as more sustained research projects, to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• Nations rely on each other for goods and services.</li> <li>• Interdependence, along with trade agreements, creates a global marketplace.</li> <li>• There are many factors that must be considered for doing international business.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do nations rely on each other for goods and services?</li> <li>• How do nations rely on each other for goods and services?</li> <li>• What are the benefits of global marketing?</li> <li>• What are the factors for doing international business?</li> <li>• Why is international trade important in a global economy?</li> </ul>

### Expected Performances

What students should know and be able to do

Students will know the following:

- How the balance of trade affects the global economy
- The importance of global marketing strategies

Students will be able to do the following:

- Explain the interdependence of nations
- Describe the balance of trade
- List three trade barriers
- List three significant trade agreements and alliances
- List forms of international trade
- Identify political, economic, socio-cultural, and technological factors that affect international business.

### Character Attributes

- Citizenship
- Cooperation
- Honesty
- Integrity
- Perseverance
- Respect
- Responsibility

### Technology Competencies

- Students apply digital tools to gather, evaluate, and use information.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Students evaluate accuracy and quality of online information.

### Develop Teaching and Learning Plan

Suggested Teaching Strategies:

- Teacher leads discussion starter regarding international trade and how nations rely on each other for goods and services.
- Teacher uses PowerPoint presentation summarizing the content of the unit.
- Teacher demonstrates use of graphic organizer to organize key concepts related to international trade.
- Teacher places students in groups of two to collaboratively discuss and research products manufactured in other countries.
- Teacher poses questions regarding international business, global environment, and market strategies.
- Teacher creates collaborative groups for DECA case study, "The New Calcutta."
- Teacher demonstrates how to use the Internet for online interactive games and activity.

- Teacher shows video clip on trade.

Suggested Learning Activities:

- Students will outline chapter notes using a reading activity.
- Students will complete a graphic organizer on concepts related to international trade.
- Students will work in cooperative groups to research products manufactured in other countries.
- Students will respond to questions regarding the main ideas of the chapter.
- Students will list advantages and disadvantages of trade organizations and trade agreements.
- Students will do a think-pair-share with another student to evaluate and solve DECA case study, "The New Calcutta."
- Students will review unit vocabulary through an online interactive game.
- Students will complete work sheet activities.
- Students will respond to end-of-chapter questions regarding key terms.
- Students take an online practice test.

### Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To research a nation and give a PowerPoint presentation on the country's economy</p> <p><b>Role:</b> Researcher</p> <p><b>Audience:</b> Peers and teacher</p> <p><b>Situation:</b> Research a nation and identify its major industries, resources, imports, and exports and give a presentation on the country's economy and its prospects for international trade.</p> <p><b>Product and Presentation:</b> PowerPoint and oral presentation</p> <p><b>Standards for Success:</b> School-wide rubric oral presentation and PowerPoint rubric</p>	<ul style="list-style-type: none"> <li>• Observation of student's ability to complete the reading activity to outline chapter</li> <li>• Level to which students were able to complete a graphic organizer</li> <li>• Observations made during group work and discussions</li> <li>• Level of participation in class discussions and group work</li> <li>• Degree to which case study was completed</li> <li>• Student activity workbook</li> <li>• Organized research</li> <li>• Chapter test</li> <li>• Vocabulary quizzes</li> </ul>

## Suggested Resources

- [www.glencoe.com](http://www.glencoe.com) Teacher selects activity from teacher activities, pretest
- DECA Case Study, “ The New Calcutta”
- <http://businesscasestudies.co.uk/> Website to find appropriate case studies on Global Marketing
- Izzit.org Video Network-“Free Trade”. Izzit.org, 2011
- Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA:McGraw Hill Glencoe, 2009. Print.
- Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.

## New Milford Public Schools

<p>Committee Members: Debbie Knipple &amp; Janice Perrone Unit 6: Management Structure</p>	<p>Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 4</p>
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• RI 3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• RST 5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</li> <li>• WHST 7: Conduct short, as well as more sustained research projects, to answer a question or to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate an understanding of the subject under investigation.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• Managers need information to make good decisions.</li> <li>• Managers execute a business plan.</li> <li>• Productive managers produce beneficial outcomes.</li> <li>• There are various ways to organize a business.</li> <li>• Understanding basic management functions is essential to success in the field of marketing.</li> </ul>	<ul style="list-style-type: none"> <li>• What is management?</li> <li>• What information is needed to make a good decision?</li> <li>• What is the role of a manager?</li> <li>• What makes a successful manager?</li> <li>• How does one organize a business?</li> <li>• What are management responsibilities?</li> <li>• What will be one's management style?</li> <li>• How can poor management affect the operations of a business?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The different business structures</li> <li>• Goals of a business determine the management structure</li> <li>• Effective managers must employ a management style that suits their personality</li> <li>• There are many different techniques used by effective managers</li> </ul>	

Students will be able to do the following:

- Name the three levels of management
- Identify roles in the management hierarchy
- Explain how a self-managing team functions
- Explain how horizontally organized companies differ from vertically organized companies
- Apply appropriate management techniques to adapt to unique situations
- Explain how to manage employees properly
- Explain the three functions of management

#### **Character Attributes**

- Compassion
- Cooperation
- Courage
- Honesty
- Integrity
- Loyalty
- Perseverance
- Respect
- Responsibility

#### **Technology Competencies**

- Students cite the resources they use.
- Students design a search strategy, narrowing the search parameters as needed.
- Students create reports using information from an online source and a word processor.

### **Develop Teaching and Learning Plan**

Suggested Teaching Strategies:

- Teacher leads discussion regarding effective leadership skills and techniques.
- Teacher directs students to brainstorm in groups of 2-3 regarding skills needed to be an effective leader.
- Teacher uses PowerPoint presentation summarizing the content of the unit.
- Teacher uses Internet and YouTube website to model effective and ineffective leadership styles.
- Teacher directs students to use the Internet to research different management structures.
- Teacher presents and explains charts regarding management functions.
- Teacher groups students into pairs to discuss and role play an assigned DECA case study.
- Teacher enforces vocabulary through electronic flash cards and crossword puzzles.

**Suggested Learning Activities:**

- Students will brainstorm ideas regarding effective and ineffective leadership skills.
- Students will use a graphic organizer to record ideas on leadership skills.
- Students will, in groups of two, use the Internet to research horizontal and vertical management structures.
- Students will use a Venn diagram to explain the differences of management structures.
- Students will summarize the advantages and disadvantages of horizontal and vertical management structures.
- Students will use a graphic organizer to record notes on management functions and techniques.
- Students will take a practice standardized test.
- Students will work in collaborative groups to discuss and role play an assigned DECA case study.
- Students will complete an Internet activity to research the CEO of any company and its management structure.
- Students will discuss their responses to fill-in-the-blank quiz questions with their peers.
- Students will complete chapter review Internet activities.

**Assessments**

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To research and review mission statements of various companies and write their own mission statement for the school store</p> <p><b>Role:</b> Manager of the school store</p> <p><b>Audience:</b> Store employees</p> <p><b>Situation:</b> Through the study of effective management techniques, students will compare mission statements from companies and create a mission statement explaining the goals of the school store.</p> <p><b>Product :</b> Mission statement</p> <p><b>Standard for Success:</b> School-wide rubric for information literacy</p>	<ul style="list-style-type: none"> <li>• Level to which student is able to create the graphic organizer based on the instructions</li> <li>• Observations of student work habits and ability to use resources</li> <li>• Level of participation in class discussions and group work</li> <li>• Standardized test practice</li> <li>• Chapter test</li> <li>• Vocabulary quizzes</li> <li>• Degree to which case study was completed</li> <li>• Organized research</li> <li>• Summary and mission statement</li> </ul>

## Suggested Resources

- [www.DECA.org](http://www.DECA.org) Case Studies. Website to find appropriate case studies on managerial structure
- DECA Case Study, “Always Making It Better”
- <http://businesscasestudies.co.uk/> Website to find case study on managerial structure
- [www.glencoe.com](http://www.glencoe.com). Teacher selects activity from teacher activities
- Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA:McGraw Hill Glencoe, 2009. Print.
- Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.

## New Milford Public Schools

Committee Members: Debbie Knipple & Janice Perrone Unit 7: Business and Society	Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 5-6
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• R11: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• R17: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li> <li>• W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.</li> <li>• WHS7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Countries that are active in the global marketplace follow the principles of the free enterprise system.</li> <li>• In a free enterprise system, the government plays a role in safeguarding its principles and the welfare of its citizens.</li> <li>• Businesses are socially responsible and civic-minded for individual citizens and the environment.</li> <li>• Business ethics are part of social responsibility and play a role in decisions made by businesses.</li> </ul>	<ul style="list-style-type: none"> <li>• How is freedom of ownership limited by government?</li> <li>• How does an economic system protect the rights of ownership?</li> <li>• Of what significance are small businesses to the U.S. economy?</li> <li>• How does the role of government influence marketing?</li> <li>• How do employee benefits demonstrate social responsibility in the workplace?</li> <li>• How can a business support the community?</li> </ul>

**Expected Performances**

What students should know and be able to do

Students will know the following:

- The difference between price and non-price competition
- The theory of supply and demand
- The role of government in a free enterprise system
- The impact of government on business
- The characteristics of a free enterprise system

Students will be able to do the following:

- Compare profit and nonprofit organizations
- Distinguish between public and private sectors
- List major types of businesses in the industrial market
- Explain what federal regulatory agencies and laws do for consumers, workers, investors, and the environment
- Explain the concept of business ethics
- Provide examples of business's social responsibilities
- Apply guidelines for ethical behavior

**Character Attributes**

- Cooperation
- Honesty
- Integrity
- Perseverance
- Respect
- Responsibility

**Technology Competencies**

- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.

**Develop Teaching and Learning Plan**

Suggested Teaching Strategies:

- Teacher uses PowerPoint presentation summarizing the content of the unit.
- Teacher builds background knowledge by leading class discussion about the free enterprise system and why it's called "free."
- Teacher models a graphic organizer on the characteristics of a free enterprise system and the U.S. government's role in the free enterprise system.
- Teacher creates groups of 2-3 students to brainstorm the pros and cons of small business ownership.
- Teacher invites guest speakers from marketing firms and small businesses to speak to the class.

- Teacher leads discussion about social responsibility and ethics in business.

Suggested Learning Activities:

- Students will share in class discussion by providing examples on ways they have earned money.
- Students will take notes and fill in a graphic organizer on a free enterprise system.
- Students will work in groups of 2-3 and will list the pros and cons on business ownership.
- In small groups, students will review key terms, their spellings, and their definitions.
- Students will complete work sheet activities.
- Students will work in groups of 2-3 to brainstorm ideas for how they would go about selling T-shirts to their fellow students. Students will create a 10-minute presentation summarizing their plans.
- Students will do a think-pair-share with another student to evaluate and solve a case study, entrepreneurship and science.
- Students will research online products and discuss the advantages and disadvantages of buying online shoes and clothing.
- Students will compare three e-tailing sites for best prices and make a chart demonstrating price variances.
- Students will do an online Internet activity on becoming a consumer advocate to find out how information can help consumers make informed decisions. Students will complete a worksheet of questions regarding how to be an informed consumer.
- Students will take notes and fill in a graphic organizer on the concept of social responsibility and ethics in business and the guidelines for ethical behavior.
- Students will finish a fill-in-the-blank reading activity follow-up on legal and ethical issues.
- Students will discuss their responses to fill-in-the-blank questions with their peers.
- Students will work in collaborative groups to discuss and role play an assigned DECA case study.
- Students will take a practice standardized test.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Level to which student is able to create the graphic organizer based on the instructions</li> <li>• Observations of student work habits and ability to use resources</li> <li>• Level of participation in class discussions and group work</li> <li>• Standardized test practice</li> <li>• Chapter test</li> <li>• Vocabulary quizzes</li> <li>• Degree to which case studies are completed</li> <li>• Internet activity of completed questions</li> <li>• Level to which price chart is completed</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• <a href="http://businesscasestudies.co.uk/">http://businesscasestudies.co.uk/</a> Website to find appropriate case studies on business and society</li> <li>• <a href="http://www.DECA.org">www.DECA.org</a> Case Studies. Website to find appropriate case studies on business and society</li> <li>• DECA Case Study, “Entrepreneurship and Science”</li> <li>• DECA Case Study, “Car Emissions”</li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a>. Teacher selects activity from teacher activities</li> <li>• Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.</li> <li>• Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.</li> </ul>	

## New Milford Public Schools

<p>Committee Members: Debbie Knipple &amp; Janice Perrone Unit 8: Culminating Project</p>	<p>Course/Subject: Marketing II Grade Levels: 11/12 # of Weeks: 4</p>
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RI 1: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• W 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• W 7: Conduct short as well as more sustained research projects to answer a question or to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• SL 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.</li> <li>• SL 5: Make strategic use of digital media in presentations to enhance understanding of findings. Reasoning and evidence add interest.</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• New products or improvements on existing products can generate consumer enthusiasm popularity.</li> <li>• The image of a product will influence consumer acceptance.</li> <li>• Markets are always changing thus leaving opportunities for new and modified products and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one identify a product that will be successful in the market?</li> <li>• What are the elements that make up the image of a product?</li> <li>• How does one gain insight into the buying preferences of consumers?</li> <li>• How does one determine if a product will be profitable?</li> </ul>

**Expected Performances**

What students should know and be able to do

Students will know the following:

- The elements that a product needs to have to meet the needs of a customer
- How to identify features and benefits of a particular product that they design
- How to package a product attractively and cost efficiently
- What is included in an advertising budget
- How logos and slogans help sell a product
- The elements of a newspaper ad
- Various market research methods

Students will be able to do the following:

- Establish a product to sell
- Name a product
- Develop a \$2,000,000.00 advertising budget
- Design a package for a product
- Design a logo for a product
- Create a desirable slogan for a product
- Prepare a newspaper ad for a product
- Design a market research activity
- Write a mission statement
- Apply concepts and techniques learned in Marketing I and II to develop a successful product.

**Character Attributes**

- Cooperation
- Honesty
- Perseverance
- Respect
- Responsibility

**Technology Competencies**

- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.

## Develop Teaching and Learning Plan

### Teaching Strategies:

- Teacher presents unit project using Power Point presentation.
- Teacher leads discussion regarding presentation and communication skills.
- Teacher models work of past exemplar projects.
- Teacher provides pacing guide with expectations and due dates.

### Learning Activities:

- Students will research and work on long-term project.
- Students will view videos regarding presentation skills.
- Students will produce a project on a product for a company.

## Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Observations of student work habits and ability to use resources</li> <li>• Level of participation in class discussions and group work</li> <li>• Level to which student meets pacing guide benchmarks</li> </ul>

## Suggested Resources

- Farese, Kimbrell, Woloszyk. Marketing Essentials Resources. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.
- Farese, Kimbrell, Woloszyk. Marketing Essentials. Woodland Hills, CA: McGraw Hill Glencoe, 2009. Print.