

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



Principles of Marketing I  
June 2016

**BOE Approved March 2017**

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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.

## **Course Overview**

Principles of Marketing I is a full year elective in the high school's Business Department. The course is open to sophomores who have taken Introduction to Business, or to any junior or senior interested in learning about marketing, merchandising, and management in retailing. Students are taught the fundamentals of marketing including: the seven core functions, the marketing concept, the marketing mix, economic benefits of marketing, target markets, segmentation, advertising, promotion, market research, communication, and selling. In addition, during the year, marketing students will be given the opportunity to work in the school store. These students will gain practical experience stocking shelves, operating the cash register, maintaining inventory, handling money, and more. All marketing students are also encouraged to join the school's Distributive Education Clubs of America (DECA) club. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools around the globe.

# Pacing Guide

<b>Unit Title</b>	<b># of Weeks</b>
Course Introduction .....	1 week
The World of Marketing .....	4-5 weeks
Marketing Planning .....	4-5 weeks
Communication and Interpersonal Skills for Marketing.....	3-4 weeks
Promotion .....	3-4 weeks
Midterm exams (review and complete).....	1-2 weeks
Advertising.....	3-4 weeks
Selling.....	2-3 weeks
Pricing .....	2-3 weeks
Product and Service Management .....	2-3 weeks
Final exams (review and complete).....	1-2 weeks

# New Milford Public Schools

Committee Member: Kristie O'Neill Unit One: The World of Marketing	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 4-5 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>CCTE Marketing Education C.11: Describe marketing's role and function in business to facilitate economic exchanges with customers.</li> <li>CCTE Marketing Education C.12: Describe customer, client, and business behavior and how it motivates decision making.</li> <li>NBEA National Business Education Association: Marketing I: Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</li> <li>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades. 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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>To be a successful marketer, one needs to understand the marketing skills, marketing core functions, and basic tools of marketing.</li> <li>Marketing is the process of creating, communicating, delivering, and exchanging ideas, goods and services that are valuable to consumers.</li> <li>The Marketing Mix is a set of tools used to influence buying decisions and are based on the target market.</li> <li>Economic Utilities increase and decrease value</li> </ul>	<ul style="list-style-type: none"> <li>How do marketers determine the marketing mix and how do they utilize it?</li> <li>When developing marketing strategies, what should be considered?</li> <li>How can a marketer classify consumers by different characteristics?</li> <li>How does marketing provide benefits to consumers and the economy?</li> <li>How does utility help satisfy consumers and affect value?</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 purpose and benefits of marketing</li> <li>The core functions of marketing</li> <li>How each component of the marketing mix contributes to successful marketing</li> <li>The economic benefits of marketing and how they relate to the economy</li> <li>How utilities help to satisfy consumers and how to apply these to a product</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>Describe the benefits of marketing</li> <li>Identify and apply the seven core functions of marketing</li> <li>Apply the concept of utility</li> </ul>	

- Describe how marketers use knowledge of the market to sell products
- Explain how each component of the marketing mix contributes to successful marketing

**Character Attributes**

- Honesty
- Respect
- Perseverance

**Technology Competencies**

- 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 use technology tools to enhance learning, increase productivity and promote creativity

**Develop Teaching and Learning Plan**

**Teaching Strategies:**

- Teacher presents unit material using a PowerPoint presentation and student notes packets.
- Teacher models concept map organizer on marketing core functions.
- Teacher incorporates current events and real world situations on a daily basis.
- Teacher makes available assorted ads and products to model examples on marketing mix, utility and target market concepts.
- Teacher creates small collaborative groups to allow students to apply the marketing mix, utility and target market concepts. Teacher assigns each group a project.

**Learning Activities:**

- Students will take part in class and group discussions on given topics and scenarios.
- Students will apply concept map for utility and the marketing mix.
- Students will work in small groups to create projects that will apply the marketing mix, utility and target market. This includes creating a “target market person”, Utility Poster and Marketing mix presentation for a chosen product.
- Students will work collaboratively to evaluate current marketing needs and trends.

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Determine strategies to market a play/activity for the school.</p> <p>Role: Marketing Manager for a school</p> <p>Audience: Marketing team/Administration</p> <p>Situation: As a marketing manager, identify your target market. Based on your target market, identify the strategies you would use to market the play/activity.</p> <p>Product or Performance: An oral presentation of PowerPoint slides.</p> <p>Standards for Success: School wide oral presentation rubric and project rubric.</p>	<ul style="list-style-type: none"> <li>• Completion of graphic organizer</li> <li>• Level of participation in group and oral discussions</li> <li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li> <li>• Vocabulary quizzes</li> <li>• Group Projects</li> <li>• Completion of various unit projects</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Assorted magazines and newspapers</li> <li>• Assorted real world products</li> <li>• Farese, Kimberly, Woloszyk. <u>Marketing Essentials</u>. Columbus, OH: McGraw-Hill Education, 2016. Print.</li> <li>• Project rubrics</li> <li>• Roberta L. Sejnost. Tools for Teaching in the Block. Thousand Oaks, C: Corwin, 2009 Print. (Concept Map Organizer)</li> <li>• School wide rubrics</li> </ul>	

# New Milford Public Schools

Committee Member: Kristie O'Neill Unit Two: Marketing Planning	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 4-5 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>CCTE Marketing Education C.13: Develop marketing strategies to guide marketing tactics.</li> <li>CCTE Marketing Education C.15: Use marketing information to develop a marketing plan.</li> <li>NBEA National Business Education Association: Marketing VI. The Marketing Plan. Describe the elements, design, and purpose of a marketing plan.</li> <li>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>RH 7: Integrate and evaluate multiple source of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</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 company looks at itself and the world around it to create a marketing plan for reaching goals.</li> <li>The key to marketing is to know your customer or target market.</li> <li>Market Segmentation helps identify the target market.</li> <li>After identifying your target market and completing a company analysis, you will be better able to identify successful marketing strategies.</li> </ul>	<ul style="list-style-type: none"> <li>How is market segmentation used to determine a target market?</li> <li>What do companies evaluate when creating their marketing plan?</li> <li>What is a target market and how do companies determine this?</li> <li>What is the difference between mass marketing and market segmentation?</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 concepts and strategies utilized to determine a target market and which marketing strategies are appropriate for the select audience.</li> <li>The elements of a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)</li> <li>The factors in a PEST analysis (political, economic, sociocultural, and technological)</li> <li>The three key areas of an internal company analysis (Company, Customers, Competition)</li> </ul>	

Students will be able to do the following:

- Explain the basic elements of a marketing plan and identify them on a real world marketing plan.
- Use market segmentation to identify a target market for a specific product or service.
- Differentiate between mass marketing and market segmentation and be able to distinguish when to use each.
- Conduct a PEST analysis
- Conduct a SWOT analysis

**Character Attributes**

- Honesty
- Respect
- Responsibility

**Technology Competencies**

- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications and producing other creative work
- 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 material using a PowerPoint presentation and student notes packets.
- Teacher models the creation of a graphic organizer.
- Teacher incorporates current events and real world situations on a daily basis.
- Teacher creates small collaborative groups to allow students to conduct SWOT and PEST analyses.
- Teacher creates collaborative groups for a Distributive Education Clubs of America (DECA) Case Study.

Learning Activities:

- Students will take part in class and group discussions on given topics and scenarios.
- Students will use a graphic organizer to outline the steps of a marketing plan.
- Students will analyze Super Bowl commercials and trends to differentiate “Mass Marketing” vs. “Market Segmentation.”
- Students will work in small groups to conduct a SWOT analysis on real companies.
- Students will work in collaborative groups to discuss and role play an assigned DECA case study.

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Determine the target market for a national based company</p> <p>Role: Newly hired marketing director</p> <p>Audience: Marketing team</p> <p>Situation: Your company has created a new product. Using a SWOT analysis and market segmentation, determine the target market for this product.</p> <p>Product or Performance: Marketing scheme to attract target market.</p> <p>Standards for Success: School wide oral presentation rubric and project rubric.</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>• Level of participation in group and oral discussions</li> <li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li> <li>• Vocabulary quizzes</li> <li>• Group Projects</li> <li>• Degree to which case study was completed.</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Assorted magazines and newspapers</li> <li>• Assorted real world products</li> <li>• Farese, Kimberly, Woloszyk. <u>Marketing Essentials</u>. Columbus, OH: McGraw-Hill Education, 2016. Print.</li> <li>• <a href="http://www.DECA.org">www.DECA.org</a> Case Studies</li> <li>• School wide rubrics</li> </ul>	

# New Milford Public Schools

Committee Member: Kristie O'Neill Unit Three: Communication and Interpersonal Skills for Marketing	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 3-4 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• CCTE Marketing Education F.26: Acquire product knowledge to communicate product benefits to ensure appropriateness of product for the client or customer.</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>• RH 7: Integrate and evaluate multiple source of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• SL.11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</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>• Effective communication is a key component of marketing.</li> <li>• Communication includes sending and receiving messages that are understood by sender and receiver and can be both verbal and nonverbal.</li> <li>• Improving listening and reading skills as well as building professional speaking and writing skills will ensure that your marketing messages are communicated successfully.</li> <li>• There are various barriers that can interfere with successful communication.</li> <li>• There are several means of communication in the 21<sup>st</sup> Century, which is a very diverse environment.</li> <li>• Self-development and interpersonal skills are essential to handling work situations effectively among diverse people.</li> </ul>	<ul style="list-style-type: none"> <li>• Why are effective communication skills critical in the workplace and the marketplace?</li> <li>• How are the modes of transmission for 21<sup>st</sup> century communication different from the past?</li> <li>• How does a diverse community impact communication?</li> <li>• How can you overcome barriers to successfully reach your target market?</li> <li>• Why is awareness of cultural differences important?</li> <li>• What are good interpersonal skills?</li> <li>• What can consumers do to affect a company's unethical practices?</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>• Effective means of communication</li> <li>• Techniques for effective speaking, writing, reading and listening</li> <li>• Why awareness of cultural differences is important in marketing communication</li> <li>• How to overcome specific barriers in communication</li> <li>• What role ethics plays in both the workplace and the marketplace</li> </ul> <p>Students will be able to do the following</p> <ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Explain how to organize and accept ideas</li> <li>• Prepare effective verbal and non-verbal messages</li> <li>• Identify various technology methods used in marketing</li> <li>• Identify the personal traits necessary for ethical action in the workplace</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Honesty</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Integrity</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students understand the ethical, cultural and societal issues related to technology</li> <li>• Students use technology to locate, evaluate and collect information from a variety of sources</li> <li>• Students use technology tools to process data and report results</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher leads class discussion regarding effective communication skills.</li> <li>• Teacher directs students to brainstorm in groups regarding ideas that help and hinder the communication process.</li> <li>• Teacher presents unit material using a PowerPoint presentation and student notes packets.</li> <li>• Teacher models samples of effective and ineffective communication including: written, oral, and visual.</li> <li>• Teacher incorporates current events and real world situations on a daily basis.</li> <li>• Teacher creates collaborative groups for a Distributive Education</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will brainstorm ideas that influence the communication process.</li> <li>• Students will use a graphic organizer to record their ideas on the listening process.</li> <li>• Students will work in small groups to research real-world examples of effective and ineffective communication techniques on the Internet.</li> <li>• Students will work in collaborative groups to discuss and role play an assigned DECA case study.</li> <li>• Students will complete an Internet activity to research and evaluate ethical situations.</li> <li>• Students will work in small groups to complete a research project on an unethical corporate situation and how it affected the company and the</li> </ul>

<p>Clubs of America (DECA) Case Study.</p> <ul style="list-style-type: none"><li>• Teacher directs students to conduct research on a real world ethical situation in the marketplace and complete project.</li></ul>	<p>consumer.</p> <ul style="list-style-type: none"><li>• Students will take part in class and group discussions on given topics and scenarios.</li></ul>
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<b>Assessments</b>	
<b>Performance Task(s)</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>• Level of participation in group and oral discussions</li> <li>• Observation of student work habits and ability to use resources.</li> <li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li> <li>• Vocabulary quizzes</li> <li>• Quality of ethics research project and presentation.</li> <li>• Degree to which case study was completed.</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Farese, Kimberly, Woloszyk. <u>Marketing Essentials</u>. Columbus, OH: McGraw-Hill Education, 2016. Print.</li> <li>• Internet</li> <li>• Samples of business communication – business letters, memos, bulletins</li> <li>• Samples of marketing communication – television, radio, billboard, social-media, online</li> <li>• <a href="http://www.DECA.org">www.DECA.org</a> Case Studies</li> <li>• School wide rubrics</li> </ul>	

# New Milford Public Schools

Committee Member: Kristie O'Neill Unit Four: Promotion	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 3-4 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• CCTE Marketing Education E. Promotion: Understand the concepts and strategies needed to communicate information about products, services, images, and /or ideas to achieve a desired outcome.</li> <li>• CCTE Marketing Education E.21: Explain the nature and scope of promotion.</li> <li>• CCTE Marketing Education E.22: Identify promotional channels used to communicate with targeted audiences.</li> <li>• CCTE Marketing Education E.24: Describe the use of public-relations activities to communicate with targeted audiences</li> <li>• SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• WHST.11-12.6: 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> </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 combination of personal selling, direct marketing sales promotion, and public relations make up the promotional mix.</li> <li>• Marketing influences client behavior through communications and promotions to achieve a desired outcome.</li> <li>• Advertising is an important element of promotion.</li> <li>• Sales promotions include different techniques to increase sales and inform customers about a company's products.</li> <li>• Businesses use different types of advertising media to promote their images, goods, and services.</li> <li>• Positive public relations and publicity are essential in maintaining a good image.</li> </ul>	<ul style="list-style-type: none"> <li>• How do promotional activities influence a customer's purchases?</li> <li>• How does communication and promotion achieve a company's marketing goals?</li> <li>• How does a diverse community impact communication?</li> <li>• Why is advertising an important part of promotion?</li> <li>• How have social media and the internet changed how companies utilize advertising and promotion?</li> <li>• How do age and other aspects of your target market affect your promotion choices?</li> <li>• How can a company control and protect their image using publicity and public relations?</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>• Differences between public relations and publicity</li> <li>• Concepts of the promotional mix</li> <li>• The role of promotion in business and marketing</li> <li>• The elements of a news release</li> <li>• The benefits of an effective sales promotion</li> <li>• The differences between trade and consumer promotions</li> </ul> <p>Students will be able to do the following</p> <ul style="list-style-type: none"> <li>• Explain the role of promotion as a marketing function</li> <li>• Define sales promotion</li> <li>• Identify and explain the types of promotion</li> <li>• Coordinate activities in the promotional mix</li> <li>• Distinguish between public relations and publicity</li> <li>• Explain the use of promotional tie-ins, trade sales promotions, and loyalty marketing programs</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Honesty</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Integrity</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students develop and implement a project using online resources</li> <li>• Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources</li> <li>• Students use technology tools to enhance learning, increase productivity and promote creativity</li> <li>• Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications and producing other creative works</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher leads class discussion regarding promotional mix</li> <li>• Teacher provides samples of promotional material: direct mail, coupons, advertisements, traffic builders, etc. to show ways in which a company promotes a product</li> <li>• Teacher presents unit material using a PowerPoint presentation and student notes packets.</li> <li>• Teacher assigns promotional project "Promoting a local company"</li> <li>• Teacher assigns publicity project, instructing students to research and</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will use a graphic organizer to brainstorm elements of the promotional mix</li> <li>• Students will use notes as a study guide to create a summary</li> <li>• Students will work in small groups to research real-world examples of promotion from newspapers, social media, magazines and the internet.</li> <li>• Students will work in small groups to create a project detailing promotional activities for a local company</li> <li>• Students will research specific examples of the positive and negative</li> </ul>

<p>report the effects of publicity.</p> <ul style="list-style-type: none"> <li>• Teacher incorporates current events and real world situations on a daily basis.</li> </ul>	<p>effects of publicity on a real company or public figure and report their findings to the class.</p> <ul style="list-style-type: none"> <li>• Students will take part in class and group discussions on given topics and scenarios.</li> </ul>
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### Assessments

<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Determine promotional choices to increase sales for a local business.</p> <p>Role: Promotional Manager for a marketing firm</p> <p>Audience: Manager/Owner of local business</p> <p>Situation: As a promotional manager for a marketing firm you have been hired by a local business to increase sales. You must utilize all aspects of promotion including consumer sales promotions, premiums and incentives.</p> <p>Product or Performance: An oral presentation of PowerPoint slides.</p> <p>Standards for Success: School wide oral presentation rubric and project rubric.</p>	<ul style="list-style-type: none"> <li>• Level of participation in group and oral discussions</li> <li>• Observation of student work habits and ability to use resources.</li> <li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li> <li>• Vocabulary quizzes</li> <li>• Quality of promotion project and presentation.</li> <li>• Quality of publicity research and presentation</li> </ul>

### Suggested Resources

<ul style="list-style-type: none"> <li>• Farese, Kimberly, Woloszyk. <u>Marketing Essentials</u>. Columbus, OH: McGraw-Hill Education, 2016. Print.</li> <li>• Internet</li> <li>• Newspapers, magazines</li> <li>• Samples of promotional items: traffic builders, direct mail, catalogues, coupon books, yellow pages, etc.</li> <li>• School wide rubrics</li> </ul>
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# New Milford Public Schools

Committee Member: Kristie O'Neill Unit Five: Advertising	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 3-4 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• CCTE Marketing Education E.23: Explain the use of an advertisement's components to communicate with targeted audiences.</li> <li>• 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.</li> <li>• SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• 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.</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>• Advertising is an important element of promotion.</li> <li>• Businesses advertise to promote their ideas, goods, and services.</li> <li>• Businesses need to reach as many targeted customers as possible. It is important to calculate costs and measure media effectiveness to reach a potential audience.</li> <li>• Successful advertising campaigns include essential elements to help sell goods and services.</li> <li>• Advertisers must understand effective design principles when developing ad layouts in order to quickly attract the attention of a targeted audience.</li> </ul>	<ul style="list-style-type: none"> <li>• How is advertising a one way conversation with the customer?</li> <li>• How does a business decide what to spend and where to advertise its goods and services?</li> <li>• What is the purpose of advertising?</li> <li>• What is the meaning of the term <i>media</i>?</li> <li>• Why is it important for an advertising medium to get the desired response rate?</li> <li>• What are the factors that affect rates?</li> <li>• What are the elements of an ad layout?</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 and purpose of advertising in the promotional mix</li> <li>• The different types of advertising media</li> <li>• The process of planning and selecting media</li> <li>• Media measurement techniques</li> <li>• How media costs are determined</li> </ul>	

- The main components of print advertisements
- The role of an advertising agency
- The principles of preparing an ad layout

Students will be able to do the following

- Explain the role advertising holds in the promotional mix
- Identify the different types of advertising media and how they are measured
- Select appropriate media for select products and target markets
- Select appropriate media based on budget restrictions and business goals
- Identify the main components of a print advertisement
- Explain the role of an advertising agency in Marketing
- Create an ad layout for a product or service

**Character Attributes**

- Honesty
- Responsibility
- Integrity

**Technology Competencies**

- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity
- Students use technology tools to enhance learning, increase productivity and promote creativity
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications and producing other creative works

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher leads class discussion regarding the role of advertising in the promotional mix
- Teacher provides samples of advertising: newspapers, magazines, billboards, transit, yellow pages, internet, radio etc.
- Teacher presents unit material using a PowerPoint presentation and student notes packets.
- Teacher assigns graphic organizer comparing the advantages and disadvantages of print and broadcast media.
- Teacher assigns “cost of an ad” assignment, instructing students to calculate a newspaper’s advertisement cost based on the paper’s real rate cards.
- Teacher assigns “Marketing Consultant” project where students

Learning Activities:

- Students will use a graphic organizer to brainstorm advantages and disadvantages of print and broadcast media
- Students will use notes as a study guide and for reference for class work
- Students will work independently to complete “cost of an ad” assignment
- Students will work in small groups to complete the “Marketing consultant” activity.
- Students will research real costs of advertisements in various local, regional and national newspapers and magazines.
- Students will take part in class and group discussions on given topics and scenarios.

<p>select what medium to spend advertising money on depending on the company data and the target market.</p> <ul style="list-style-type: none"> <li>• Teacher incorporates current events and real world situations on a daily basis.</li> </ul>	
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<b>Assessments</b>	
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<b>Performance Task(s)</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Determine the best medium choice for a business.</p> <p>Role: Marketing Consultant</p> <p>Audience: Manager/Owner of a local/regional or national business</p> <p>Situation: As a Marketing Consultant you have been hired by a business to select the best advertising medium. You must base this decision on company information (size, location, competition, financial data, and goals), as well as target market information.</p> <p>Product or Performance: An oral presentation of PowerPoint slides.</p> <p>Standards for Success: School wide oral presentation rubric and project rubric.</p>	<ul style="list-style-type: none"> <li>• Level of participation in group and oral discussions</li> <li>• Observation of student work habits and ability to use resources.</li> <li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li> <li>• Vocabulary quizzes</li> <li>• Quality of Marketing Consultant project and presentation.</li> <li>• Quality of completion of “cost of an ad” assignment</li> <li>• Completion of advantages and disadvantages graphic organizer.</li> </ul>

<b>Suggested Resources</b>	
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<ul style="list-style-type: none"> <li>• Farese, Kimberly, Woloszyk. <u>Marketing Essentials</u>. Columbus, OH: McGraw-Hill Education, 2016. Print.</li> <li>• Internet</li> <li>• Newspapers, magazines, yellow pages, radio advertisements</li> <li>• Advertising rate cards for various newspapers and magazines</li> <li>• School wide rubrics</li> </ul>
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# New Milford Public Schools

Committee Member: Kristie O'Neill Unit Six: Selling	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 2-3 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• CCTE Marketing Education F. Selling: Understand the concepts and sequences of addressing the needs of a market, leading to the movement of a product or service from producer to consumer.</li> <li>• CCTE Marketing Education F.25: Explain the nature and scope of selling</li> <li>• CCTE Marketing Education F.27: Explain sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.</li> <li>• SL.11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</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 purpose and goal of selling is to help customers make satisfying buying decisions</li> <li>• CRM is a system that involves finding customers and keeping them satisfied</li> <li>• CRM is thriving because of new technology, such as Web sites, social media and e-mail</li> <li>• Commissions and sales quota can create ethical and legal situations</li> <li>• Personal selling involves direct contact with a customer and has specific steps</li> <li>• There are a variety of consumer buying motives</li> </ul>	<ul style="list-style-type: none"> <li>• What is the purpose and goal of selling?</li> <li>• What trends and technologies help businesses with Customer relationship management (CRM)?</li> <li>• What is CRM and why is it important?</li> <li>• How does personal selling differ from other forms of promotion?</li> <li>• When and how should salespeople determine a customer's needs?</li> <li>• How can incentives such as commissions and sales quotas cause ethical and legal issues?</li> <li>• What are the steps to follow in the sales process?</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>• How selling is related to the marketing concept</li> <li>• The purpose and goal of the selling function</li> <li>• The effects of sales trends and technology</li> <li>• The legal and ethical issues related to selling</li> <li>• The concept of personal selling</li> <li>• The various buying motives of consumers</li> <li>• The steps in the sales process</li> </ul>	

Students will be able to do the following

- Explain the role of selling and how it relates to the marketing concept
- Identify and explain sales trends and technology changes and the affect they have on selling.
- Identify situations that can cause ethical and legal issues and how to avoid and resolve them
- Identify when personal selling is appropriate
- Explain the steps in the sales process
- Describe the different buying motives of consumers

**Character Attributes**

- Honesty
- Integrity
- Responsibility
- Respect
- Courage

**Technology Competencies**

- Students use technology resources for solving problems and making informed decisions
- Students employ technology in the development of strategies for solving problems in the real world

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher leads class discussion regarding the purpose of the selling function
- Teacher leads discussion on real world selling situations and experiences of class members
- Teacher presents unit material using a PowerPoint presentation and student notes packets.
- Teacher assigns “The Four-Step Process” Role play activity
- Teacher presents videos of successful and unsuccessful sales presentations for evaluation
- Teacher implements the use of case studies to authenticate student learning
- Teacher incorporates current events and real world situations on a daily basis.

Learning Activities:

- Students will work together to pair/share their experiences with personal selling
- Students will use notes as a study guide and for reference for class work
- Students will work in small groups to complete “The Four-Step Process” Role play assignment
- Students will evaluate real world videos of successful and unsuccessful sales techniques.
- Students will research trends in selling and technology changes and how it has affected selling as a marketing function
- Students will take part in class and group discussions on given topics and scenarios.

<b>Assessments</b>	
<b>Performance Task(s)</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>Goal: Utilize the Four-Step process to show a possible customer how to use a specific device (phone, GPS, iPod).</p> <p>Role: Sales Associate</p> <p>Audience: Customer</p> <p>Situation: As a Sales Associate you must use the Four-Step process to instruct a potential customer how to use a device they are interested in purchasing.</p> <p>Product or Performance: Role Play</p> <p>Standards for Success: School wide oral presentation rubric and assignment rubric.</p>	<ul style="list-style-type: none"> <li>• Level of participation in group and oral discussions</li> <li>• Observation of student work habits and ability to use resources.</li> <li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li> <li>• Vocabulary quizzes</li> <li>• Quality of Four Step Role Play project and presentation.</li> <li>• Quality of research of trends and technologies</li> <li>• Completion of evaluation of selling videos.</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Farese, Kimberly, Woloszyk. <u>Marketing Essentials</u>. Columbus, OH: McGraw-Hill Education, 2016. Print.</li> <li>• Internet</li> <li>• <a href="http://www.DECA.org">www.DECA.org</a> case studies</li> <li>• School wide rubrics</li> </ul>	

# New Milford Public Schools

Committee Member: Kristie O’Neill Unit Seven: Pricing	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 2-3 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• CTE Marketing Education C: Understand the processes and set of institutions for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.</li> <li>• CTE Marketing Education C.16: Explain the role of pricing in marketing.</li> <li>• SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• SL.11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</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>• Pricing is one of the four Ps of the Marketing Mix. As such, many factors must be considered when pricing a product.</li> <li>• There are different forms of pricing</li> <li>• Pricing helps establish and maintain a firm’s image, competitive edge, and profits.</li> <li>• There are four market factors that affect pricing.</li> <li>• Demand elasticity is the degree to which demand for a product is affected by its price.</li> <li>• Pricing is one means of improving market share and market position.</li> <li>• There are legal and ethical considerations for pricing.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you think the other Ps of the marketing mix will affect pricing?</li> <li>• How does pricing affect a company’s image and competitive edge?</li> <li>• Why have the prices of computers dropped in recent years?</li> <li>• Why does the urgency of a purchase tend to make demand inelastic?</li> <li>• How does competition affect price?</li> <li>• How does government regulations and technology affect the pricing function?</li> <li>• Should the government be able to regulate prices?</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 affect the pricing decision</li> <li>• The role of price in the marketing mix</li> <li>• The different goals of pricing</li> <li>• What market factors affect price planning</li> <li>• The difference between market share and market position</li> </ul>	

- The legal and ethical considerations for pricing
- What demand elasticity is and how it affects pricing

Students will be able to do the following

- Explain how a company's goals will determine their pricing strategy
- Recognize the different forms of pricing
- Explain the importance of pricing
- Differentiate between market share and market position
- Identify the four pricing options a business might consider in response to market changes
- List the five factors that affect demand elasticity

**Character Attributes**

- Honesty
- Integrity
- Respect

**Technology Competencies**

- Students use technology resources for solving problems and making informed decisions
- Students employ technology in the development of strategies for solving problems in the real world
- Students evaluate accuracy and quality of online information

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher leads class discussion regarding pricing and its role in the marketing mix
- Teacher leads discussion on real world pricing situations and experiences of class members
- Teacher presents unit material using a PowerPoint presentation and student notes packets.
- Teacher assigns "Grooming and Beauty Products Pricing" activity
- Teacher assigns a Pricing Strategies worksheet
- Teacher implements the use of case studies to authenticate student learning
- Teacher incorporates current events and real world situations on a daily basis.

Learning Activities:

- Students will use notes as a study guide and for reference for class work
- Students will work in small groups to complete "The Grooming and Beauty Products Pricing" activity.
- Students will evaluate real world videos of successful and unsuccessful pricing techniques
- Students will research how technology has affected pricing decisions
- Students will research real ethical and legal case studies
- Students will take part in class and group discussions on given topics and scenarios.

## Assessments

<b>Performance Task(s)</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"><li>• Level of participation in group and oral discussions</li><li>• Observation of student work habits and ability to use resources.</li><li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li><li>• Vocabulary quizzes</li><li>• Quality of The Grooming and Beauty Products Pricing assignment</li><li>• Accuracy of the Pricing strategies worksheet</li><li>• Quality of completion of legal and ethical case studies</li></ul>

## Suggested Resources

- Farese, Kimberly, Woloszyk. Marketing Essentials. Columbus, OH: McGraw-Hill Education, 2016. Print.
- Internet
- [www.DECA.org](http://www.DECA.org) case studies
- School wide rubrics

# New Milford Public Schools

Committee Member: Kristie O'Neill Unit Eight: Product and Service Management	Course/Subject: Principles of Marketing I Grade Level: 10-12 # of Weeks: 2-3 weeks
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• CCTE Marketing Education D: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.</li> <li>• CCTE Marketing Education D.17: Explain the nature and scope of product and service management.</li> <li>• CCTE Marketing Education D.20: Identify ways products and services can be positioned to acquire a desired business image.</li> <li>• SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>• SL.11-12.1.A: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</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>• Product Planning allows a business to plan marketing programs that increase sales through making products that customers want.</li> <li>• Products go through different stages of growth and decline.</li> <li>• Product life cycle represents the stages that a product goes through during its life.</li> <li>• An important part of product and service management is to select, promote, and protect the company image and brand.</li> <li>• Effective packaging and labeling help sell a product.</li> <li>• The government regulates the packaging and labeling of products.</li> </ul>	<ul style="list-style-type: none"> <li>• How do different products appeal differently to different customers?</li> <li>• Why is product planning important to a business?</li> <li>• What are the effective elements of a successful product?</li> <li>• What factors affect a product's life cycle?</li> <li>• Why is a product's brand, packaging and label important?</li> <li>• How do branding strategies help meet sales and company goals?</li> <li>• What is the government's role in packaging and labeling? Why is it important?</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 concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities</li> </ul>	

- How marketing strategies are used to sustain product sales over time
- The four steps in product planning
- The four stages of a product life cycle
- The legal considerations for packaging and labeling
- Factors to consider to successfully create and protect your brand image

Students will be able to do the following

- Explain the nature of the product/service planning function
- Describe considerations in developing and maintaining a product mix
- Plan a product/service mix
- Identify the four stages of the product life cycle
- Describe the importance of feature and benefits to a product
- Identify the various branding elements
- Explain the functions and importance of packaging and labels
- Explain the legal and ethical considerations of packaging and labels

#### **Character Attributes**

- Honesty
- Integrity
- Cooperation

#### **Technology Competencies**

- Students use technology to locate, evaluate and collect information from a variety of sources
- Students use technology tools to process data and report results
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks

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

Teaching Strategies:

- Teacher leads discussion the product life cycle of different products such as cell phones, computers, etc.
- Teacher presents unit material using a PowerPoint presentation and student notes packets.
- Teacher models a graph of the product life cycle
- Teacher models a flow chart graphic organizer to explain how a product goes through the development stages
- Teacher discusses questions regarding strategies a company must employ to keep a product in a competitive market
- Teacher discusses and shows samples of labeling and packaging

Learning Activities:

- Students will use a graphic organizer flow chart for video “History of Coke vs. Pepsi”
- Students will review graphic organizer in groups of 2-3 to discuss the product life cycle of Coke vs. Pepsi
- Students will compare and contrast Coke vs Pepsi product life cycle by drawing a graph of each
- Students will use graphic organizers and class discussion to summarize stages of the product life cycle and strategies used in each
- Students will compare and contrast different packaging, brands, and labeling of various products
- Students will work in small groups to complete the “Create your own Cereal” project

<p>requirements</p> <ul style="list-style-type: none"><li>• Teacher shows video “History of Coke vs. Pepsi”</li><li>• Teacher implements the use of case studies and simulations, “Snowboarding without Snow” and “Looking for the Cool Factor”</li><li>• Teacher assigns “Create your own Cereal” Project</li></ul>	<ul style="list-style-type: none"><li>• Students will work in collaborative groups to discuss and role play an assigned DECA case study</li></ul>
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<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Identify a needed cereal for your local target market. Create the product, including packaging, labeling and brand identification.</p> <p>Role: Product designer and part of a marketing team</p> <p>Audience: A company</p> <p>Situation: Convince the company that your new cereal will be more successful in the competitive market with its product features, benefits, labeling, and brand identification. Explain how these choices will meet the needs of your target market.</p> <p>Product: Design your cereal box from given materials so that the product will be competitive in your market. Packaging and labeling choices should be relevant to your target market and include ethical and legal considerations</p> <p>Standards for Success: Product must show that it meets the needs of the target market. NMHS oral presentation.</p>	<ul style="list-style-type: none"> <li>• Level of participation in group and oral discussions</li> <li>• Observation of student work habits and ability to use resources.</li> <li>• Test (multiple choice, matching, fill-in the blank, short answer and essay.</li> <li>• Vocabulary quizzes</li> <li>• Level to which student is able to create graphic organizers</li> <li>• Degree to which case study is completed</li> <li>• Completion of “Create your own Cereal” project</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Farese, Kimberly, Woloszyk. <u>Marketing Essentials</u>. Columbus, OH: McGraw-Hill Education, 2016. Print.</li> <li>• Internet activities</li> <li>• <a href="http://www.DECA.org">www.DECA.org</a> case studies</li> <li>• Video: “Coke vs. Pepsi” A History Channel production</li> <li>• School wide rubrics</li> </ul>	

