



# Wolcott Public Schools

154 Center Street  
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## Marketing II: Introduction to Marketing Management High School Curriculum



*Children are our Future...*

# *Acknowledgements*

*Curriculum Writers:*

*Brian Helmlinger*

*We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.*

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*Dr. Gail A. Gilmore*  
*Assistant Superintendent*

*Date of Presentation to the Board of Education: April 25, 2011*

*(Marketing II)*

## **Marketing II**

### **Mission Statement:**

*The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.*

### **Departmental Philosophy:**

Wolcott High School's Business Department believes its courses are an integral part of the total academic structure that provides students with competencies to be competitive in a business-oriented society. The mission of this program is to ensure that students have the opportunity to develop skills, knowledge, understanding and attitudes necessary for successful participation in postsecondary education and the global economy.

### **Course Description:**

This course is designed for the student who has an interest in pursuing a career in Marketing or Business, and who has demonstrated proficiency in previous marketing or business courses. Students will be expected to understand and apply the concepts, systems and tools needed to gather and evaluate data for use in making sound business decisions. Emphasis will be placed on Marketing Research and Information Management, Product Planning, Pricing Strategies and Risk Management.

## *Marketing II: Introduction to Marketing Management*

### *Content Standard #1: Marketing Information Management*

| <i>Performance Standards</i>  | <i>Sample Activities</i>   | <i>Assessment Strategies</i>   | <i>Resources</i>   |
|---|--|--|--|
| <p>A concentrator in Marketing education understands the concepts, systems and tools needed to gather, access, synthesize, evaluate and disseminate information for use in making business decisions.</p> <p><b>1.1</b> Discuss the nature of information management</p> <p><b>1.2</b> Assess information needs</p> <p><b>1.3</b> Evaluate quality and source of information</p> <p><b>1.4</b> Store information for future use</p> <p><b>1.5</b> Identify ways that technology impacts business</p> <p><b>1.6</b> Explain the role of information systems</p> <p><b>1.7</b> Describe the regulation of marketing information management</p> <p><b>1.8</b> Demonstrate basic e-mail functions</p> | <ul style="list-style-type: none"> <li>• Prompting questions to drive work group and whole class discussions</li> <li>• Workbook activities to reinforce terminology</li> <li>• Case Studies</li> <li>• Computer simulations (Virtual Business – Management ”)</li> <li>• Preparatory readings</li> <li>• School store applications (SWOT analysis)</li> <li>• CAPT/SAT: Determination of confidence levels and sampling populations (Algebraic Reasoning)</li> <li>• Perceptual mapping – market positioning</li> </ul> | <ul style="list-style-type: none"> <li>• “Pre-unit” assessments</li> <li>• Class participation</li> <li>• Contributions to school store</li> <li>• Ongoing formative assessments</li> <li>• Quizzes</li> <li>• “Post-unit” tests</li> <li>• Market segmentation/target marketing project</li> <li>• Project – conducting marketing research and reporting</li> <li>• CTE state assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Text/workbook (“Marketing Essentials – the DECA Connection”)</li> <li>• Websites (e.g. <a href="http://marketingessentials.glencoe.com">marketingessentials.glencoe.com</a>)</li> <li>• Unit organizer</li> <li>• Case studies (e.g. “Business Week”)</li> <li>• “Virtual Business” simulation software</li> <li>• “The Wall Street Journal”</li> <li>• Student response device (Turning Point Technologies)</li> <li>• End-of-year student surveys</li> <li>• Teacher and school wide rubrics</li> </ul> |

## *Marketing II: Introduction to Marketing Management*

### *Content Standard #2: Product/Service Management*

| <i>Performance Standards</i>  | <i>Sample Activities</i>   | <i>Assessment Strategies</i>   | <i>Resources</i>   |
|---|--|--|--|
| <p>A concentrator in marketing education understands the concepts and processes needed to obtain, develop, maintain and improve a product or service mix in response to market opportunities.</p> <p><b>2.1</b> Determine initial feasibility of product idea</p> <p><b>2.2</b> Adjust idea to create a functional product</p> <p><b>2.3</b> Describe the importance of a product life cycle</p> <p><b>2.4</b> Create processes for ongoing opportunity recognition</p> <p><b>2.5</b> Describe factors used by marketers to position products/services</p> <p><b>2.6</b> Explain the nature of product/service branding</p> | <ul style="list-style-type: none"> <li>• Prompting questions to drive work group and whole class discussion</li> <li>• Workbook activities to reinforce terminology</li> <li>• Case studies</li> <li>• Computer simulation (“Virtual Business – Management”)</li> <li>• Preparatory readings</li> <li>• School store applications (SWOT analysis)</li> <li>• CAPT/SAT: Unit Cost Curves – Economies of scale (Numerical and Proportional Reasoning)</li> </ul> | <ul style="list-style-type: none"> <li>• “Pre-unit” assessments</li> <li>• Class participation</li> <li>• Contributions to school store</li> <li>• Ongoing formative assessments</li> <li>• Quizzes</li> <li>• “Post-unit” tests</li> <li>• Market segmentation/target marketing project</li> <li>• Project – “New Product Recommendations”</li> <li>• CTE State Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Text/workbook (“Marketing Essentials – the DECA Connection”)</li> <li>• Websites (e.g. <a href="http://marketingessentials.glencoe.com">marketingessentials.glencoe.com</a>)</li> <li>• Unit organizer</li> <li>• Case studies (e.g. “Business Week”)</li> <li>• “Virtual Business” simulation software</li> <li>• “The Wall Street Journal”</li> <li>• Student response device (Turning Point Technologies)</li> <li>• End-of-year student surveys</li> <li>• Teacher and school-wide rubrics</li> <li>• “Positioning – The Battle for Our Minds” (by Ries and Trout)</li> </ul> |

## *Marketing II: Introduction to Marketing Management*

### *Content Standard #3: Pricing*

| <i>Performance Standards</i>  | <i>Sample Activities</i>   | <i>Assessment Strategies</i>   | <i>Resources</i>   |
|---|--|--|--|
| <p>A concentrator in marketing education understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.</p> <p><b>3.1</b> Explain the nature and scope of the pricing function</p> <p><b>3.2</b> Describe the role of business ethics in pricing</p> <p><b>3.3</b> Explain the use of technology in the pricing function</p> <p><b>3.4</b> Explain the factors affecting pricing decisions</p> | <ul style="list-style-type: none"> <li>• Prompting questions to drive work group and whole class discussion</li> <li>• Workbook activities to reinforce terminology</li> <li>• Case studies (“How Much for That Good Smell?”)</li> <li>• Computer simulation (“Virtual Business – Pricing”)</li> <li>• Preparatory readings</li> <li>• School Store applications (review of product ROI)</li> <li>• WHS promotion (morning announcements, posters, flyers, WHS website)</li> <li>• CAPT/SAT: Algebraic Reasoning (markup calculations)</li> <li>• CAPT/SAT: Working with Data (Perceptual mapping – price/quality plotting)</li> </ul> | <ul style="list-style-type: none"> <li>• “Pre-unit” assessments</li> <li>• Class participation</li> <li>• Contributions to school store</li> <li>• Ongoing formative assessments</li> <li>• Quizzes</li> <li>• “Post-unit” tests</li> <li>• Market segmentation/target marketing project</li> <li>• Project – loss leader recommendations</li> <li>• CTE State Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Text/workbook (“Marketing Essentials – the DECA Connection”)</li> <li>• Websites (e.g. <a href="http://marketingessentials.glencoe.com">marketingessentials.glencoe.com</a>)</li> <li>• Unit organizer</li> <li>• Case studies (e.g. “Business Week”)</li> <li>• “Virtual Business” simulation software</li> <li>• “The Wall Street Journal”</li> <li>• Student response device (Turning Point Technologies)</li> <li>• End-of-year student surveys</li> <li>• Teacher and school wide rubrics</li> </ul> |

# *Marketing II: Introduction to Marketing Management*

## **Pacing Guide**

### Marketing II: Introduction to Marketing Management

#### September

- Review of Marketing I units
- Markets, Planning, Distribution, Sales Channels, Promotion, advertising, Public Relations, Sales Promotion, Business Ethics and Careers in Marketing

#### October/November

- Marketing Research and Information Management
- Chapter References – 28, 29 and 35

#### December/January

- Product Management Strategies and Branding
- Chapter References – 30, 31 and 32

#### February

- Developing New Products and Managing the Product Life Cycle
- Chapter References – 30.1 and 30.2

#### March

- Pricing Strategies
- Chapter References – 25, 26, 27 and 16.3

#### April

- Risk Management
- Chapter References – 33 and 34

#### May

- Review for State Assessment

#### June

- Student Choice
- Survival Skills

## ***Marketing II: Introduction to Marketing Management***

### **Essential Questions**

- What is management?
- How can information management help identify the wants and needs of the marketplace?
- How has technology impacted information management?
- How can products and services satisfy the needs and wants of the marketplace?
- How do marketers develop, position and maintain a profitable product line?
- How can pricing strategies be used to maximize profits?
- How can business risks be identified and managed to ensure profitability?



## ***Marketing II: Introduction to Marketing Management***

### **Skills Objectives**

- Students will be able to gather, evaluate and store data.
- Students will use data to make better-informed business decisions.
- Students will demonstrate basic e-mail functions.
- Students will explain the feasibility of a new product idea.
- Students will explain the nature of branding and its role in maintaining long-term profitability.
- Students will identify and understand the factors affecting pricing decisions.
- Students will be aware of the myriad risks associated with owning and managing a business.

## ***Marketing II: Introduction to Marketing Management*** **Assessments**

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]