Marketing II Honors
Curriculum

"Business has only two functions—marketing and innovation."
~ Milan Kundera

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Board APPROVAL
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Randolph Township Schools
Department of Science, Technology, Engineering, and Math

Marketing II Honors

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph Schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessments. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of Science, Technology, Engineering, and Math

Introduction

Randolph Township Schools is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the 21st century. We believe that an education grounded in the fundamental principles of science, technology, engineering, and math (STEM) will provide students with the skills and content necessary to become future leaders and lifelong learners.

A sound STEM education is grounded in the principles of inquiry, rigor, and relevance. Students will be actively engaged in learning as they use real-world STEM skills to construct knowledge. They will have ample opportunities to manipulate materials and solve problems in ways that are developmentally appropriate to their age. They will work in an environment that encourages them to take risks, think critically, build models, observe patterns, and recognize anomalies in those patterns. Students will be encouraged to ask questions, not just the "how" and the "what" of observed phenomena, but also the "why". They will develop the ability, confidence, and motivation to succeed academically and personally.

STEM literacy requires understandings and habits of mind that enable students to make sense of how our world works. As described in Project 2061's *Benchmarks in Science Literacy, The Standards for Technological Literacy,* and *Professional Standards for Teaching Mathematics,* literacy in these subject areas enables people to think critically and independently. Scientifically and technologically literate citizens deal sensibly with problems that involve mathematics, evidence, patterns, logical arguments, uncertainty, and problem-solving.

Marketing II Honors

Introduction

Marketing II Honors is an honors elective course in the STEM department for juniors and seniors. This course is for marketing students who are looking for a challenging follow-up to the Marketing I course. Students will deepen their marketing experience by understanding the role of effective marketing research, determining how new companies create market opportunities, and exploring how the Internet and other technologies have revolutionized marketing. The focus of this course is marketing management and applied learning. All students will create a comprehensive marketing plan/analysis and a presentation that reflects current practice in the marketing field. This course also makes extensive use of case studies and delves deeply into the specific market segments of sports, entertainment, hospitality and tourism, as a means to apply and sharpen their marketing knowledge.

Curriculum Pacing Chart
Marketing II Honors

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
8 weeks	I	Initiating the Marketing Process
7 weeks	II	Understanding Buyers and Markets
5 weeks	III	Targeting Marketing Opportunities
16 weeks	IV	Satisfying Marketing Opportunities

Marketing II Honors
UNIT I: Initiating the Marketing Process

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Organizations build strong customer relationships and customer value through marketing.	• How does a firm's customer base perceive value?
Organizations set strategic directions by assessing where they are and where they seek to be in the future.	• Why and how does an organization allocate its marketing mix of resources to reach its target market?
Environmental scanning provides information about social, economic, technological, competitive, and regulatory forces.	• What trends might affect marketing in the future?

KNOWLEDGE	SKILLS	CCSS

Students will know:
 	
The importance of creating customer relationships and value through marketing.
 	
How to develop successful marketing and corporate strategies.
 	
The concept of environmental scanning in the new millennium.
	Students will be able to:
	
	Support how marketing discovers and satisfies consumer needs.
	Differentiate between marketing mix elements and environmental forces.
	Reinforce how today's customer era differs from prior eras oriented to production and selling.
	
	Analyze the three organizational levels of strategy.
	Critique why mission, organizational culture, and goals are important in organizations.
	Evaluate the strategic marketing process and its three key phases:
	   • Planning
	   • Implementation
	   • Control
	Justify how elements of the marketing mix are blended into a cohesive marketing program.
	
	Predict how social forces and economic forces affect marketing.
	Evaluate the impact of technological changes in the marketing environment.
	Differentiate between and explain the forms of competition that exist in a market, key components of competition, and the impact of competition on corporate structures.
	Compare the major legislation that ensures competition and regulates the elements of the marketing mix.
		8.1.A.2
		8.1.12.B.1
		9.1.4.D.1
		9.1.12.A.1
		9.3.12.F.58
		9.4.12.F.13
		9.4.12.F.17
		9.4.12.F.25
		9.4.12.F.49
		9.4.12.F.52
		9.4.12.F.(5).1
		9.4.12.N.(2).1
		9.4.12.N.(2).2
		9.4.12.N.(2).9
		9.4.12.N.(2).10
		9.4.12.N.(3).1
		9.4.12.N.(3).2
		9.4.12.N.(4).2
		9.4.12.N.(4).10
		9.4.12.N.(4).12
		9.4.12.N.(5).1
		9.4.12.N.(5).3
		9.4.12.N.(5).9
		9.4.12.N.(6).1
		9.4.12.O.9
		9.4.12.O.11
		9.4.12.O.25
		9.4.12.O.32

| Ethics and social responsibility in marketing. | Differentiate between and explain legal and ethical behavior in marketing.
Explain and outline the factors that influence ethical and unethical marketing decisions.
Reinforce and explain the different components of social responsibility.
Categorize unethical and socially irresponsible consumer behavior associated with various scandals in business. | 9.4.12.O.47
9.4.12.O.48
9.4.12.O.59
9.4.12.O.68
ELA.RI.9-10.1
ELA.RI.11-12.1
ELA.W.9-10.2a
ELA.W.11-12.2a
ELA.W.9-10.4
ELA.W.11-12.4
ELA.SL.9-10.5
ELA.SL.11-12.5 |

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES

8 weeks	**Unit I – Initiating the Marketing Process**
	   o **Customer Relationships**
	   o **Customer Value**
	   o **Strategic Direction**
	   o **Strategic Marketing Process**
	   o **Environmental Scanning**
	   o **Levels of Strategy**
	   o **Legislation and Regulations**
		Textbook: Chapters 1 – 4
		
		Appendix A: Building an Effective Marketing Plan
		
		Video Case Study: "Rollerblade: Benefits Beyond Expectations"
		
		Video Case Study: "BP: Allocating Resources to Bring You Gasoline and Fresh Bread!"
		
		Video Case Study: "Flyte Time Productions, Inc.: The Best Idea Wins"
		
		Video Case Study: "Starbucks Corporation: Serving More Than Coffee"
		
		"Designing a Candy Bar" Exercise
		
		Philanthropy Plan Project
		
		Competitive Intelligence Handout
		
		Generational Marketing Project

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Marketing II Honors
UNIT II: Understanding Buyers and Markets

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Psychology helps marketers understand why and how consumers behave as they do.	• What values, beliefs, and attitudes play a central role in consumer decision making?
Understanding organizational markets and buying behavior is necessary for effective business marketing.	• Why do consumer and organizational buyers engage in a purchasing decision process and how is it different?
Environmental factors shape global marketing efforts.	• How do the effects of uncontrollable environmental variables differ between global and domestic marketing practices?

KNOWLEDGE	SKILLS	CCSS
Students will know:	**Students will be able to:**	8.1.A.2 8.1.12.B.1 8.1.12.F.2 9.1.4.D.1 9.1.12.A.1 9.1.12.C.4 9.3.12.F.58 9.4.12.F.13 9.4.12.F.17 9.4.12.F.25 9.4.12.F.49 9.4.12.F.52 9.4.12.N.8 9.4.12.N.19 9.4.12.N.20 9.4.12.N.28 9.4.12.N.39 9.4.12.F.(5).1 9.4.12.N.(1).14 9.4.12.N.(2).1 9.4.12.N.(2).2 9.4.12.N.(2).9 9.4.12.N.(2).10 9.4.12.N.(3).1
Consumer behavior examines the actions a person takes in purchasing and using products and services.	Analyze and explain the stages in the consumer purchase decision process. Differentiate between the three variations of the consumer purchase decision process.	
Psychological concepts are useful for interpreting buying processes and directing marketing efforts.	Analyze the major psychological influences on consumer behavior. Use the "Values, Attitudes, and Lifestyles" (VALS) methodology to generate a market segmentation proposal.	
Sociocultural influences affect consumer behavior.	Predict the major sociocultural influences on consumer behavior. Create a multicultural marketing program.	
Organizational buyers are divided into three markets: industrial, reseller, and government markets.	Compare and contrast industrial, reseller, and government organizational markets. Analyze the key characteristics of organizational buying that make it different from consumer buying.	
Industrial firms and government units must understand the structure, technical and business functions represented, and the behavior of the buying center.	Analyze the roles of the buying center in buying situations. Assess how government contracting differs from general business buying.	

	Incorporate the characteristics of organizational buying in designing effective marketing programs. Assess the effects of buying centers and buying situations implemented in organizational purchasing.	9.4.12.N.(3).2 9.4.12.N.(4).2 9.4.12.N.(4).10 9.4.12.N.(4).12 9.4.12.N.(5).1 9.4.12.N.(5).3 9.4.12.N.(5).9 9.4.12.N.(6).1 9.4.12.O.9 9.4.12.O.11 9.4.12.O.25 9.4.12.O.32 9.4.12.O.47 9.4.12.O.48 9.4.12.O.59 9.4.12.O.68 ELA.RI.9-10.1 ELA.RI.11-12.1 ELA.W.9-10.2a ELA.W.11-12.2a ELA.W.9-10.4 ELA.W.11-12.4 ELA.SL.9-10.5 ELA.SL.11-12.5
Organizational buying behavior and business marketing continues to evolve with technology.	Defend the importance and nature of online buying in industrial, reseller and government organizational markets. Evaluate the importance of an e-market.	
The difference between a multi-domestic marketing strategy and a global marketing strategy.	Analyze the effects of world trade through global competition. Differentiate between the three types of companies that compete in the global marketplace (International, Multinational, and Transnational.) Appraise and explain how global branding is used to connect brands to consumers in different markets.	
Global marketing is affected by economic considerations.	Perform a global environmental scan on a global company. Create a cross-cultural analysis. Evaluate the major trends that have influenced global marketing in the past decade. Select and defend one of the four alternative approaches companies use to enter global markets.	

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Unit II - Curriculum Pacing Chart
Marketing II Honors

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES

7 weeks	**Unit II – Understanding Buyers and Markets**
	   o **Consumer Behavior**
	   o **Consumer Psychology**
	   o **Organizational Markets**
	   o **Environmental Factors**
	   o **Sociocultural Influences**
	   o **Organizational Buyers**
	   o **The Buying Center**
	   o **Global Marketing**
		Textbook: Chapters 5 – 7
		
		Appendix A: Building an Effective Marketing Plan
		
		Video Case Study: "Ken Davis Products, Inc.: Sauces for All Tastes"
		
		Video Case Study: "Lands' End: Where Buyers Rule"
		
		Video Case Study: "CNS Breather Right Strips: Going Global"
		
		VALS Survey and Profile
		www.sric-bi.com/vals
		
		Multicultural Marketing Project
		
		Navigating the NAICS Internet Activity
		
		Getting to Know the WTO Activity
		
		Pepsi vs. Coke Project

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Marketing II Honors
UNIT III: Targeting Marketing Opportunities

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Marketing research is the link between marketing strategy and decisive actions.	• What is the importance of marketing research?
Market segmentation involves aggregating prospective buyers into groups.	• How should a firm segment its markets and why?
Targeting marketing opportunities involves techniques that discover potential buyers.	• Why should companies know their potential buyers as well as possible?

KNOWLEDGE	SKILLS	CCSS
Students will know:	**Students will be able to:**	8.1.A.2
		8.1.12.B.1
The role of marketing research.	Critique a given example of market research.	8.1.12.F.2
	Generate market research for a marketing plan.	9.1.4.D.1
	Analyze and explain the four-step marketing research process.	9.1.12.A.1
	Use secondary and primary data in marketing.	9.1.12.C.4
		9.3.12.F.58
Good sales forecasts are important for a firm as it schedules production.	Evaluate the three approaches to developing a sales forecast.	9.4.12.F.13
	Explain the difference between a survey of buyer's intentions forecast and a sales force survey forecast.	9.4.12.F.17
		9.4.12.F.25
	Incorporate a lost-horse forecast into their marketing plan.	9.4.12.F.49
	Integrate the statistical method of forecasting into their marketing plan.	9.4.12.F.52
		9.4.12.N.8
		9.4.12.N.19
Grouping potential buyers into meaningful segments involves meeting specific criteria.	Evaluate the use of market segmentation.	9.4.12.N.20
	Integrate the five key steps in segmenting and targeting markets into their marketing plan.	9.4.12.N.28
		9.4.12.N.39
	Analyze and explain the different factors used to segment consumer and organizational markets.	9.4.12.F.(5).1
		9.4.12.N.(1).14
		9.4.12.N.(2).1
		9.4.12.N.(2).2
The key to positioning a product or brand effectively is the perception of customers.	Produce a market-product grid to identify a target market and use it to make recommendations.	9.4.12.N.(2).9
		9.4.12.N.(2).10
	Predict and justify how a marketing manager would position a product in the marketplace.	9.4.12.N.(3).1
		9.4.12.N.(3).2
		9.4.12.N.(4).2
		9.4.12.N.(4).10
		9.4.12.N.(4).12

		9.4.12.N.(5).1
		9.4.12.N.(5).3
		9.4.12.N.(5).9
		9.4.12.N.(6).1
		9.4.12.O.9
		9.4.12.O.11
		9.4.12.O.25
		9.4.12.O.32
		9.4.12.O.47
		9.4.12.O.48
		9.4.12.O.59
		9.4.12.O.68
		HSS-IC.A.1
		HSS-IC.A.2
		HSS-IC.B.6
		HSS-IC.B.3
		HSS-ID.A.1
		HSS-ID.B,6
		HSS-MD.B.6
		HSS-MD.B.7
		ELA.RI.9-10.1
		ELA.RI.11-12.1
		ELA.W.9-10.2a
		ELA.W.11-12.2a
		ELA.W.9-10.4
		ELA.W.11-12.4
		ELA.SL.9-10.5
		ELA.SL.11-12.5

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Unit III - Curriculum Pacing Chart
Marketing II Honors

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES

5 weeks	**Unit III – Targeting Marketing Opportunities**
	  o **Marketing Research**
	  o **Market Segmentation**
	  o **Target Market**
	  o **Sales Forecast**
	  o **Product Positioning**
	  o **Potential Buyers**
		Textbook: Chapters 8 - 9
		
		Appendix A: Building an Effective Marketing Plan
		
		Video Case Study: "Ford Consulting Group, Inc.: From Data to Actions"
		
		Video Case Study: "Nokia: A Phone for Every Segment"
		
		Snapshot of You Activity
		
		What's New in Marketing Research Activity
		www.marketresearchworld.net
		
		Market-Product Grid Activity

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Marketing II Honors
UNIT IV: Satisfying Marketing Opportunities

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Marketing managers use the marketing mix to implement their marketing program.	• How does the marketing mix apply to planning for the marketing of services?
Technology is changing the advertising landscape integrating ads with media.	• How do companies design and implement marketing programs that capitalize on value-creation capabilities?
Selling must be managed if it is going to contribute to a firm's overall objectives.	• What is the significance of personal selling and sales management?

KNOWLEDGE	SKILLS	CCSS
Students will know: Product decisions are not made in isolation because companies often offer a range of products. Goods and services are classified as consumer or business products. New products are the lifeblood of a company and keep it growing, but the financial risk can be large. An important task for a firm is to manage a product through the stages of its life cycle.	**Students will be able to:** Integrate the various terms that pertain to products and services. Differentiate and explain the difference between product mix and product line. Identify, explain, and critique the way consumer goods and services are classified. Evaluate the four I's of service to distinguish the differences between marketing goods and services. Identify and discuss what constitutes a new product. Argue the significance of "newness" in new products and services as it relates to the degree of consumer learning involved. Justify the factors contributing to a new product's or service's success or failure. Analyze and use the new-product process. Incorporate the product life-cycle concept into their marketing plan. Discuss and evaluate ways that marketing executives manage a product's life cycle.	8.1.A.2 8.1.12.B.1 8.1.12.F.2 9.1.4.D.1 9.1.12.A.1 9.1.12.C.4 9.3.12.F.58 9.4.12.F.13 9.4.12.F.17 9.4.12.F.25 9.4.12.F.49 9.4.12.F.52 9.4.12.N.8 9.4.12.N.19 9.4.12.N.20 9.4.12.N.28 9.4.12.N.39 9.4.12.F.(5).1 9.4.12.N.(1).14 9.4.12.N.(2).1 9.4.12.N.(2).2 9.4.12.N.(2).9 9.4.12.N.(2).10 9.4.12.N.(3).1

Branding involves an organization using a name, phrase, design, symbol or combination of these to identify its products and distinguish them from competitors.	Explain and categorize the importance of branding and alternative branding strategies. Differentiate between a line extension and a brand extension.	9.4.12.N.(3).2 9.4.12.N.(4).2 9.4.12.N.(4).10 9.4.12.N.(4).12
Companies create customer value through packaging and labeling.	Explain and support the three components of packaging and labeling.	9.4.12.N.(5).1 9.4.12.N.(5).3 9.4.12.N.(5).9
The nature and importance of price.	Outline the elements that determine price selection. Construct a demand curve. Defend the role of revenues in pricing decisions. Determine and explain how various combinations of price, fixed cost, and unit variable cost affect a firm's break-even point.	9.4.12.N.(6).1 9.4.12.O.9 9.4.12.O.11 9.4.12.O.25 9.4.12.O.32 9.4.12.O.47
Reaching potential buyers, either directly or indirectly, is a necessary first step for successful marketing.	Explain why intermediaries are needed in a marketing channel of distribution. Differentiate between traditional marketing channels, electronic marketing channels, and different types of vertical marketing systems. Identify and explain the factors marketing executives consider when selecting and managing a marketing channel. Integrate supply chain and logistics management into a marketing strategy.	9.4.12.O.48 9.4.12.O.59 9.4.12.O.68 HSA-APR.A.1 HSA-CED.A.3 ELA.RI.9-10.1 ELA.RI.11-12.1 ELA.W.9-10.2a ELA.W.11-12.2a ELA.W.9-10.4 ELA.W.11-12.4
Retailing creates customer value and has a significant impact on the economy.	Categorize retailers in terms of the utilities they provide. Incorporate the alternative ways to classify retail outlets into their marketing plan.	ELA.SL.9-10.5 ELA.SL.11-12.5
Nonstore retailing occurs outside of a retail outlet.	Explain and evaluate the six forms of nonstore retailing.	
Retailing mix refers to a combination of factor including price, communication, personnel and location.	Identify and discuss, and critique retailing mix strategies over the life cycle of a retail store.	
Integrated marketing communication correlates all promotional activities to provide a consistent message across all audiences.	Evaluate integrated marketing communication and the communication process. Incorporate the promotional mix and the uniqueness of each component into their marketing plan. Critique the characteristics of the push and pull strategies. Categorize the elements of the promotion decision process.	

Advertising is any paid form of nonpersonal communication about an organization, a good, service or an idea.	Differentiate between and discuss product advertising and institutional advertising, and the variations within each type. Incorporate the steps used to develop, execute, and evaluate an advertising program into their marketing plan. Evaluate and discuss the advantages and disadvantages of alternative advertising media.	
Sales promotion has become a key element of the promotional mix.	Critique the strengths and weaknesses of consumer-oriented and trade-oriented sales promotion.	
Public relations influence the image of an organization and its products and services.	Evaluate and discuss the use of the three forms of publicity tools. Create a new product or new service news release.	
Personal selling is the two-way flow of communication between a buyer and a seller designed to influence a purchase decision.	Differentiate between and discuss the three major roles personal selling has in a firm's overall marketing effort. Create ideas for customer relationships and integrate into their marketing plan. Categorize the different types of personal selling. Identify and discuss the stages in the personal selling process.	
Sales management consists of three interrelated functions.	Discuss how the three major functions of sales management may be integrated. Design and document a sales plan.	
Technology can create customer value, help build customer relationships, and produce customer experiences.	Predict the outcomes of interactive marketing and how it creates customer value, customer relationships, and customer experiences. Discuss and justify why certain types of products and services are suited for interactive marketing.	
Technology affects consumer behavior and marketing practice.	Reinforce why consumers shop and buy online and how marketers influence online purchasing behavior. Create an internet-enabled promotional strategy.	
Marketers integrate and leverage their communication and delivery channels using technology.	Evaluate multichannel marketing and the role of transactional and promotional websites in reaching online consumers. Integrate the value-creation capabilities of technology in a marketing program.	

SUGGESTED TIME ALLOTMENT	CONTENT – UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
16 weeks	**Unit IV – Satisfying Marketing Opportunities** o **Marketing Mix** o **Product Mix** o **Product Line** o **Classification of Goods and Services** o **New Products** o **Product Life Cycle** o **Branding** o **Packaging and Labeling** o **Price** o **Marketing Channels** o **Supply Chain and Logistics Management** o **Retailing** o **Nonstore Retailing** o **Integrated Marketing Communication (IMC)** o **Advertising** o **Sales Promotion** o **Public Relations** o **Personal Selling** o **Sales Management** o **Technology**	**Textbook: Chapters 10 18** **Appendix A: Building an Effective Marketing Plan** **Video Case Study: "3MGreptile Grip Golf Glove: Great Gripping"** **Video Case Study: "Philadelphia Phillies, Inc.: Sports Marketing 101"** **Video Case Study: "Golden Valley Microwave Foods: The Surprising Channel"** **Video Case Study: "Mall of America: Shopping and a Whole Lot More"** **Video Case Study: "UPS: Repositioning a Business with IMC"** **Video Case Study: "Fallon Worldwide: In the Creativity Business"** **Video Case Study: "Reebok: Relationship Selling and Customer Value"** **Video Case Study: "McFarlane Toys: The Best of Interactive Marketing"** **Internet Activity: Jalapeno Soda, Anyone?** **Internet Activity: Brand Channel**

		Internet Activity: Finding the Best Airline Ticket Price
		Internet Activity: Finding a Franchise for You
		Internet Activity: Consumers Can Now "Shop with Their Bot"
		Internet Activity: Digitas
		Internet Activity: Advertising on the Internet
		Internet Activity: Getting the Scoop on Selling
		Internet Activity: Tracking Trends in Interactive Marketing
		New Product Handout
		Branding Project
		Managing the Product Lifecycle Activity
		Pricing Strategies Matrix Activity
		McDonalds Bundle Pricing Activity
		IMC Project

APPENDIX A

RESOURCES:

Textbook:
      Marketing: The Core
      Authors: Kerin, Hartley, & Rudelius
      ISBN-13: 978-0-07-299989-1
      Copyright 2007 McGraw-Hill Companies, Inc.

Technology:
- Spreadsheet software such as Excel
- Word processor software such as Word
- Presentation software such as PowerPoint
- SmartBoard
- Integrated Resource Manual

Web addresses:
      www.mhhe.com/kerin

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Marketing II Honors

APPENDIX B

ASSESSMENT:

- Quiz
- Test
- Individual Projects
- Group Projects
- Homework
- Online Resources

APPENDIX C

Opportunities exist for interdisciplinary units with courses such as Economics, Business Principles Honors, Graphic Design, Mass Media and other electives.

APPENDIX D

The prerequisite for this course is a minimum of a B average in Marketing I.