

**Randolph Township Schools
Randolph High School
Marketing I Curriculum**

“Marketing is not a function; it is the whole business seen from the customer’s point of view.”

~Peter Drucker

High School Business

Anthony Emmons, Supervisor

Curriculum Committee

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Curriculum Developed:

July 2021

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August 9th, 2021

**Randolph Township Schools
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**Randolph Township Schools
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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.

**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 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

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**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

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Introduction

An elective course for sophomores, juniors, and seniors, Marketing I allows students to examine marketing and the entire process that a product goes through before it reaches the consumer.

Students will learn about the inception of new product ideas, research and development, promotion initiatives, and sales strategies that bring the product to the consumer. Additionally, students will be introduced to perspectives on all aspects of marketing including advertising, sales, promotion, direct- and data-based marketing, business-to-business marketing, marketing research, and customer-producer relationships.

The study of marketing will introduce students to many new and exciting concepts as well as career ideas. Real-world applications explored in the course provide students confidence in presenting themselves in various scenarios in their everyday and professional lives.

Equipped with knowledge from this course, students will become fiscally savvy in making consumer choices.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	The World of Marketing
3 weeks	II	Economics
4 weeks	III	Business and Society
7 weeks	IV	Skills for Marketing
10 weeks	V	Sales
7 weeks	VI	Promotion
2 weeks	VII	Product and Service Management

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Unit I: The World of Marketing

TRANSFER: Students will analyze what businesses do to influence consumers' purchasing decisions.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision making.</p> <p>9.3.IT.1: Demonstrate effective professional communication skills and practices that enable positive customer relationships.</p> <p>9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.</p> <p>9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.</p> <p>9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations.</p> <p>9.3.MK.8: Obtain, develop, maintain, and improve, a product or service mix in response to market opportunities.</p>	Marketing is the process of planning, creating, communicating, delivering, and exchanging ideas, goods, and services that are valuable to consumers.	<ul style="list-style-type: none"> • How would the world be different if marketing did not exist? • What is the role marketing plays in an economy?
	Success in marketing requires understanding the marketing core functions and the basic tools of marketing.	<ul style="list-style-type: none"> • What would be the ramifications if marketers did not conduct business with the marketing concept in mind?
	A market is all the people who share similar needs and wants and who have the ability to purchase given products.	<ul style="list-style-type: none"> • How does the importance of target markets connect to the use of a customer profile? • Why is the target market of consumers important to marketers?
	Marketers want to know what products customers buy, how much they spend, and where they shop.	<ul style="list-style-type: none"> • What influences potential customers?

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Unit I: The World of Marketing

<p>9.3.MK.9: Communicate information about products, service, images, and/or ideas to achieve a desired outcome.</p> <p>9.3.MK.COM.1: Apply techniques and strategies to convey ideas and information through marketing communication</p> <p>9.3.MK.COM.4: Obtain, develop, maintain and improve a marketing communication product or service mix respond to marketing opportunities.</p> <p>9.3.MK.COM.5: Communicate information about products, services, images and/or ideas to achieve a desired outcome.</p> <p>9.3.MK.MGT.4: Access, evaluate and disseminate information to aid in making marketing management decisions.</p> <p>9.3.MK.MGT.5: Determine and adjust prices to maximize return and meet customers' perception of value.</p> <p>9.3 MK.RES.2: Design and conduct research activities to facilitate marketing business decisions.</p>	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>An understanding of the foundations, functions, and basic tools of marketing is required to be a successful marketer.</p> <p>Marketing is a key part of our economy as it supports competition and offers benefits to consumers.</p>	<p>Discuss why marketing is important in business.</p> <p>Identify and utilize the four Ps of marketing in a real-world business scenario.</p> <p>Apply the seven functions of marketing.</p> <p>Analyze the use of the marketing concept.</p> <p>Analyze the economic benefits of marketing.</p> <p>Apply the five economic utilities.</p> <p>Cite examples in which consumers benefit from competition between companies.</p> <p>Recognize the role of the government in ensuring adequate levels of competition in the economy.</p>

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Unit I: The World of Marketing

	VOCABULARY: customer profile, consumer market, demographics, discretionary income, disposable income, executive summary, geographics, goods, market, market segmentation, marketing, marketing concept, marketing mix, marketing plan, market share, marketing strategy, mass marketing, organizational market, performance standard, PEST analysis, psychographics, sales forecast, services, situation analysis, SWOT analysis, target market, trustmarks, utility	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Recognizing the seven functions of marketing in context.
- Conducting research, developing a report, and presenting findings to peers.

KEY LEARNING EVENTS AND INSTRUCTION:

- Pizza Activity – Teacher-led demonstration differentiating market segmentations.
- Seven Functions of Marketing Handout – Students choose a Fortune 500 company and apply the seven functions of marketing.
- Case Study on Refocusing Nikon Cameras – Students investigate the impact of price on promoting a product.
- Digital Nation See You on Facebook – Students investigate the use of social apps to reach potential customers.
- Beverage Project – Students create, develop, and present a new fruit beverage utilizing unit concepts.
- Trustmark Activity – Students research and report their findings on trustmark certifications.
- SWOT and PEST Analysis – Students research and analyze the coffee and tea specialty market and complete a SWOT and PEST analysis.

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Unit I: The World of Marketing

SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	Marketing Essentials Chapters 1 and 2 Customer Profile Activity Marketing Case Study: Refocusing Nikon Cameras, page 33 Digital Nation: See You on Facebook, page 36 Seven Functions of Marketing Handout ConnectEd.McGraw-Hill.com: Green Marketing Activity Beverage Project and Rubric Coffee and Tea chain SWOT and PEST Analysis Project and Rubric www.canva.com piktochart.com

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Unit II: Economics

TRANSFER: Students will analyze the US and global economies as well as trade agreements and trade barriers that determine the availability of products locally.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practices.</p> <p>9.3.IT.1: Demonstrate effective professional communication skills and practices the enable positive customer relationships.</p> <p>9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.</p> <p>9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.</p>	An economy is the organized process a nation provides for the needs and wants of its people.	<ul style="list-style-type: none"> • How much should businesses be regulated in a democracy?
	An understanding of how to measure an economy and what factors contribute to economic strength or weakness is essential.	<ul style="list-style-type: none"> • How does the concept of economic resources relate to the economy of your state? • How do economic indicators determine the economic rankings of foreign countries?
	The global marketplace exists because countries need to trade with one another.	<ul style="list-style-type: none"> • What social, political, and economic opportunities and challenges arise when cultures interact?
	Businesses from different countries must abide by trade agreements established between their respective governments.	<ul style="list-style-type: none"> • What is economic interdependence? • How are international trade agreements negotiated?

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Unit II: Economics

	<p>VOCABULARY: adaptation, balance of trade, business cycle, command economy, consumer price index, contract manufacturing, customization, economy, embargo, entrepreneurship, European Union (EU). expansion, exports, factors of production, foreign direct investment, free trade, globalization, gross domestic product, gross national product, imports, infrastructure, inflation, international trade, joint venture, licensing, market economy, mini-nationals, multinationals, North American Free Trade Agreement (NAFTA) producer price index, productivity, protectionism, quota resources, scarcity, tariff, traditional economy, and World Trade Organization (WTO)</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing graphic organizers to highlight key concepts, terms, and definitions.
- Researching current rates for economic indicators and speculating what they might mean for a hypothetical product.
- Discussing types of economies, trade agreements, and marketing strategies in context.

KEY LEARNING EVENTS AND INSTRUCTION:

- Trade Agreements Exploration – Students are given a trade agreement to research and present to the class.
- Factors of Production Project – Students illustrate one of the four factors of production utilizing only pictures.
- Case Study: Global Philanthropists – Students investigate a developing country, identify a project, and compose a letter seeking support from a corporate sponsor.
- Digital Nation: The iPhone Conquers the Globe – Students evaluate how a company can use technology in the international market.

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Unit II: Economics

SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	Marketing Essentials Chapters 3 and 4 ConnectEd.McGraw-Hill.com: Graphic Organizers Economic Indicators Assessment Factors of Production Project and Rubric Trade Agreements Exploration Trade Barrier Activity Marketing Case Study: Global Philanthropists, page 87 Digital Nation: The iPhone Conquers the Globe, page 95 Global Marketing Strategies Activity

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Unit III: Business and Society

TRANSFER: Students will develop a deep understanding of the relationship between business and society as they study intellectual property rights, the theory of supply and demand, socially responsible business practices, and product safety.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</p>	<p>The founders of the United States defined freedom of choice as rights that are central to our society.</p>	<ul style="list-style-type: none"> • Why are intellectual property rights important in a society that allows its citizens freedom of ownership? • How does customer buying decisions influence the price of goods?
<p>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</p>		
<p>9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</p>	<p>It is essential to see the role of business in society not only as a provider of goods and services but also as an integral part of society at large.</p>	<ul style="list-style-type: none"> • What is the significance of small businesses to the US economy?
<p>9.3.IT.1: Demonstrate effective professional communication skills and practices the enable positive customer relationships.</p>	<p>Government actions have a great impact on business and its operations.</p>	<ul style="list-style-type: none"> • What is the impact of governmental decisions in a private enterprise system?
<p>9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.</p>	<p>Corporate scandals and unethical behavior have a negative effect on consumer confidence and the image of a company.</p>	<ul style="list-style-type: none"> • How can businesses demonstrate social responsibility in the marketplace and in the community?

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Unit III: Business and Society

<p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.IML7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</p>	<p>Business ethics are part of social responsibility and play a role in decisions made by businesses that affect all stakeholders.</p>	<p>Investigate examples of the social responsibilities of businesses.</p> <p>Interpret guidelines for ethical behavior.</p> <p>Critique a company’s corporate code of ethics.</p> <p>Analyze the American Marketing Association’s (AMA) Code of Ethics.</p>
	<p>VOCABULARY: Ad Council, Better Business Bureau, Business risk, competition, Consumer Product Safety Commission (CPSC), copyright, demand, derived demand, domestic business, Environmental Protection Agency (EPA), Equal employment Opportunity Commission (EEOC), ethics, Federal Trade commission (FTC), flextime, Food and Drug Administration (FDA), for-profit business, global business, green marketing, industry, management, monopoly, nonprice competition, nonprofit organization, Occupational Safety and Health Administration (OSHA), patent, price competition, price gouging, private enterprise, private sector, production, profit, public sector, retailers, Securities and Exchange Commission (SEC), supply, telecommuting, trademark, whistle blower, wholesaler</p>	

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Unit III: Business and Society

ASSESSMENT EVIDENCE: Students will show their learning by:

- Reviewing the phases of the business cycle.
- Completing graphic organizers to highlight key concepts, terms, and definitions.
- Collaborating with peers to research and analyze societal implications of business practices in context.

KEY LEARNING EVENTS AND INSTRUCTION:

- Pencil Example – Teacher led demonstration on factors of production.
- T-Shirt Project – Students create a t-shirt and analyze the role of supply and demand in context.
- Ad Council Project – Students research a current societal issue and create an ad to raise awareness.
- Case Study: Instant Photo Nostalgia – Students investigate the risk of stopping production when a product still has a strong following.
- Digital Nation: Can the Spam – Students assess whether CAN-SPAM requirements are met in corporate email communications.
- Owning a Business – Students determine the advantages and disadvantages of owning a business.

SUGGESTED TIME ALLOTMENT

4 weeks

SUPPLEMENTAL UNIT RESOURCES

Marketing Essentials Chapters 5 and 6
 Marketing Case Study: Instant Photo Nostalgia, page 115
 ConnectEd.McGraw-Hill.com: Graphic Organizations & Digital Nation – Can the Spam, page 139
 T-Shirt Project and Rubric
 Ad Council Project and Rubric
 Business Cycle Activity
 Owning Your Own Business
www.canva.com
piktochart.com

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Unit IV: Skills for Marketing

TRANSFER: Students will develop techniques to improve upon their interpersonal skills as they apply conflict resolution and management strategies, ensuring they are equipped to work in the global and domestic market.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>9.3.IT.1: Demonstrate effective professional communication skills and practices the enable positive customer relationships.</p> <p>9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.</p> <p>9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.</p> <p>9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations.</p> <p>9.3.MK.5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.</p>	Effective communication is vital in every aspect of business.	<ul style="list-style-type: none"> Why is effective communication a key component of marketing?
	Building professional speaking and writing skills will ensure that your messages are communicated successfully.	<ul style="list-style-type: none"> Why is it important to know your audience?
	In the diverse marketplace, good interpersonal skills are highly valued.	<ul style="list-style-type: none"> Why are interpersonal skills necessary for building effective working relationships with coworkers and clients? What role do employee training programs play in the global marketplace?
	Global competition is creating companies and managers who are united by common goals and ideals.	<ul style="list-style-type: none"> How does the global marketplace influence the kinds of leadership companies will need in the future?
	Management decisions affect all employees.	<ul style="list-style-type: none"> Why are communicating with and motivating people two of the most important management skills?

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Unit IV: Skills for Marketing

<p>9.3.MK.MGT.2: Plan, manage, and monitor day-to-day marketing management operations.</p> <p>9.3.MK.MGT.4: Access, evaluate and disseminate information to aid in making marketing management decisions.</p> <p>9.3.MK.MGT.5: Determine and adjust prices to maximize return and meet customers' perception of value.</p> <p>9.3.MK.MGT.7: Communicate information about products, services, images and/or ideas.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p>	<p>Successfully interacting with others and developing good human relations depends on many factors.</p> <p>Self-development and good interpersonal skills are essential for effectively handling a variety of work situations.</p> <p>Business leaders in the United States and around the world expect many changes in the coming years because of globalization.</p>	<p>Identify tone and its role in various forms of business communication.</p> <p>Compare and contrast assertiveness and flexibility as positive character traits.</p> <p>Describe ways to apply ethical behavior in the workplace.</p> <p>Brainstorm appropriate negotiation skills to manage conflicts.</p> <p>Develop important interpersonal skills.</p> <p>Perform effectively in diverse environments.</p> <p>Discuss how to receive and handle customer complaints.</p> <p>Identify personal traits and skills that make a person a good team member.</p> <p>Differentiate between horizontally and vertically organized companies.</p> <p>Analyze the three levels of management.</p> <p>Evaluate how a self-managing team functions.</p>
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Unit IV: Skills for Marketing

<p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</p>	<p>Understanding basic management functions is essential to success in the field of marketing.</p>	<p>Discuss the three functions of management.</p> <p>Examine management techniques utilized by effective managers.</p> <p>Determine appropriate means of managing employees in context.</p> <p>Compose how to notify an employee that he or she needs remedial action.</p> <p>Discuss the purpose of a human resources department.</p>
	<p>VOCABULARY: agreement, assertiveness, barriers, channels, communication, consensus, controlling, cross-training, distractions, empathy, emotional barriers, empowerment, enumeration, ethics, equity, exit interview, feedback, flexibility, generalization, horizontal organization, initiative, jargon, management, middle management, mission statement, negotiation, organizing, persuade, planning, remedial action, self-esteem, settings, supervisory-level, management, teamwork, time management, top management, vertical organization</p>	

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Unit IV: Skills for Marketing

ASSESSMENT EVIDENCE: Students will show their learning by:

- Recognizing the varying types of communication used in marketing.
- Evaluating the effectiveness of varying types of communications generally and in context.
- Preparing written communications making effective use of tone and vocabulary in a variety of scenarios.
- Practicing conflict resolution skills with a focus on preserving business-customer relationships.
- Collaborating to assess real-world scenarios in terms of communication, leadership, collaboration, and time-management skills employed and the effectiveness of each.

KEY LEARNING EVENTS AND INSTRUCTION:

- Televised Interview – Students take notes on communication skills and provide feedback.
- Case Study: Gatorade Simplifies with “G” – Students evaluate the merits of verbal and visual communication.
- Reading for Meaning – Students will skim reading materials in one minute with their recall tested by summarizing what they read.
- Digital Nation: Protecting Reputations – Students write a press release outlining a company’s products and services.
- Negotiation Activity – Students will connect the use of effective communication skills to the process of negotiation in solving a workplace conflict.
- Employee Remediation Activity – Students write a response to an employee infraction and decide to keep or terminate the employee.
- Which Management Style Works for You? – Students analyze management styles and determine their preference as an employee and as a future manager.

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Unit IV: Skills for Marketing

SUGGESTED TIME ALLOTMENT	7 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Marketing Essentials Chapters 8, 10, and 11 Marketing Case Study: Gatorade Simplifies with “G”, page 201 Digital Nation: Writing for the Web; Cut the Blah-Blah, page 204 Digital Nation: Protecting Reputations, page 236 Marketing Case Study: MLB’s “Beyond Baseball” Campaign, page 242 Written Communications Scenarios Communications Scenarios Chapter 10 Assessment Project and Rubric Televised Interview Notes Template Communication Exercises Negotiation Activity Employee Remediation Activity What Management Styles Works for You?</p>

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Unit V: Sales

TRANSFER: In studying sales and the role it plays in the business world, students gain the confidence and skills to present themselves effectively in a competitive environment while also becoming savvy consumers in today’s global marketplace.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
9.3.IT.1: Demonstrate effective professional communication skills and practices the enable positive customer relationships.	The purpose of selling is to help customers make satisfying buying decisions, with the goal of creating ongoing, profitable relationships with them.	<ul style="list-style-type: none"> • Why do customers buy the products and services they do? • What are the ethical issues in sales?
9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.	Personal selling involves two-way communication between the buyer and the seller.	<ul style="list-style-type: none"> • How do salespeople prepare for a sale? • What types of information are shared in the sales process?
9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.	The actual sale is the beginning of a relationship with a customer.	<ul style="list-style-type: none"> • What are the benefits and pitfalls of brand loyalty? • How do companies establish and protect their brand? • How can effective customer service influence the retention of clientele?
9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations.		
9.3.MK.5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.		

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Unit V: Sales

	<p>Objections are reasons for not buying or doubts that occur during a sales presentation.</p> <p>Closing the sale is an agreement by the customer to buy.</p>	<p>Distinguish between objections and excuses.</p> <p>Compare and contrast the five buying decisions on which common objections are based.</p> <p>Demonstrate the general four-step method for handling customer objections.</p> <p>Assess the seven specific methods of handling objections and identify when each should be used.</p> <p>Identify customer buying signals.</p> <p>Outline the general rules for closing a sale.</p> <p>Differentiate between assumptive, option, suggestion, and urgency closing techniques.</p> <p>Decide on appropriate specialized methods for closing a sale.</p> <p>Explain the importance of suggestion selling.</p> <p>Demonstrate appropriate specialized suggestion selling methods.</p>
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Unit V: Sales

	<p>Creating a positive relationship with customers will ensure future business.</p>	<p>Analyze strategies for maintaining and building a clientele.</p> <p>Justify the importance of customer service and follow up.</p> <p>Illustrate the concept of customer relationship management for future sales.</p>
	<p>VOCABULARY: boomerang method, buying motives, call report, cold call, cold canvassing, customer benefits, customer relationship management (CRM), emotional motives, endless-chain method, excuses, extended product features, extensive decision making, feature-benefit selling, greeting approach, layman’s terms, limited decision making, merchandise approach, merchandising, nonverbal communication, objection analysis sheet, objections, open-ended question, organizational selling, patronage motives, personal selling, physical features, product features, prospect, prospecting, rational motives, referrals, routine decision making, service approach, substitution method, superior-point method, telemarketing, sales quota, selling points, third-party method</p>	

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Unit V: Sales

ASSESSMENT EVIDENCE: Students will show their learning by:

- Applying their knowledge of the seven-step selling process in a variety of contexts.
- Completing a feature-benefit chart for different products and features.
- Generating an objection chart outlining customer objections and appropriate salesperson responses.

KEY LEARNING EVENTS AND INSTRUCTION:

- Ideal Salesperson Activity – Students develop descriptions for an ideal salesperson in various industries.
- Sales Trends and Technology – Students determine current sales trends and the use of technology in the retail industry.
- Case Study: Adidas’s Sales Automation – Students determine the impact of access to automated inventory programs.
- Digital Nation: Nike’s Social Network – Students research athletic apparel companies and their use of social networks in sales.
- Identifying Product Features and Benefits Activity – Students will view a suitcase product insert and identify the extended features that are needed in order to sell this product effectively
- Trade Show Analysis – Students research and analyze the role of trade shows in sales and marketing.
- Case Study: IBM’s Presentation Centers – Students assess responses to objections encountered during in-house presentations.
- Digital Nation: SEO Show Me the Content – Students recommend modifications to a company website to improve its rank in search engine results.
- Customer Relationship Management Inquiry – Students discuss their use of loyalty programs and the rewards and benefits gained from customer relationship management.
- Case Study: Selling Fitness at Equinox – Students analyze the risks and benefits of making a system-wide change to an established selling process.
- Personal Selling Demonstration – Students observe a personal selling demonstration executed by a Marketing II Honors student and assess the strength of each step employed.

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Unit V: Sales

SUGGESTED TIME ALLOTMENT	10 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Marketing Essentials Chapters 12, 13, 14, and 15</p> <p>Marketing Case Study: Adidas’s Sales Automation, page 280</p> <p>Digital Nation: Nike’s Social Network, page 281</p> <p>Marketing Case Study: IBM’s Presentation Centers, page 329</p> <p>Digital Nation: SEO: Show Me the Content, page 331</p> <p>Marketing Case Study: Selling Fitness at Equinox, page 353</p> <p>Selling Application Resource Template</p> <p>Feature-Benefit Chart</p> <p>Objection Chart</p> <p>Personal Selling Unit Assessment and Rubric</p> <p>Routine Decision-Making Product List</p> <p>Identifying Product Features and Benefits Activity</p> <p>Trade Show Analysis</p> <p>Peer Review Template</p> <p>www.canva.com</p> <p>piktochart.com</p>

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Unit VI: Promotion

TRANSFER: Students will learn the impact of sales promotions and visual merchandising on the customer buying process.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>9.3.IT.1: Demonstrate effective professional communication skills and practices the enable positive customer relationships.</p> <p>9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.</p> <p>9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.</p> <p>9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations.</p> <p>9.3.MK.9: Communicate information about products, service, images, and/or ideas to achieve a desired outcome.</p> <p>9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.</p>	Sales promotions are incentives that encourage customers to buy products or services.	<ul style="list-style-type: none"> • How do sales promotion techniques increase sales and inform customers about a company's products?
	Visual merchandising and displays are important promotional strategies to sell products and services, attract potential customers, and create a desired business image.	<ul style="list-style-type: none"> • Why is visual merchandising an important part of a business's total promotional mix?
	Visual merchandisers help companies to attract customers and sell products.	<ul style="list-style-type: none"> • How do visual merchandisers help companies to attract and sell products?
	Advertising is nonpersonal promotion of ideas, goods, or services by using a variety of media.	<ul style="list-style-type: none"> • What makes choosing the correct medium a complex effort?
	To advertise a product or service, a company must plan an advertising campaign.	<ul style="list-style-type: none"> • How are advertising campaigns developed?
	Advertisers need to understand effective design principles when developing ad layouts to attract the attention of a targeted audience.	<ul style="list-style-type: none"> • How might the use of color in a print ad affect a viewer's reaction?

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Unit VI: Promotion

<p>9.3.MK.MER.8: Create and manage merchandise activities that provide for client needs and wants.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.</p>	<p>In the retail environment, a display has four to six seconds to attract a customer’s attention, create a desire, and sell the product.</p> <p>Advertising is everywhere - television, radio, magazines, stores, internet, billboards, schools, sports arenas, and even on highway roadway signs.</p> <p>Successful advertising campaigns include essential elements to help sell goods and services.</p>	<p>Create a display using the five steps of design.</p> <p>Explain how the artistic elements function in a display design.</p> <p>Describe the importance of display maintenance.</p> <p>Explain the concept and purpose of advertising in the promotional mix.</p> <p>Classify the different types of advertising media.</p> <p>Discuss the planning and selection of media.</p> <p>Assess how advertising campaigns are developed.</p> <p>Examine the role of an advertising agency.</p> <p>List the four key elements of print advertisements: headline, copy, illustrations, and signature.</p> <p>Distinguish among the key components of print advertisements.</p>
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Unit VI: Promotion

<p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.</p>	<p>Proximity, alignment, repetition, and contrast are among the basic principles of ad layout design.</p>	<p>Explain the principles of preparing an ad layout.</p> <p>Discuss the advantages and disadvantages of using color in advertising.</p> <p>Describe how typefaces and sizes add variety and emphasis to print advertisements.</p> <p>Analyze why local supermarkets, banks, pharmacies, and department stores frequently use print advertising.</p>
	<p>VOCABULARY: ad layout, adjacent colors, advertising campaign, advertising proof, blogs, broadcast media, clip art, complementary colors, color wheel, consumer promotions, copy, direct marketing, fixtures, formal balance, headline, illustration, incentives, informal balance, institutional advertising, institutional promotion, interactive kiosk, internet advertising, logotype, loyalty marketing, marquee, media planning, podcast, point-of-purchase displays (POPs), premiums, print media, product promotion, promotional mix, promotional tie-ins, proportion, props, public relations, publicity, pull policy, push policy, sales promotion, specialty media, storefront, store layout, trade promotions, transit advertising, triadic colors, visual merchandising</p>	

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Unit VI: Promotion

ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing guided notes templates on advertising concepts and visual merchandising elements.
- Analyzing the use of marketing and promotion strategies in local, regional, and national advertising campaigns.

KEY LEARNING EVENTS AND INSTRUCTION:

- Case Study: 5 Gum Interactive Display – Students analyze how engagement can be used to create a positive brand.
- AIDA Principle – Students utilize the AIDA principle to analyze a print ad.
- Digital Nation: Sold on Sight – Students evaluate and compare the websites of two comparable products.
- Digital Nation: Ads on the Web – Students debate the ethics of behavioral targeting in advertising.
- Case Study: Under Armour Shoes – Students discuss forms of media that a company can use for advertising new footwear.
- Print Ad Analysis – Students research local businesses to determine the type and frequency of the advertising medium used.
- Visual Merchandising Project – Students create a visual merchandising display for a company.
- Promotional Mix Project – Students apply the promotional mix to a national brand of choice.

SUGGESTED TIME ALLOTMENT

7 weeks

SUPPLEMENTAL UNIT RESOURCES

Marketing Essentials Chapters 17, 18, 19.1 and 20
 Case Study: 5 Gum: Interactive Display, page 422
 Digital Nation: Sold on Sight, page 431
 Case Study: Under Armour Shoes, page 442
 Digital Nation: Ads on the Web, page 468
 Visual Merchandising Product and Rubric
 Promotional Mix Project and Rubric
 Advertising Activity and Rubric
 Visual Merchandising Guided Notes Template
 Advertising Guided Notes Template

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Unit VII: Product and Service Management

TRANSFER: Students will learn how businesses perform product planning to develop products customers want and apply strategies to developing and implement a plan to reach a desired goal.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
9.3.IT.2: Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.	Product planning allows a business to plan marketing programs that increase sales through making products that customers want.	<ul style="list-style-type: none"> Why is it important to make decisions that relate to product features, such as packaging, labeling, and branding?
9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations	The product life cycle represents the stages that a product goes through during its life.	<ul style="list-style-type: none"> How might marketing strategies differ for new products and existing products?
9.3.MK.7: Determine and adjust prices to maximize return while maintaining customer perception of value.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
9.3.MK.9: Communicate information about products, service, images, and/or ideas to achieve a desired outcome.	A product is anything a person receives in an exchange.	Describe the steps in product planning. Assess packaging decisions in terms of design, production, and social responsibility.
9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.		Explain how to develop, maintain, and improve a product mix.
9.3.MK.MER.6: Obtain, develop, maintain and improve a product or service mx to respond to market opportunities.	A product has a life cycle with several stages: introduction, growth, maturity, and decline.	Compare and contrast the four stages of the product life cycle. Describe product positioning techniques.

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Unit VII: Product and Service Management

<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p>	<p>The aim of high-performance service management is to optimize the service-intensive supply chains.</p>	<p>Define supply chain. Identify the benefits of optimizing service management practices. Provide examples of service management capabilities.</p>
<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p>	<p>VOCABULARY: category management, planograms, product depth, product item, product life cycle, product line, product mix, product modification, product planning, product positioning, product width, prototype, supply chain, inventory</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Researching and assessing products to make recommendations to optimize associated product and service management practices. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Stages in a Product Life Cycle Graphic Organizer – Students will research and record each stage in the product life cycle, listing sales characteristics and marketing strategies for each stage. • Case Study: Style Meets Sound – Students determine how to position a new sports- or music-related product. • Digital Nation: The Wisdom of Crowds – Students explore product testing for a business. • E-Marketing Skills: Product Line Extension – Given five different products, students determine the manufacturer, conduct a review, and identify the product line extensions for each. 		

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Unit VII: Product and Service Management

SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	Marketing Essentials Chapter 30 Stages in the Product Life Cycle Graphic Organizer DECA Connection Role Play: Manager Supermarket, page 727 Digital Nation: The Wisdom of Crowds, page 709 Marketing Case Study: Style Meets Sound, page 721 E-Marketing Skills: Product Line Extension, page 726 www.canva.com piktochart.com

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APPENDIX A

RESOURCES:

Textbook:

Marketing Essentials

Authors: Farese, Kimbrell & Woloszyk

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Technology:

- Microsoft Office 365
- Teams
- Presentation software such as PowerPoint, Google Slides, Prezi
- Laptops and personal tablet devices

Web addresses:

- www.marketingessentials.glencoe.com