

Carlstadt-East Rutherford Regional School District
Career and Technology Education Department
Marketing in the 21st Century Curriculum

Course Description

Marketing in the 21st Century is a half-year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Marketing is the process of promoting and selling products or services to an audience. Companies strive in their efforts to deliver value to customer segments every day. The Marketing course is broken into 6 units covering; basic concepts, product planning, branding, pricing and distribution, promotion, and marketing research. Each unit was designed to give students the opportunity to look at marketing from a company perspective, focusing on the fundamentals that drive decisions in the corporate world. Students will dive into the concepts and understand what it takes to market goods and services in the 21st Century.

Course Overview and Pacing Guide

Unit	Topic	Time Frame
1	Basic Marketing Concepts	2 Weeks
2	Product Planning	4 Weeks
3	Branding	4 Weeks
4	Pricing and Distribution	2 Weeks
5	Promotion	4 Weeks
6	Marketing Research	4 Weeks

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Personal Financial Literacy (Standard 9.1) See Individual Units

Career Readiness, Life Literacies, and Key Skills (Standard 9.2) See Individual Units

Computer Science (Standard 8.1) See Individual Units

Interdisciplinary Connections

MA.K-12.1-8:

Integrate mathematical skills to calculate financial and accounting problems and scenarios.

ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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Modifications, Accommodations, and Differentiation			
English Language Learners	IEP / 504	At Risk Students	Gifted and Talented
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling In-Class-Support Graphic Organizers Note-taking guides Clarify assignments, directions and instructions Extended time Collaboration between ESL and mainstream classroom teachers	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast In-Class-Support Provide Study Guides Establish Timelines Clarify Assignments, directions and instructions Parent/teacher communication Assist students with steps to complete assignments Provide student with clear expectations and grading criteria Establish procedures for accommodations /modifications for assessments	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling Verbal reminders Check student independent work Assist student with planning of assignments Provide student with clear expectations and grading criteria Restate and clarify directions and questions	Challenge assignments Enrichment activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities Open forums and debates in the classroom regarding controversial issues

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Unit Name	Unit 1 - Basic Marketing Concepts	Time Frame - 2 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Basic Marketing Concepts

This unit allows students to explore the fundamentals of marketing and understanding customer segment characteristics.

Core Idea	Performance Expectation (Standard)
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Distinguish between demographics, psychographics, and geographics	Chapter 1: Basic Marketing Concepts	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Define target markets and analyze customer profiles	Chapter 1: Basic Marketing Concepts	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify the 4 P's of marketing (Product, Price, Place, Promotion)	Chapter 1: Basic Marketing Concepts	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Understand the role target markets play in the marketing mix	Chapter 1: Basic Marketing Concepts	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 2 - Product Planning	Time Frame - 4 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Product Planning	
This unit allows students to analyze the components of a product mix and product life cycles and how they impact product planning in companies.	
Core Idea	Performance Expectation (Standard)
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
The accuracy of predictions or inferences made from a computer model is affected by the amount, quality, and diversity of data.	8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data
Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Identify product lines and items	Chapter 2: The Product Mix	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Evaluate product mixes by width and depth	Chapter 2: The Product Mix	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe product mix strategies including deleting and modifying products	Chapter 2: The Product Mix	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Describe the steps in new product development	Chapter 3: The Product Life Cycle	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Understand the characteristics of each stage in a product's life cycle	Chapter 3: The Product Life Cycle	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 3 - Branding	Time Frame - 4 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Branding

This unit puts students in the front seat to understand the importance of branding in product planning and how branding and packaging help achieve a desired position in a marketplace.

Core Idea	Performance Expectation (Standard)
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real-world phenomena, including climate change
Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task
Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Recognize the parts of a brand	Chapter 4: Branding Strategies	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Distinguish between national, private, and generic brands	Chapter 4: Branding Strategies	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify branding strategies including blanket branding, multi- branding, and co-branding	Chapter 5: Packaging and Labeling	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Understand the advantages and disadvantages of each strategy	Chapter 5: Packaging and Labeling	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 4 - Pricing and Distribution	Time Frame - 2 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Pricing and Distribution

This unit allows students to analyze the role pricing plays in determining profits and the relationship between pricing and the product life cycle.

Core Idea	Performance Expectation (Standard)
Money management requires understanding of cash flow systems and business practices	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Calculate markups in the pricing model	Chapter 6: Pricing and Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Identify pricing strategies including; skimming, penetration, prestige, odd-even, bundle, loss-leader, yield-management pricing, and price lining	Chapter 6: Pricing and Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Distinguish between direct and indirect channels of distribution	Chapter 6: Pricing and Distribution	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 5 - Promotion	Time Frame - 4 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Promotion

This unit allows students to analyze the purpose of promotion in marketing and how marketers decide on a promotional mix.

Core Idea	Performance Expectation (Standard)
Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
Digital tools such as artificial intelligence, image enhancement, and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Explain the role of advertising and distinguish between print, broadcast, and online advertising	Chapter 7: Advertising	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Explain the role of sales promotion and distinguish between various forms of sales promotions	Chapter 8: Sales Promotion	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Understand the advantages and disadvantages of each element of promotion	Chapter 8: Sales Promotion	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Explain the role of personal selling	Chapter 9: Public Relations and Publicity	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Explain the role of public relations and distinguish between proactive and reactive PR and publicity	Chapter 9: Public Relations and Publicity	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project

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Unit Name	Unit 6 - Marketing Research	Time Frame - 4 Weeks
Instructional Materials and Resources	Textbook, Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research, Projects, and Activities	

Disciplinary Concept: Marketing Research

This unit allows students to analyze the purpose of marketing research and how it benefits businesses.

Core Idea	Performance Expectation (Standard)
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
The accuracy of predictions or inferences made from a computer model is affected by the amount, quality, and diversity of data.	8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.
Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data
Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Student Learning Objectives (Knowledge and Skills)	Suggested Tasks/Activities	Evidence of Learning (Assessments)
Describe the steps in the research process	Chapter 10: Sales Research	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Distinguish between sales, product, advertising, and market research	Chapter 11: Product Research	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Understand primary vs. secondary data	Chapter 12: Advertising Research	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project
Analyze and interpret results of marketing research	Chapter 13: Market Research	Classroom Assignments and Activities, Chapter Quiz, Chapter Test, Unit Test, Unit Project