

INTRODUCTION TO MARKETING	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Business</i>	<i>One-term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>9-12</i>	<i>2022</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>None</i>	<i>11/15/2022</i>
PRIMARY RESOURCE if applicable	
<i>NA</i>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<i>Students in Introduction to Marketing will gain a basic understanding of what marketing is, as well as selling, pricing, advertising and public relations. Students will learn these concepts through a variety of high-energy methods such as projects, videos, activities, and traditional classroom instruction. Introduction to Marketing gives students the unique ability to exercise their teamwork, creativity and business skills.</i>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	Why is creativity and innovation important? How is creativity and innovation used in Marketing?
	How do teams efficiently and effectively solve problems in an increasingly complex world?
	What strategies and processes can I use to become a more effective creator, thinker and problem solver?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?

	What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
	How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
	What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?

PRIORITY CAREER & TECHNICAL STANDARDS

Students will be skilled at...

Creativity, Critical Thinking, Communication and Collaboration

4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.

- a: I develop effective resolutions for a given problem, decision or opportunity using available information.
- b: I develop and implement a resolution for a new situation using personal knowledge and experience.

Career Development

CD4: Students will identify and apply employability skills.

- a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.
- b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
- c: I identify and exhibit traits for retaining employment.
- d: I develop positive relationships with others.

Information, Media, Technology

IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.

- a: I choose appropriate sources of data and information for a given purpose.
- b: I determine the relevance, validity and timeliness of data and information.
- c: I select relevant information necessary for making decisions and solving problems
- d: I apply data and information to communicate ideas and create new opportunities.

PRIORITY CONTENT STANDARDS

Students will know...

Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.

Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.

Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.

Target Marketing		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
Why is creativity and innovation important? How is creativity and innovation used in Marketing?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	Target Market Research - students will get information on different target markets and solve target market solutions for those products
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	Target Market Case Studies and Articles - students will research and analyze marketing campaigns that have failed and describe why
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	Target Market Research - students will get information on different target markets and solve target market solutions for those products
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	C2.a.16.h: I can defend an action taken or a decision implemented.	Target Marketing - students will create marketing items aimed at target markets
	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	Reflection - students will reflect on different marketing experiences they have had
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	
Career Development		
CD4: Students will identify and apply employability skills.		
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	College and Career Readiness - students will research & reflect on marketing careers and what skills are needed to apply for such jobs
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	Target Market Case Studies and Articles - students will research marketing campaigns that have failed and describe why
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	College and Career Readiness - students will research & reflect on marketing careers and what skills are needed to apply for such jobs
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	

c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Students will reflect on group norms and why norms about important to success
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	College and Career Readiness - students will research marketing careers and what skills are needed to apply for such jobs
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	Students will reflect on how Decca may influence their college and career readiness.
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Group work - Students will reflect on attributes of different groups they participate in throughout the unit: how the group functions, assists others to reach goals, and accomplishes tasks
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	College and Career Readiness - students will research & reflect on marketing careers and what skills are needed to apply for such jobs
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	Target Market Case Studies and Articles - students will research marketing campaigns that have failed and describe why
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Anotation of articles - students will read, annotate and critically think about multiple parts or reading material
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
BIT.MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.	Students can identify different segments of consumers	Target Marketing research, Notes and critical thinking activities
	Students can predict how consumers will react to certain advertising methods	Research and notes on 4 different segments of target markets
	Students can create products and services aimed at target markets	Research and notes on 4 different segments of target markets
SUPPORTING STANDARDS AND LEARNING TARGETS		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
MK1.c.1.e: Identify where different products can be purchased.	Students can predict where consumers will purchase products	Target Marketing research, Notes and critical thinking activities
MK1.e.3.m: Describe consumer differences.	Students can describe consumer differences	Charting different target markets for different products
MK1.e.11.h: Define market segmentation and describe how it is used.	Students will break consumers in o different segments based on main behavior traits	Research and notes on 4 different segments of target markets
Stage 3: Learning Activities		
A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?		

<p>GUIDING UNIT QUESTIONS Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</p>	<p>STRATEGIES/ACTIVITIES What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</p>	<p>RESOURCES/MATERIALS This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</p>
<p>How can businesses make money by affectively segmenting a market?</p>	<p>Research and critical thinking activities concerning products and businesses</p>	<p>Notes, business websites, group activities</p>
<p>What are the different ways a target market can be described?</p>	<p>Target marketing for different business, advertisements aimed at certian segments</p>	<p>Notes, business websites, group activities</p>
<p>Why do business decide on target markets before developing goods and services</p>	<p>Devloping target markets for possible products</p>	<p>Text, Notes, class discussion</p>
<p>How will a target market react to price changes</p>	<p>Describing students own buying behavior and reaction to price changes</p>	<p>Self reflection, notes, prior class work</p>
<p>Why is it vital that marketers identify target markets before other marketing activities</p>		
<p>What are the different categories that target markets are classified into? Why?</p>		

Pricing		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
How do teams efficiently and effectively solve problems in an increasingly complex world?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	Students will gather evidence on product pricing to determine if changes are needed
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	Students will select and support different pricing techniques for different products
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	Students will solve multiple case studies in order to determine both pros and cons of pricing changes
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	
	C2.a.16.h: I can defend an action taken or a decision implemented.	Students will defend their choices of pricing different products in written and verbal form
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	Reflection - students will reflect on different marketing experiences the have had
Career Development		
CD4: Students will identify and apply employability skills.		
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	College and Career Readiness - students will research marketing careers and reflect on what skills are needed to apply for such jobs
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Students will reflect on group norms and why norms about important to success
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	College and Career Readiness - students will research marketing careers and reflect on what skills are needed to apply for such jobs

d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	Students will reflect on how Decca may influence their college and career readiness.
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Group work - Students will reflect on attributes of different groups they participate in throughout the unit: how the group functions, assists others to reach goals, and accomplishes tasks
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	College and Career Readiness - students will research & reflect on marketing careers and what skills are needed to apply for such jobs
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	Students will have to explain why they selected the different sources of information they did in their pricing article
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	Students will research product sales over the last five years and make determinations on how it relates to different pricing techniques
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	Students will use a variety of sources in their research of different pricing models
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	Students will research product sales over the last five years and make determinations on how it relates to different pricing techniques
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	Students will complete a pricing article using multiple sources. The article will tackle a real life pricing problem from recent events
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
MK1.b: I can apply strategies used to determine and adjust product/service prices to maximize return and meet value perceptions.	Students will be able to using multiple pricing strategies to show product value to its target market	Students will work with multiple pricing strategies that are used in the business world in a variety of assignments such as article writing, case study work, pricing research and applications
BIT.MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.	Students will be able use the pricing prtion of the marketing mix to predict outcomes for business and marketing choices	Students will conduct problem solving tasks (article writing and case studies) to predict outcomes in price changes for different products
MK1.e: I can analyze the characteristics, motivations and behaviors of consumers.	Students will be able to analyze target market characteristics in order to determine prices for multiple goods and services	Students will work with multiple pricing strategies that are used in the business world in a variety of assignments such as article writing, case study work, pricing research and applications
SUPPORTING STANDARDS AND LEARNING TARGETS		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
MK1.b.1.e: Explain how price determines what consumers purchase.	Students will be able to explain how a change in price can buying habits for both needs and wants	Students will complete a pricing article using multiple sources. The article will tackle a real life pricing problem from recent events

MK1.b.3.m: Explain the relationship between price and perceived quality.	Students will be able to describe multiple psychological pricing techniques and how each relate to the preceived quality of a good or service	Students research and chart different pricing techniques and why they were used for specific products and target markets
MK1.b.6.h: Identify pricing strategies (i.e., line, loss leader, psychological, penetration and skimming) and situations in which each is applicable.	Students will be able to describe multiple psychological pricing techniques and other pricing strategies used throughout our market place	Students will complete research, articles, case studies and be assessed on the use of multiple pricing techniques that are in use in our economy
MK1.b.2.m: Identify the factors that influence a product's price.	Students will be able to predict what could happen when products change in price	Article writing on pricing problems for a specific good or service that includes suggestions for improvement

Stage 3: Learning Activities

A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?

GUIDING UNIT QUESTIONS Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	STRATEGIES/ACTIVITIES What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	RESOURCES/MATERIALS This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How does price indicate quality in our market place? How can price influence target market preception?	Students will relate their own experience in dealing with pricing and research other examples of price as it relates to preception of quality	Class Notes, business websites, discussion
Why do businesses use the prices that they do?	Target marketing for different business, advertisements aimed at certian segments	Class Notes, business websites, discussion
Why is it important to cirtically think about a target market when creating a pricing strategy?	Developing target markets for possible products	Text, Notes, class discussion
How can we predict outcomes of pricing changes to a selected target market?	Describing students own buying behavior and reaction to price changes	Self reflection, notes, prior class work
What does price really mean in our market economy?		
What role does psychology play in pricing?		

Promotion		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	Students will gather information on different promotional events that have and are taking place. They will use this research to identify possible problems in those promotional events
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	Students will demonstrate ability to contrast and predict by developing a variety of solutions to promotional activities that have gone wrong.
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	Students will create promotional events to help a business's image and increase positive publicity
	C2.a.16.h: I can defend an action taken or a decision implemented.	
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	Reflection - students will reflect on different marketing experiences they have had
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	
Career Development		
CD4: Students will identify and apply employability skills.		
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.6.h: I can evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	College and Career Readiness - students will research marketing careers and reflect on what skills are needed to apply for such jobs
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	Students will create a promotional event for a company operating in a country outside of the U.S. They will have to explain the different strategies they used to adapt to diversity
	CD4.a.9.h: I can use positive work qualities typically desired in each of the career cluster's pathways.	College and Career Readiness - students will research marketing careers and reflect on what skills are needed to apply for such jobs
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	

c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Students will reflect on group norms and why norms about important to success
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	College and Career Readiness - students will research marketing careers and what skills are needed to apply for such jobs
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	Students will reflect on how Decca may influence their college and career readiness.
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Group work - Students will reflect on attributes of different groups they participate in throughout the unit: how the group functions, assists others to reach goals, and accomplishes tasks
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	College and Career Readiness - students will research & reflect on marketing careers and what skills are needed to apply for such jobs
Information, Media, Technology		
IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Anotation of articles - students will read, annotate and critically think about multiple parts or reading material as it relates to promtional ideas in our business environment
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	Students will research and explain the success and failure of different promotional events using data support the success or explain the failure of those promotions
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	Students will develop their own sales promotion and defend it using valid and timely data and information
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	Students will collect and synthesize data to explain new trends in promotional activites - they will explain these trends in group settings
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	Students will develop their own sales promotion and defend it using valid and timely data and information
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
BIT.MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.	Students will be to critically think, develop and implement different promtional activities for different situations	Students will develop promotions for different siutations and present to classmates
MK1.d: I can implement appropriate strategies to communicate information about products and services to achieve a desired outcome.	Students will create advertisements, sales promtions, publicity and other promotional items to communicate information about products and servies to different target markets	Students will be given specific companies to develop promotional activites for. Students will also reflect on exisiting promotional work done by real life compaines.
MK1.d.4.m: Explain types of promotion.	Students can explain multiple promotional activities with the promotional mix	Students will use a variety of promotional activities in their case studies, business promotion development, and a formal creative assessment

<p>MK1.d.12.h: Develop a promotional plan for a product/service.</p>	<p>Students can create a promotional plan for a business new to the area</p>	<p>Students will be given specific companies to develop promotional activities for. Students will also reflect on existing promotional work done by real life companies.</p>
<p>SUPPORTING STANDARDS AND LEARNING TARGETS</p>		<p>Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.</p>
<p>MK1.d.1.e: Explain the role of advertising.</p>	<p>Students will create different advertisements to support goods and services, students will defend their advertising choices</p>	<p>Students make advertisements for different business and must justify those advertisements role in the promotional mix</p>
<p>MK1.d.6.m: Identify various forms of sales promotions (i.e., sweepstakes, coupons, etc.).</p>	<p>Students can select different forms of sales promotions and explain why they are used</p>	<p>Students will conduct real life research on a business's promotional mix and explain what sales promotions and being used and why.</p>
<p>MK1.d.13.h: Describe the purposes of various types of sales promotions (i.e., encouraging repeat purchases).</p>	<p>Students can explain the importance of repeat customers and describe different promotional activities to create repeat customers</p>	<p>Students will research different sales promotions and explain why each is being used. This will include activities to gain repeat business</p>
<p style="text-align: center;">Stage 3: Learning Activities</p> <p>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</p>		
<p>GUIDING UNIT QUESTIONS Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</p>	<p>STRATEGIES/ACTIVITIES What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</p>	<p>RESOURCES/MATERIALS This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</p>
<p>How do promotions fit together to create a promotional mix for a business?</p>	<p>Students will develop a promotional item for each part of the promotional mix and defend its use</p>	<p>Notes, case studies, class video, group work, study guides</p>
<p>What are some potential issues when doing different promotions?</p>	<p>Target marketing for different business, advertisements aimed at certain segments</p>	<p>Notes, business websites, group activities</p>
<p>What makes a promotion effective for a business?</p>	<p>Developing target markets for possible products</p>	<p>Notes, case studies, class video, group work, study guides</p>
<p>What are some potential careers in promotion?</p>	<p>Describing students own buying behavior and reaction to price changes</p>	<p>Websites and career cluster work - college and career readiness</p>
<p>What are the different promotional strategies used by business in our current market place?</p>		
<p>How can the effectiveness of promotional strategies increase business success?</p>		
<p>How does a marketer create a successful promotion?</p>		
<p></p>		
<p></p>		
<p></p>		

Product		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.	Product development - students will develop a good or service to fill a need of a target market - this will include target market research, industry research and product development.
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	
	C2.a.16.h: I can defend an action taken or a decision implemented.	
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.	Reflection - students will reflect on different products they have seen succeed and fail and try to determine why each occurred
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	Reflection - students will reflect on different marketing experiences the have had
Career Development		
CD4: Students will identify and apply employability skills.		
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.	College and Career Readiness - students will research marketing careers and reflect on what skills are needed to apply for such jobs
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	Students will research, write and explain why different products work in different parts of the world, while others fail
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	College and Career Readiness - students will research marketing careers and what skills are needed to apply for such jobs
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	

c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Students will reflect on group norms and why norms about important to success
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	College and Career Readiness - students will research marketing careers and what skills are needed to apply for such jobs
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	Students will reflect on how Decca may influence their college and career readiness.
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Group work - Students will reflect on attributes of different groups they participate in throughout the unit: how the group functions, assists others to reach goals, and accomplishes tasks
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	College and Career Readiness - students will research & reflect on marketing careers and what skills are needed to apply for such jobs
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Anotation of articles - students will read, annotate and critically think about multiple parts or reading material
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	Students will defend their position on their new good or service citing industry research
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
BIT.MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.	Students can analyze goods and services to find themes in their success and/or failure. Students will also develop their own product using what they have analyzed	Students will develop a new product after explaining its target market and the need for it in the market place. Students will create an organizer of different products and reasons for its success or failure
MK1.e.1.e: Identify customer needs and reasons they buy goods and services.	Students can defend their position on why a certain target market reacts to goods and services the way they do.	Students will research and analyze different target markets and the goods and services they purchase. They will use this information to develop their own product and defend the need for it.
MK1.a.1.e: Identify new products desired by consumers.	Students can analyze goods and services to find themes in their success and/or failure. Students will also develop their own product using what they have analyzed	Students will develop a new product after explaining its target market and the need for it in the market place. Students will create an organizer of different products and reasons for its success or failure
SUPPORTING STANDARDS AND LEARNING TARGETS		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
MK1.a.10.h: Identify methods/techniques to generate product or service ideas.	Students can explain the different steps marketers have used in the past to develop goods and services	Students will develop a new product after explaining its target market and the need for it in the market place. Students will create an organizer of different products and reasons for its success or failure
MK1.a.13.h: Describe factors used by business to position products/services.	Students can describe how a product can be positioned within a market place to best help its chance of success	Students will look at similar goods and services to determine how business market their products within our competitive market place.

MK1.a.9.h: Classify products in consumer categories (i.e., convenience, shopping or specialty) or industrial categories (i.e., raw materials, component parts and installations).	Students can explain why a product falls into the category it does and what that means for all the different marketing aspects for that product	Students will learn and then classify multiple existing and finally their own product into one or more categories that a good or service may fall into.
---	---	---

Stage 3: Learning Activities

A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?

GUIDING UNIT QUESTIONS Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning	STRATEGIES/ACTIVITIES What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.	RESOURCES/MATERIALS This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
Why are some products successful and why do some fail? Are their predictors?	Organizing different products into areas of success and failure- trying to locate themes in each	Business articles, class articles, own research - notes
How can a product be navigated through its life cycle?	Students will see be given examples of different products and how they were marketed throughout their life cycle. Students will explain their own plan for life cycle marketing for their own good or service	Group work, notes, class reading and student research
What are the different ways marketers can position a product in the market place?	Students will position their own product in the market place and defend their choice	Group work, notes, class reading and student research
How do new products and target market changes correlate?	Students will study different products and target markets to locate common traits in each.	Group work, notes, class reading and student research
What are best ways to determine a need for a product?	Students will have to defend their own new good or service by explaining its target market and their need for a new good or service	Group work, notes, class reading and student research
What are the multiple steps in creating a good or service?		
Why do some goods and services fail and other succeed? What are some reoccurring themes?		

Place	
STAGE 1: Desired Unit Results What will students understand as a result of the unit?	STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?	Success Criteria with Standards The criteria for evaluating performance on standards is constant.
What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?	CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?	
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets	Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration	
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.	
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	4C2.a.11.h: I can determine the information needed to address an identified problem.
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.
	C2.a.16.h: I can defend an action taken or a decision implemented.
	Students will explain supply chain issues and determine what information is needed to try and solve specific problems
	Students will compare and contrast different models of transportation of goods and services. Students will offer multiple plans for delivering products to their point of sale
	Students will simulate product logistics and predict the different potential outcomes for each using different modes of transportation.
	Students will make and defend a selection of transportation for a product to its final point of sale
Career Development	
CD4: Students will identify and apply employability skills.	
a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.	CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.
	Students will reflect on group norms and why norms about important to success
	College and Career Readiness - students will research marketing careers and what skills are needed to apply for such jobs

d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	Students will reflect on how Decca may influence their college and career readiness.
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Group work - Students will reflect on attributes of different groups they participate in throughout the unit: how the group functions, assists others to reach goals, and accomplishes tasks
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	College and Career Readiness - students will research & reflect on marketing careers and what skills are needed to apply for such jobs
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.		
a: I choose appropriate sources of data and information for a given purpose.	IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.	Students will justify the sources they used to select a certain supply chain route.
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Anotation of articles - students will read, annotate and critically think about multiple parts or reading material
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	Students will apply data from different shipping optionsto support their choice of transportation. Students will collect data on not just price but on storage, inventory and target market needs. They will need to defend their choices to a group of students.
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
BIT.MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.	Students can analyze what the elements of PLACE are as it relates to the marketing mix.	Students will develop place concepts for certain goods and services after they analyze multiple options
MK1.c: I can identify, select, monitor and evaluate sales channels and distribution methods.	Students can explain different channels of distribution and defend choices they have made in selecting different methods	Students will complete a series of supply chain issue problem solving activities. These will include issues with tranportation, price, storage, inventory and location
MK1.c.4.m: Explain the role of the different levels of channel distribution (i.e., manufacturer, distributor, retailer).	Students can explain what different channels of distribution are for and how they are used in real life business situations.	Students will apply data from different shipping optionsto support their choice of transportation. Students will collect data on not just price but on storage, inventory and target market needs. They will need to defend their choices to a group of students.
SUPPORTING STANDARDS AND LEARNING TARGETS		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
MK1.c.3.m: Explain the difference between a buyer and a supplier/vendor.	Students can explain the different parts of supply chain form manufacator to final consumer	Students will anotate articles and explain in how different types of products get from production to final user

<p>MK1.c.7h: Describe evolving technologies (i.e., the Internet) as a channel of distribution.</p>	<p>Students can explain the pros and cons of using technology to distribute different types of products</p>	<p>Students will write at least a half page explanation, based on class discussion and their own research, about pros and cons of using the Internet to sell products. Students will do this for at least 3 different segments of products</p>
--	---	--

Stage 3: Learning Activities

A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?

<p>GUIDING UNIT QUESTIONS</p> <p>Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</p>	<p>STRATEGIES/ACTIVITIES</p> <p>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</p>	<p>RESOURCES/MATERIALS</p> <p>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</p>
<p>What is a supply chain - why is it important to marketing?</p>	<p>Students will research, critically think and problem solve within the different supply chain models</p>	<p>Pricing charts, articles, logistic websites, notes, discussion</p>
<p>What are the pros and cons of different logistical methods of product distribution?</p>	<p>Students will create their own method of distribution for a fictional product. Students will defend choice in logistics and other supply chain choices</p>	<p>Pricing charts, articles, logistic websites, notes, discussion</p>
<p>What are the deciding factors in selecting transportation and storage methods?</p>	<p>Students will analyze price, product and time considerations for the distribution of different products to different target markets</p>	<p>Transportation websites (UPS, FedEx, USPS, etc...) - own reading and class discussion</p>
<p>How does distribution affect price and inventory?</p>	<p>Students will analyze price, product and time considerations for the distribution of different products to different target markets</p>	<p>Transportation websites (UPS, FedEx, USPS, etc...) - own reading and class discussion</p>
<p>How does technology help and possibly hurt the PLACE portion of Marketing?</p>	<p>Students will explain in writing how Internet distribution can help and also hurt a company when dealing in logistics</p>	<p>Annotate article, discuss in groups, assessment</p>
<p>What are logistics and why are they so important to a products success?</p>		
<p>What are the different supply chains and how are they used in marketing</p>		

Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.	X	X	X	X	X
Career Development CD4: Students will identify and apply employability skills. a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.	X	X	X	X	X
Information, Media, Technology IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. a: I choose appropriate sources of data and information for a given purpose. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.	X	X			X
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	X	X	X	X	X
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	X	X	X	X	X
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	X	X		X	X

--	--	--	--	--	--