

Wilson Area School District Planned Course Guide

Title of Course: Introduction to Marketing

Subject Area: Business

Grade Level: 9-12

Course Description: This course is designed to introduce students to foundational concepts of marketing. Students will learn the importance of the 4 Ps of marketing: Product, Place, Price, and Promotion. During this course students will create original marketing ideas and concepts in relation to each of the 4 Ps; and ultimately develop and design a marketing plan for a chosen product.

Time/Credit for this Course: Half Year / 0.5 credit

Curriculum Writing Committee: Daniel A. Loudenslager

Curriculum Map

<u>August / January</u>	Introduction to the Dynamics of Marketing
<u>September / February</u>	Introduction to the Dynamics of Marketing Targeting and Segmenting a Market
<u>October / March</u>	Consumer Behavior and Marketing Research Products and Branding
<u>November / April</u>	Place, Distribution, and Inventory Price
<u>December / May</u>	Promotion Create a Marketing Plan
<u>January / June</u>	Create a Marketing Plan

Wilson Area School District Planned Course Materials

- Course Title:** Introduction to Marketing
- Textbook:** Marketing Dynamics, 2nd ed.
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www.g-w.com
- Teacher Resources:** Teacher Edition Textbook, videos, online resources

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Introduction to the Dynamics of Marketing

Time Frame: 2-3 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the main goal of marketing
- Describe each of the 4 Ps of marketing
- Distinguish among good, service, and idea
- Explain how marketers determine the marketing mix
- Summarize the key elements of a marketing plan

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Determine wants and needs of given target markets
- Mini marketing plan presentation project (student hobbies as basis)
- Research the career of a marketer

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Review of chapter terms
- Application of marketing concepts through real-life examples
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Targeting and Segmenting a Market

Time Frame: 2-3 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- Describe the idea of business opportunity
- Explain the importance of target market
- Differentiate between mass marketing, target marketing, and niche marketing
- Determine the advantages and disadvantages of each type of marketing
- List and provide examples of the 4 categories of segmentation

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Create a list of specific target markets
- Given examples of products, determine the target market
- List at least 3 examples of each type of segmentation variable
- Research current living generations in the United States
- Review Census data from census.gov
- Take the VALS survey to determine lifestyle

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Review of chapter terms
- Application of marketing concepts through real-life examples
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Consumer Behavior and Marketing Research

Time Frame: 2-3 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- List the 3 categories of influences on consumers
- Describe examples of each category of influences
- Explain the steps involved in the consumer buying process
- Provide examples of products that relate to each level of purchase decisions
- List the 3 areas of marketing research
- List examples of primary and secondary data
- Describe trends that affect marketing
- Determine the various results that can result from marketing research

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Create a pyramid for Maslow's hierarchy of needs
- List examples of products that would fall into each level of the hierarchy
- Given a product, create a mini infomercial appealing to multiple buying motives
- Write down situations in life that lead to a consumer buying a product
- Discuss purchases made in the past and describe the buying process

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Review of chapter terms
- Application of marketing concepts through real-life examples
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Products and Branding

Time Frame: 2-3 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain why product is the primary P in the marketing mix
- Determine the differences between consumer products and business products
- Describe the differences between services, goods, and ideas
- Provide examples of each of the 4 product elements
- Explain the importance of branding
- Differentiate between different types of brands
- List benefits of brands provided to the company and benefits to the consumer

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Create a list of services, goods, and ideas in 60 seconds
- Discuss examples of good-service continuums with the class
- Present ideas for how large companies that provide services can keep them of the same quality, even when having multiple locations
- Provide real examples of products and their elements
- Packaging Activity: find pictures on the Internet that show each of the 6 functions of product packaging
- Research and share interesting and funny product names
- Play logo identification games using online games (Sporcle, Kahoot)
- Present positive and negative (real-life or made-up) stories of positioning
- Your name as a brand Activity

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Review of chapter terms
- Application of marketing concepts through real-life examples
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Place, Distribution, and Inventory

Time Frame: 2-3 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- Describe the requirements for the location of a retail business, a wholesale warehouse, and a manufacturing business
- Identify companies that operate under each of the 3 types of market coverage
- Explain the parts involved in a channel of distribution
- Describe the relationship between logistics and modes of transportation
- Describe the 3 factors in inventory planning
- List the 5 steps in retail stock handling
- Discuss the importance and methods of inventory control

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Research companies and their locations and hours
- Make a list of advantages and disadvantages for each major mode of transportation
- Choose a good and plan out a possible channel of distribution
- Logistics activity: best way to move goods around a given location

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Review of chapter terms
- Application of marketing concepts through real-life examples
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Price

Time Frame: 2-3 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- Explain the concept of price
- Identify the 9 factors that affect price
- Provide examples for each factor that affects price
- Describe marketer's objectives for choosing price
- Explain the different pricing techniques

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Create a list of terms used in place of price
- Given a price factor, explain how that factor affects price
- Provide a mini presentation: students present a product they could offer, provide a price and 3 supporting reasons for that price
- Research or provide experiences with different pricing techniques and share with the class

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Review of chapter terms
- Application of marketing concepts through real-life examples
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Promotion

Time Frame: 2-3 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- Describe the role of promotion
- List the 3 goals of promotion
- Explain different types of promotion
- Provide examples of each of the 4 elements of promotion
- Describe the AIDA promotional strategy
- Determine the best use of media for different types of advertising and target markets
- Develop a print ad using the classic four part structure
- Create a basic advertising plan

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Create a web or Mindmap for the goals of promotion
- Students will determine a business to start and how they would accomplish the 4 elements of promotion
- Write a “Negative Publicity” news story
- Write a script for a radio ad using the AIDA formula
- Find images of print ads using the Internet and identify the 4 parts
- Create a print ad using the 4 parts
- Given a product, students will create basic advertising plan

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Review of chapter terms
- Application of marketing concepts through real-life examples
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope and Sequence

Planned Course: Introduction to Marketing

Unit: Marketing Plan

Time Frame: 1-2 weeks

State Standards: 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.AC, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Essential Content/Objectives: At the end of this unit, students will be able to:

- Develop and present a detailed marketing plan for a company

Core Activities: Students will complete/participate in the following:

- Given a project and presentation rubric students will develop the following
 - Product name and slogan
 - Overall idea for the product
 - Detailed description of the target market
 - Detailed description of promotional strategies
 - Possible place and price strategies
 - Description of how market research can be conducted
 - Potential problems and drawbacks of the plan
- Create a visual aid for the project
- Present completed project to the class

Remediation:

- Utilization of notes and vocab for project
- Modified project instructions/rubric based on IEP
- Breakdown of project parts into separate assignments
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct instruction
- Teacher modeling and visual aids
- Project related to content

Materials & Resources

- Online sources
- Textbook
- Student/teacher experiences

Assessments:

- Rubric guided projects
- Homework