

WGSD Curriculum  
Business Department

**Course: Marketing II**  
**Grade Level: 9-12**  
**LG 5 Service Management**

<b>High Priority Standards</b>	
NBEA Standards Marketing <b>IV. The Marketing Mix</b> <b>Achievement Standard:</b> Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand the role of marketing service management.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Evaluating the nature and scope of the product/service management function.</li><li>• Assessing product-packaging requirements.</li><li>• Evaluating graphic design and adequacy of product packages.</li><li>• Comparing private and manufacturer brands.</li><li>• Examining parent companies and the product mixes within those companies.</li><li>• Assessing product-packaging requirements.</li></ul>

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Level 2: Student demonstrates he/she is nearing proficiency by:

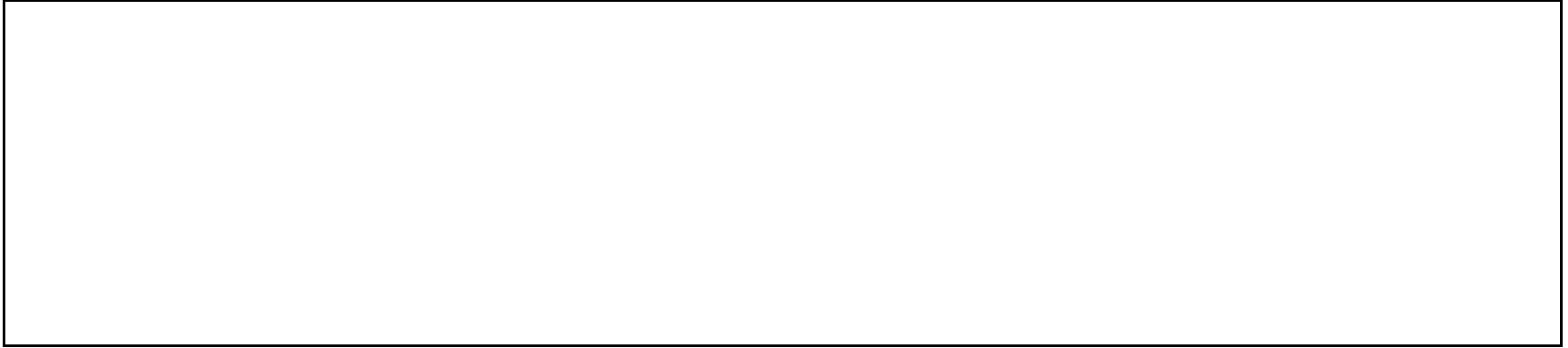
- Recognizing and recalling specific vocabulary, such as: product width, depth, extension, mix, growth, modification, positioning, expansion, decline, prototype, generating ideas, product line, obsolete, product item, product planning, regionalize, screening ideas, product line, parent company, product life cycle.
- Performing processes such as:
  - Describing the use of technology in product/service management.
  - Explaining business ethics in product/service management.
  - Explaining the concept of product mix.
  - Explaining the nature of product extension
  - Explaining the nature of branding
  - Identifying the impact of product life cycles on marketing decisions.
  - Identifying private versus manufacturer brands.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Design**

- Students will research parent companies and create a poster that represents the brands and companies the parent company owns.
- Students will create a brand extension poster.
- Students will design a package and product for a fictitious celebrity ceramic egg company. The packaging must be environmentally friendly and protect the egg during distribution.

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**LG 6 Social Responsibility**

<b>High Priority Standards</b>	
<p>NBEA Standards Marketing <b>III. External Factors</b> <b>Achievement Standard:</b> Analyze the influence of external factors on marketing.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the role of ethics in business organizations.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Determining ways by which businesses improve their own practices.</li> <li>• Evaluating how ethical issues affect marketers' professional responsibilities.</li> <li>• Assessing the importance of ethical behavior on an athlete's promotional value.</li> <li>• Analyzing the distinct but interconnected complementary concepts of social responsibility and business ethics.</li> <li>• Determining how marketing can be used to solve social problems and raise public awareness.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: Cause marketing, ethics, social responsibility, green marketing, code of ethics, self-regulation, consumerism, boycott.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Describing the common criticisms of marketing.</li><li>○ Identifying ethical decisions and behaviors in modern business organizations.</li><li>○ Discussing the nature of moral values, moral judgments, and social responsibility in a business environment.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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**Learning Design**

- Students will organize and promote the Jim Schoemehl 5K Run for ALS.
- Students will create a trifold brochure illustrating a how business implements social responsibility.
- Students will study how WGSD and DECA implement social responsibility.
- Students will participate in ethical role play scenarios.

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**LG 7 Management**

<b>High Priority Standards</b>	
<p>NBEA Standards Marketing <b>I. Foundations of Marketing</b> <b>Achievement Standard:</b> Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</p>	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the role of managers in a marketing business.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Implementing the key areas of event development and marketing in performing arts and sport organizations with a hands-on knowledge of managing and marketing live events.</li> <li>• Applying concepts of leadership in a project focused team.</li> <li>• Interpreting others' nonverbal cues.</li> <li>• Employing communication styles appropriate to target audiences.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: controlling, leading, managing, gunnysacking, marketing management, organizing,</li> </ul>

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performance standard, policies, staffing, one minute managing, one minute reprimand, human resources, non-verbal and verbal cues, target audience, productivity.

- Performing processes such as:
  - Explaining the nature of stress management.
  - Discussing the nature of human resources management.
  - Using effective verbal communications when working with peers.
  - Identifying the role of a manager in effective marketing.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Design**

- Students will manage their peers within the committees for the Jim Schoemehl 5K Run and SEM projects.
- Students will read and write reflections for the books Who Moved the Cheese and One Minute Manager.