

WGSD Curriculum
Business Department

Course: Marketing I with Personal Finance

Grade Level: 11-12

LG 1 Foundations

High Priority Standards	
<p>NBEA Standards Marketing I. Foundations of Marketing Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society</p>	
Learning Goal	Proficiency Scale
<p>Students will understand foundational concepts of marketing.</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"> • Explaining the nature of marketing planning, and related activities. • Explaining the concept of marketing strategies. • Assessing sources of customer attitude formation about products. • Comparing social beliefs, influences, and behavior that affect purchasing. • Explaining methods used to evaluate customer attitudes and identify target markets. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: marketing concept, customers, consumers, market, target marketing, customer profile, marketing mix, market segmentation, demographics, psychographics, geographic, products, goods, services, exchange, utility.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the 4Ps of Marketing (product, place, price, promotion).○ Identifying factors that affect purchasing decisions.○ Recognizing cues to basic motives for purchasing.○ Identifying social and cultural groups for marketing purposes.○ Recognizing factors influencing customer perception. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Develop a marketing mix project and describe the product, place, price and promotion decisions.• Create mathematical models from real-life situations.	

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LG 2 Communication - Promotion

High Priority Standards	
<p>NBEA Standards Marketing II. Consumers and Their Behavior Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to market a product to consumers.</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"> • Linking the role of promotion to marketing functions, such as product, place, price, promotion. • Differentiating between the types of promotional channels used to communicate with target audiences. • Explaining media planning strategies and public relations activities and their potential effect on consumers. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: promotion, promotional mix, product promotion, institutional promotion, advertising, sales promotion, publicity, push policy, pull policy, slotting allowance, sales incentive, premiums, incentives, promotional tie-in, community relations, news release, press kit, visual merchandising,

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	<p>display, store layout, complementary colors, balance, media, CPM, advertising campaign, advertising agency, headline, slogan, copy, illustration, signature, ad layout, advertising proof.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Determining the use of visual merchandising and product placement in retailing.• Identifying the elements of the promotional mix.• Identifying types of public relations activities.• Explaining types of advertising media. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Student know how to:

- Design a print ad proof and explain how the design relates to the target market, brand and company image, and the general anatomy of an ad.
- Prepare press releases and create a press kit.
- Review rate cards and understand the costs and benefits for the different advertising mediums.
- Determine the type of media planning strategies that should be utilized to enhance a return on marketing investment.
- Determine how to utilize public relation activities to promote goodwill among stakeholders.
- Communicate information about a product, services, or ideas to achieve the desired outcome.

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LG 3 Marketing Research

High Priority Standards	
<p>NBEA Standards Marketing II. Consumers and Their Behavior Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers. V. Marketing Research Achievement Standard: Analyze the role of marketing research in decision making.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to design a research-based marketing survey.</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"> • Determining the types of research that should be used to make marketing mix strategy decisions. • Summarizing sources of primary and secondary data as related to market research. • Investigating research approaches appropriate to the research problem. • Designing and communicating results of a qualitative research study. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: marketing research, marketing information system, database, attitude research, market research, media research, product research, test marketing,

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	<p>problem definition, primary data, secondary data, survey method, sample, observation method, point-of-sale method, experimental method, data analysis, open-ended questions, force choice questions.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the types of research tools and what they (surveys, journals, etc.) measure.○ Identifying the marketing research problem/issue.○ Describing the need for marketing information.○ Explaining the nature and scope of the marketing information management function.○ Describing data-collection methods. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use an integrated business software application package.• Analyze the role of ethics in marketing information management• Use both primary and secondary research.• Prepare a written and oral presentation.	

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LG 4 Market Value

High Priority Standards	
<p>NBEA Standards Marketing IV. The Marketing Mix Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to determine market value of a product.</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"> • Explaining the nature and scope of the pricing function, legal considerations for pricing, factors affecting pricing decisions, and pricing practices used in marketing communications. • Determining the cost of a product, including breakeven, markup, and Return on Investment (ROI). <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: price, unit price, market share, market position, ROI, break even, markup, elastic demand, inelastic demand, price fixing, price discrimination, loss leader, bait and switch, cost-plus pricing, one-price policy, flexible-price policy, skimming, penetration, odd-even pricing, bundle pricing, EDLP, discount

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- pricing, trade discounts, seasonal discounts.
- Performing processes such as:
 - Identifying the functions of pricing and the role it plays in marketing.
 - Discussing the nature of pricing models.
 - Selecting pricing strategies.
 - Establishing pricing objectives.
 - Selecting pricing policies.
 - Determining discounts and allowances that can be used to adjust base prices.
 - Setting and adjusting prices to maximize profitability.

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

Learning Targets

Students know how to:

- Create budgets, price lists, advertise, and secure a location for a product.
- Determine costs and calculate break-even points of a product.
- Prepare a written report analyzing their pricing strategy and the results of their business venture.

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LG 5 External Factors

High Priority Standards	
NBEA Standards Marketing III. External Factors Achievement Standard: Analyze the influence of external factors on marketing.	
Learning Goal	Proficiency Scale
Students will understand the external factors that influence marketing.	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"> • Explaining the concept of resources, principles of supply and demand, the role of business in society, the type of economic systems, the concept of competition, the concept of Gross Domestic Product, economic impact of interest-rate fluctuations, and the role of finance in business. • Comparing factors that affect the business environment, the global environment in which businesses operate, and the impact of a nation's unemployment rates. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: economy, resources, capital, land, labor, entrepreneurship, factors of production,

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scarcity, command economy, market economy, capitalism, socialist, communist, privatization, productivity, GDP, inflation, CPI, business cycle, prosperity, recession, depression, recovery.

- Performing processes such as:
 - Determining how supply and demand affect business activity.
 - Identifying the global link between economic goods and services.
 - Identifying and describe the different economic systems.
 - Determining how financial information should be utilized in creating a business plan.
 - Distinguishing between economic goods and services.
 - Determining economic utilities created by business activities.
 - Describing the economic impact of inflation on business.
 - Determining the impact of business cycles on business activities.
 - Describing market structures and the need for financial information.

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

Learning Targets

Students know how to:

- Research the current US GDP and inflation, interest and unemployment rates.
- Research the economic conditions of other countries.

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LG 6 Client Needs and Wants

High Priority Standards	
NBEA Standards Marketing II. Consumers and Their Behavior Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.	
Learning Goal	Proficiency Scale
Students will be able to determine client needs and wants.	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">● Explaining the nature of positive customer relations, external planning considerations, the nature and scope of the selling function.● Determining the role of customer service as a component of selling relationships.● Explaining product information to identify features and benefits.● Comparing and applying market research information to client needs and wants. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: feature benefit selling, rational and emotional motives, extensive, limited and routine decision making, retail and business to business sales, pre-approach,

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	<p>approach, prospect, cold canvassing, layman’s terms, objections, excuses, boomerang method, superior point method, third party method, closing the sale, buying signals, trial close, which close, standing room only close, direct close.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Identifying emerging trends.• Discussing motivational theories that impact buying behavior.• Identifying the differences between consumer and organizational buying behavior.• Identifying key factors in building a clientele. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create customer loyalty and incentive programs.• Use negotiation skills.• Respond to client needs and wants through personalized communication.• Plan follow up strategies.	

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LG 7 Sales Channels

High Priority Standards	
NBEA Business Standards Marketing VI. The Marketing Plan Achievement Standard: Describe the elements, design, and purposes of a marketing plan.	
Learning Goal	Proficiency Scale
Students will be able to explain the nature and scope of channel 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">• Applying concepts of supply chain and logistics management.• Explaining the selection and evaluation of sales channels.• Evaluating new technology and emerging trends in channel management functions. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: channel of distribution, intermediaries, wholesalers, retailers, agents, direct distribution, indirect, exclusive, selective, intensive, integrated.• Performing processes such as:<ul style="list-style-type: none">• Discussing stock handling procedures and the processing of

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	<p>incoming merchandise.</p> <ul style="list-style-type: none">• Identifying channel intermediaries and their functions and activities.• Describing factors that marketing executives consider when selecting and managing a marketing channel.• Identifying and describing the use of inventory control systems. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Illustrate the channels of distribution and physical distribution from the raw material stage.	

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LG 8 Career Development

High Priority Standards	
<p>NBEA Business Standards Career Development I. Self-Awareness Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to plan a successful career in marketing.</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"> • Determining what marketing skills are used to promote oneself in a career search. • Assessing the services provided by professional trade organizations. • Explaining the relationship between education and potential income using economic reasoning. • Comparing personal characteristics to determine interests, skills and knowledge related to career choices. • Establishing career goals. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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- Recognizing and recalling specific vocabulary, such as: resume objective, references, personal information, cover letter, networking, interview, screening process.
- Performing processes such as:
 - Identifying personal strengths.
 - Identifying requirements for professional certifications.
 - Describing the steps in the hiring process, such as interview, follow-ups, acceptance or rejection.

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

Learning Targets

Students know how to:

- Tailor interview techniques to a variety of companies.
- Prepare an employment portfolio including a resume, cover letter, application form.
- Analyze employee benefits.

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LG 9 Banking

High Priority Standards

NBEA Standards

Personal Finance

I. Personal Decision Making

Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

II. Earning and Reporting Income

Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

III. Managing Finances and Budgeting

Achievement Standard: Develop and evaluate a spending/savings plan.

IV. Saving and Investing

Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.

Learning Goal	Proficiency Scale
Students will understand banking and personal finance concepts.	<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"> • Interpreting the opportunity costs of financial decisions. • Evaluating the consequences of personal financial decisions.

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- Applying a decision-making process to personal financial choices.
- Summarize how inflation affects spending and saving decisions.
- Evaluating how insurance and other risk-managements strategies protect against financial loss.
- Designing a financial plan for earning, spending, saving and investing.
- Demonstrating how to use the services available from financial institutions.

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

- Recognizing and recalling specific vocabulary, such as: check, deposit, canceled check, overdraft, floating check, checkbook register, reconciliation, blank endorsement, special endorsement, restrictive endorsement, certified check, cashier's check, stop payment order.
- Performing processes such as:
- Explaining the roles and responsibilities of the Federal Reserve System.
- Comparing checking accounts from different institutions.
- Identifying deposit, credit and investment services offered by commercial banks, savings and loans, credit unions, and brokerage firms.

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

Learning Targets

Students know how to:

- Prepare the following forms related to opening and maintaining a checking account: Application form, deposit ticket, check, check register, monthly account statement.
- Read and reconcile a monthly statement