

**Course:** *Sales and Marketing*  
**Unit #:** 1 - Marketing Basics

**Year of Implementation:** 2022-2023

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### Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

**Unit Standards:**

- **Content Standards**
  - 9.4.12.IML.3: *Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions*
- **21st Century Life & Career Standards**
  - 9.4.12.IML.3: *Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions*
- **English Companion Standards**
  - NJSLSA.R7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- **Interdisciplinary Content Standards**
  - 6.1.2.EconET.1: *Explain the difference between needs and wants.*
- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**Transfer Goal:** Students will be able to independently use their learning to *evaluate wants and needs*.

As aligned with LRHSD Long Term Learning Goal(s):

1. *apply information technology to achieve an organization's business goals.*
2. *utilize and integrate essential communication and technical skills significant to 21st century life, work, and community.*
3. *use technology to extend creativity and/or improve problem-solving ability.*
4. *apply learning to successfully transfer knowledge into real-world experiences preparing them for life and career.*

Enduring Understandings

Students will understand that. . .

*EU 1*

*The marketing mix is a fundamental foundation of all marketing processes.*

*EU 2*

*Consumers have different wants and needs.*

Essential Questions

*EU 1*

- *How is marketing dynamic?*
- *What is the importance of marketing in our society?*
- *What leads to customer satisfaction?*

*EU 2*

- *How do marketers determine the needs and wants of consumers?*

	<ul style="list-style-type: none"> <li>• <i>How do marketers meet the needs and wants of target-market consumers?</i></li> <li>• <i>Can you market a product to different groups of people the same way?</i></li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>the functions of business. (6.1.2.EconET.1)</i></li> <li>• <i>the 4 P's of marketing. (6.1.2.EconET.1) (NJSLSA.R7)</i></li> <li>• <i>the elements of the marketing concept. (6.1.2.EconET.1)</i></li> <li>• <i>the 7 functions of marketing. (6.1.2.EconET.1)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>the two types of marketing research. (9.4.12.IML.3) (NJSLSA.R7)</i></li> <li>• <i>the marketing research process. (9.4.12.IML.3) (NJSLSA.R7)</i></li> <li>• <i>markets can be segmented using geographics, demographics, psychographics, and behaviors. (9.4.12.IML.3) (NJSLSA.R7)</i></li> </ul>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>explain the importance of marketing. (6.1.2.EconET.1)</i></li> <li>• <i>differentiate between product, place, price, and promotion. (6.1.2.EconET.1) (NJSLSA.R7)</i></li> <li>• <i>Differentiate between the 7 functions of marketing (6.1.2.EconET.1) (NJSLSA.R7)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>differentiate between primary data and secondary data.(9.4.12.IML.3) (NJSLSA.R7)</i></li> <li>• <i>conduct marketing research.(9.4.12.IML.3) (NJSLSA.R7)</i></li> <li>• <i>develop consumer profiles.(9.4.12.IML.3) (NJSLSA.R7)</i></li> </ul>
<b>Stage Two - Assessment</b>	
<b>Stage Three - Instruction</b>	

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}**

- Teacher lecture using Google Slide or Powerpoint Presentation for topic introduction. (A) (EU1, EU2)
- Practice vocabulary through creating flash cards using online resources. (A) (EU1, EU2)
- Watch and discuss relevant video clips. (A) (EU1, EU2)
- Summative Assessment: End of unit assessment (A) (EU1, EU2)
- Check for understanding using critical thinking questions. (A, M, EU1, EU2)
- Student carousel on the functions of marketing using cooperative learning. (A, EU1)
- Using metacognition, question students about a potential fifth P. (M) (EU1)
- Create mnemonic or video for the functions of marketing and/or the marketing mix. (M, EU1)
- Create a written analysis of a specific business' excellent customer service. (M, EU2)
- Create a graphic organizer that represents the Marketing Mix. (M, EU1)
- Create a functions of marketing graphic organizer wheel. (M, EU1)
- Gallery walk to review student's designs and ideas of the marketing mix graphic organizer. (M, EU1)
- We All Scream for Ice Cream research. (M, EU1)
- Categorize needs vs. wants. (M, EU2)
- Benchmark testing and pre-assess student understanding of a target market. (M, EU2)
- Functions of Marketing summarizer using critical thinking exercise. (T, EU1)
- Students create a new product and identify the marketing mix. (T, EU1)
- Create your own Marketing Mix for a project addressing the four P's. (T, EU1)
- Activate your schema on what is a "need or a want" using a picture-example formative assessment. (T, EU2)
- Conduct market research. (T, EU2)
- Knowledge Matters - Virtual Business Retailing. (T, EU1, EU2)
- Stukent - Mimic Digital. (T, EU1, EU2)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Marketing Basics	40 days
2	Product	30 days
3	Promotion	55 days
4	Price	25 days
5	Place	15 days
6	Careers	15 days

### **Instructional Materials**

*Marketing Dynamics, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.*

*Marketing Dynamics Student Workbook, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.*

[Stukent - Mimic Social: High School.](#)

[Knowledge Matters - Virtual Business Retailing.](#)

## **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.