

Course: *Sales and Marketing*
Unit #: 3 - Promotion

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.CI.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*
- 9.4.12.CT.4: *Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.*
- 9.4.12.DC.7: *Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
- 9.4.12.DC.4: *Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).*
- 9.4.12.IML.8: *Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).*
- 9.4.12.IML.9: *Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).*

- **21st Century Life & Career Standards**

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- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **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.
 - 1.2.12prof.Pr4a: Integrate various arts, media arts forms and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- **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 *analyze buying decisions*.

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

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

Enduring Understandings

Students will understand that. . .

EU 1

Promotion is marketing communication.

EU 2

Personal selling can increase sales by persuading customers to make a decision about how to meet a want or need.

EU 3

Visual merchandising attracts customers to examine merchandise more closely.

EU 4

Essential Questions

EU 1

- *How is marketing communication?*
- *What types of promotion are the most effective?*
- *In scrolling through your phone, how many different ways are you advertised to?*

EU 2

- How has a sales person influenced your buying decisions in the past?
- If you had a sales position, what steps would you take to get a consumer to buy your product?
- How can a company provide good customer service?

EU 3

- How can brick-and-mortar stores increase the number of consumer impulse buys?
- What makes a display visually appealing?

EU 4

<p>Integrated Marketing Campaigns combine all forms of marketing communication in a coordinated way.</p>	<ul style="list-style-type: none"> • What marketing campaigns have been successful for different companies?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • promotion strategies involve including the best promotional mix for the budget. • the four elements of the promotional mix include advertising, sales promotion, public relations, and personal selling. (9.4.12.IML.9) • electronic promotion is any promotion that uses the internet or technology like smartphones. (9.4.12.DC.7) (9.4.12.DC.4) (NJLSA.R7) <p>EU 2</p> <ul style="list-style-type: none"> • personal selling applies the marketing concept of customer satisfaction. (6.1.2.EconET.1) • there are six steps in the sales process. (6.1.2.EconET.1) • good customer service should be provided by all employees in the sales process. (6.1.2.EconET.1) <p>EU 3</p> <ul style="list-style-type: none"> • to accomplish the goal of visual merchandising, store exterior, store layout, store interior, and displays should all be considered. (1.2.12prof.Pr4a) • the principles of design are guidelines that can help you to use the elements of design more effectively. (1.2.12prof.Pr4a) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • explain the importance of promotional strategies. • identify and discuss examples of the four elements of the promotional mix. (9.4.12.IML.9) • describe electronic promotions and how marketers use different types for different reasons.(9.4.12.DC.7) (9.4.12.DC.4) (NJLSA.R7) <p>EU 2</p> <ul style="list-style-type: none"> • explain the value of personal selling.(6.1.2.EconET.1) • list the steps in the sales process. (6.1.2.EconET.1) • explain the importance of customer service to the success of a business.(6.1.2.EconET.1) <p>EU 3</p> <ul style="list-style-type: none"> • describe visual merchandising. (1.2.12prof.Pr4a) • identify the four elements of visual merchandising. (1.2.12prof.Pr4a) • list the elements of design. (1.2.12prof.Pr4a) • explain how to develop a display. (1.2.12prof.Pr4a)

EU 4

- there are steps that need to be followed in order to create a successful integrated marketing plan. (9.4.12.CI.1) (NJSLSA.R7)

EU 4

- explain the steps for developing a successful Integrated Marketing Campaign. (9.4.12.CI.1) (NJSLSA.R7)

Stage Two - Assessment

Stage Three - Instruction

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, EU3, EU4)
- Practice vocabulary through creating flash cards using online resources. (A, EU1, EU2, EU3, EU4)
- Watch and discuss relevant video clips. (A, EU1, EU2, EU3, EU4)
- Summative Assessment: End of unit assessment (A, EU1, EU2, EU3, EU4)
- Check for understanding using critical thinking questions. (A, M, EU1, EU2, EU3, EU4)
- Identify elements of the promotional mix. (A, EU1)
- Graphic organizer representing the promotional mix. (M, EU1)
- Influence of selling on purchasing behaviors. (M, EU2)
- Personal selling - Observing Potential Customers. (M, EU2)
- Show Joy movie for personal selling and complete worksheet. (M, E2)
- Influence of visual merchandising on purchasing behaviors. (M, EU3)
- Importance of an integrated marketing campaign. (M, EU4)
- Create an effective advertisement including the essential elements. (T, EU1)
- Write a press release and create a poster advertising the LRHSD Job Fair. (T, EU1, EU4)
- Develop a sales presentation and role play. (T, EU2)
- Visual merchandising/store design project. (T, EU3)
- Create an integrated marketing campaign. (T, EU4)
- Stukent Digital Marketing simulation. (T, EU4)
- Analyze the effectiveness of integrated marketing campaign. (T, EU4)

- Field trips - Flower Show, Trade Show - scavenger hunt. (T, EU4)
- Knowledge Matters - Virtual Business Retailing. (T, EU1, EU2, EU3, EU4)
- Stukent - Mimic Digital. (T, EU1, EU2)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
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.

