

BUSINESS EDUCATION
INTRODUCTION TO MARKETING
2010

Strand/Goal: Students will build a foundation demonstrating a basic understanding of the marketing concepts.

References to Standards

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
SS4		Students will explain the marketing process.	Students will work in groups providing examples to explain how they are part of the marketing process.	Students will explain how they are part of the marketing process. TQ/T	
SS4		Students will explain the four basic foundations of marketing. Students will understand the relationship of the seven functions of marketing.	Students will explain the four basic foundations of marketing and the relationship of the seven functions of marketing by drawing the marketing wheel.	Students will work in teams to explain the four basic foundations of marketing and the relationship of the seven functions of marketing by creating a new fruit juice for teens. P/TE	
SS4 CA1 CA6		Students will describe the five economic utilities.	Students will be divided into groups. Each group will be given lemons. Groups will describe how they created the form utility for the lemons. Once the lemons have “form,” the teams will describe the marketing utilities (place, time, possession, and information) for the lemon product.	Students will work in groups and create a new fruit juice appealing to teens. Students will describe their new fruit juice using the five economic utilities. P/TE/TQ/T	

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SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
1.2 1.4 1.8 2.1 4.1 CA1 CA		Students will describe the marketing concept.	Students will describe how the marketing concept satisfies customers' needs and wants, which creates profitable businesses.	Students will name their favorite brand of athletic shoes and describe how this brand satisfies their wants and needs. TQ/T	
SS6 1.2 2.1		<p>Students will analyze customers through market segmentation.</p> <p>Students will develop the four P's (product, place, price and promotion) of the marketing mix.</p> <p>Students will analyze current demographic, psychographic and geographic trends.</p>	<p>Students will analyze the characteristics marketers use to create a target market (demographics, psychographics, and geographics).</p> <p>Students will study the development of the four P's of the marketing mix for Polaroids I-Zone camera.</p> <p>Students will analyze current trends, which marketers have identified to reach consumers.</p>	<p>Students will create individual customer profiles and present their profile to class. The class will analyze their similarities and differences from the teen target market segment. TQ/T,P/TE</p> <p>Students will develop a new Gatorade product to appeal to "TWEENS." Students will research and analyze the "TWEEN" generation, ages 9-14, through articles and websites. Students will develop the 4 P's of a new Gatorade product and create a PowerPoint presentation. P/TE/TQ/t</p>	

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Strand/Goal: Students will interpret basic principles of economic and political systems.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
SS4 1.4		Students will interpret the basic principles of a free enterprise system.	Students will interpret the theories of a free enterprise system. Students will discuss freedom of ownership, competition, profit and risk.	Students will interpret the principles of a free enterprise system (ownership, competition, profit, and risk) as it relates to them in our economic system. TQ/T	
SS4 1.4		Students will explain the role of the government in our economy	Students will explain the role the government plays in our economy as a provider of service, supporter of business, regulator and competitor.	Students will explain the various roles our government plays in the economy. TQ/T	
SS4 1.4 3.8		Students will interpret the economic theory of supply and demand.	Students will work in teams at the Federal Reserve Bank of Boston's website "Peanuts and Crackerjacks" http://www.bos.frb.org/peanuts/leadpgs/intro.htm . Teams will go to INNING 5 "What affects the cost of going to a game?" Read then interpret the information as they play the baseball game.	Students will interpret the theory of supply and demand as the read different case study situations. TQ/T	

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SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
SS4 3.6		Students will explain the factors that make up an economy.	Students will explain how a 3 rd world country uses its resources to produce and distribute goods and services to create an economy. Students will answer the three basic economic questions as they explain the workings of an economy.	Students will explain the factors that make up an economy by answering the three basic economic questions. TQ/T	
CA6 SS4 SS5 SS6 1.2 1.4		Students will distinguish between a market economy, command economy and mixed economy. Students will differentiate between the three political philosophies (capitalism, socialism, and communism).	Students will distinguish between a market, command, and mixed economies by comparing our economy to other countries. Students will discuss the three political philosophies (capitalism, socialist, and communist). The class will differentiate between each philosophy by drawing a graph, which will show the difference between the three philosophies.	Students will distinguish between a market, command, and mixed economies by providing examples of countries within each economy. TQ/T Students will be assigned one of the three political philosophies to defend. In order to defend their philosophy, students will need to differentiate between the three political philosophies. TQ/T	
CA3 MA3 SS4 SS5 SS6 1.2 1.4		Students will interpret the economic measurements used to analyze an economy.	Students will discuss the various economic measurements used to determine the state of an economy. Students will interpret and analyze graphs, newspaper and magazine articles, and the stock market. Students will view	Students will read and interpret current articles analyzing the economy. Students will determine what state our economy is currently in by interpreting various economic measurements used to analyze our	

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SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
			a video from the Federal Reserve Bank and explain the various economic measurements.	economy. TQ/T/P/TE	
CA3 MA3 SS4 SS5 SS7 1.2 1.4 4.1		Students will determine the four phases of the business cycle.	As a class, a graph will be drawn on the board to compare the four phases of the business cycle. In groups, students will select and track a stock for 2 weeks. Students will interpret and analyze the state of our economy over a 2-week period, relating the performance of their stock to the performance of the stock market and the economy. Students will compare the four phases of the business cycle by studying different time periods in our economy and watch the video "The Great Depression."	In groups, students will prepare a report explaining the state of our economy. Economic measurements will be interpreted to analyze the economy. Students will determine which phase of the business cycle our economy is currently in. TQ/T/P/TE	

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Strand/Goal: Students will gain a basic understanding how a business works.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA6 MA3 SS6		<p>Students will explain the basic functions of a business.</p> <p>Students will compare and contrast the different classifications of businesses.</p>	<p>Students will explain the basic functions of a business (productions, marketing, and management).</p> <p>Students will as a class, draw a Venn diagram on the board to compare and contrast two types of businesses (Microsoft and the Red Cross). As the class discusses the different classifications of businesses, the students will be able to distinguish these differences through the illustration.</p>	<p>Students will explain the functions of a business by identifying functions through case studies. TQ/T</p> <p>Students will compare and contrast the different classifications of businesses through case studies. TQ/T</p>	
CA6 MA3 SS6 1.2 1.4 2.1		<p>Students will discuss workplace trends.</p> <p>Students will evaluate issues of ethics and social responsibility that businesses face in marketing their goods and services.</p>	<p>Students will discuss workplace trends (flextime, telecommuting, family leave, health care reform, on-site child care, and the physically challenged).</p> <p>Students will work in groups, select a company, conduct research to identify and evaluate a social responsibility issue, which the company addresses. Students will further evaluate the ethics of</p>	<p>Students will discuss the importance of workplace trends, as it relates to the student's future career and employer they will pursue. TQ/T</p> <p>Students will create a PowerPoint presentation evaluating the social responsibility issue researched and the ethics of the company, which they will present to the class. TQ/T/TE</p>	

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SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
			the company.		

Strands/Goals: Students will gain an understanding if international trade.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA6 SS5 SS6 4 1		Students will examine the benefits of international trade. Students will analyze how governments control and monitor international trade.	Students will create a list of products they are able to enjoy because our country allows international trade. Students will examine how all countries benefit from international trade. Students will discuss the balance of trade, trade barriers, trade agreements and alliances. Students will analyze the need for governments to monitor international trade. Students will view the “Honda International Trade” video.	Students will examine how individuals and countries benefit from international trade. TQ/T Students will be given a case study and will analyze how the government can control and monitor international trade with other countries. TQ/T	

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Strands/Goals: Students will gain an understanding of the sales process.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 1.2 1.4 3.6 2.1 4.1		<p>Students will explain how a salesperson prepares for a sale.</p> <p>Students will identify features and benefits of a product.</p> <p>Students will determine how customers make decisions.</p> <p>Students will examine how salespersons find information about a product and industry.</p>	<p>Students will examine the various sales situations common in the business world.</p> <p>Students will identify the features and benefits of an apple.</p> <p>Students will determine the level of decision-making they used on their last purchases.</p> <p>Students will examine how a salesperson would find information about their company, competitors, current customers, potential customers, and the industry.</p>	<p>Students will be given a product to sell and will explain how they would prepare for the sale. Students will identify the features and benefits of the product, determine the level of decision making the customer will need to purchase the product, and list the resources they would use to examine the product and the industry. TQ/T/PT</p>	
CA1 CA6 3.6 4.1		<p>Students will understand the importance of the approach in the sales process.</p>	<p>Students will discuss how they are approached by a retail salesperson. Students will discuss the importance of using the correct approach method (service, greeting, and merchandise).</p>	<p>Students will demonstrate their understanding of the approach methods as they write the narrative for a salesperson with a customer using the 3 retail approach methods. TQ/T/PT</p>	
CA1 CA6 3.6 4.1		<p>Students will determine customer needs in the sales process.</p>	<p>Students will discuss the importance in determining customer needs. Students will analyze their needs and wants for a variety of products by constructing a needs and wants analysis sheet.</p>	<p>Students will determine the needs and wants of potential customers for a new product on the market. TQ/T/PT</p>	

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CA1 CA6 1.1 1.8 2.1 3.6 4.1		Students will understand the product presentation step of the sale.	Students will gain an understanding of how products are selected to present and what to say during the product presentation. Students will be presented with a variety of products. Students will demonstrate their understanding of the product presentation steps by identifying what products to show.	Students will be given a case study and will demonstrate their understanding of the product presentation sep of the sale. TQ/T	
		Students will understand customer objections.	Students will determine the difference between an objection and an excuse. Students will discuss common objections and ways for a salesperson to handle objections. Students will gain an understanding of customer objections and methods to overcome objections to make the sale.	Students will demonstrate their understanding of customer objections by identifying and explaining the best method to overcome the objections. PT	
		Students will identify the buying signals customers send.	Students will be asked to identify their common buying signals when they are ready to purchase a product.	Students will be given a product and will identify the buying signals a customer may send the salesperson. TQ/T	
		Students will demonstrate how to close the sale.	Students will demonstrate the techniques a salesperson may use to close the sale.	Students will be given a product and will demonstrate how they would close the sale. TQ/T	
		Students will demonstrate how to suggestive sell.	Students will be asked to identify the items found at the checkout lanes in a shoe store. Students will demonstrate the salesperson's pitch to suggestive sell the shoe items at the checkout lane.	Students will be given several products and will demonstrate their suggestive selling techniques. TQ/T	

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CA1 CA3 CA4 CA6 MA3 SS5 SS6 1.2 1.4 1.8 4.1		Students will justify the importance of relationship marketing for businesses.	Students will work in groups examining a variety of relationship marketing strategies businesses use. Students will justify the importance of the relationship marketing strategy each business uses.	Students will be given a company teens frequent and will develop a relationship-marketing program. Students will justify the program they create and relate how the business will benefit. P/TE	
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Strands/Goals: Students will apply the concept of promotional mix.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 CA3 CA4 CA6 MA3 2.1 4.1		Students will apply the concept of the promotional mix. Students will examine the types of promotion.	Students will examine a variety of current promotions used by businesses. Students will understand why companies use different promotional types to reach their target audience and apply these concepts. Students will examine the different types of promotions (sales promotion, advertising, public relationship, and selling) used in the “Share the Smiles” promotion by Kraft Foods.	Students will apply the concept of the promotional mix for a new product. All components of the promotional mix will be developed. PT	
CA1 CA6 3.6 4.1		Students will explain the concept of a trade promotion.	Students will examine the trade promotions for a new product. Students will explain why manufacturers offer trade promotions.	Students will explain how manufacturers benefit by offering trade promotions. TQ/T	

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CA1 CA3 CA6 MA3 1.1 3.8 4.1		Students will analyze consumer sales promotions.	Students will analyze a familiar product, which is currently being promoted. Students will analyze how each promotion contributes to the sale of the product.	Students will work in groups to create a variety of consumer sales promotions to encourage the customer to purchase their product. Students will analyze each promotion and justify how the consumer will benefit. PT	
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Strand/Goal: Students will understand the nature and scope of public relations.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA6 SS6 1.1 3.8		Students will examine the nature and scope of public relations.	Students will examine the public relations efforts of the Kirkwood School District. Students will examine a variety of public relations materials from the district office.	Students will examine the current public relations efforts of the DECA Chapter and determine new avenues the chapter needs to address and will implement. NoG	
CA1 CA3 CA4 CA6 1.4 1.8 2.1 3.6 4.1		Students will determine the different audiences for public relations.	Students will determine the different audiences (consumer and employee, and community) public relations addresses. Students will examine how the St. Louis Bread Company addresses each audience and determine its effectiveness. Students will view a video on Public Relations.	Students will create public relationship examples for customer relations, employee relations, and community relations. Students will determine how each example will enhance the company's image. TQ/TP/P/TE	
		Students will produce a news release.	Students will examine the parts of a news release. Students will study news releases from the newspaper and TV clips. Students will work in groups to produce a new release, which states the KHS Turkey Day football game has been canceled.	Students will produce a new release for the Nokia cell phone recall. TQ/T/P/TE	

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Strand/Goal: Students will understand the basic principles of advertising and its purposes.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 3.6 4.1		Students will understand the concept and purpose of advertising.	Students will watch a video on the history of advertising. Students will show their understanding of advertising by providing examples of advertising from magazines and newspapers.	Students will show their understanding of the advertising and its purposes and drawbacks. Students show their understanding of advertisements by explaining its purpose. TQ/T	
CA1 CA3 CA4 CA6 MA3 SS6 SS7 1.1 1.4 1.8 2.1 3.6 3.8 4.1		Students will develop different types of advertising media.	Students will find examples of each type of media, explaining the advantages and disadvantages of each. Students will develop different types of advertising media (print, broadcast, online, and specialty).	Students will work in groups developing an advertising campaign. Students will create print, broadcast, online and specialty advertising. PT	
		Students will understand how media sets rates.	Students will view a variety of media rate sheets (Sports Illustrated, Seventeen, Cosmo, etc.) Students will gain an understanding of how companies set media rates.	Students will work in groups on their advertising campaign to develop a media budget, demonstrating their understanding of media rates. PT	

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Strand/Goal: Students will understand the concept of an advertising campaign.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA3 CA6 SS6 1.1 3.8 4.1		Students will explain how advertising agencies develop advertisements.	Students will listen to a guest speaker from an advertising agency, explaining how the agency is organized (client service, creative service, research service and media service) and how it works. Students will watch the video “New Suits: Profile of an Ad Campaign.”	Students will explain how they would sell their ad agencies services to a new client. P/TE	

Strand/Goal: Students will gain knowledge of the channels of distribution.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 CA3 CA6 MA3 SS6 3.6 3.8 4.1		Students will define the channel members.	Students will chart on the board the different channel members. Students will define the variety of channel members and explain how the different channels of distribution work (consumer and business-to-business channels). A guest speaker will explain to the class how the channel of distribution works for their business and define their channel members.	Students will define the channel members in a case study. Students will explain how the channel of distribution works, given in the case study, for consumers and business-to-business channels. TQ/T	

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Strand/Goal: Students will understand the nature and scope of physical distribution.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA3 CA6 3.6 3.8 4.1		Students will explain the nature and scope of physical distribution.	Students will explain the various activities involved in physical distribution (order processing, transporting, storing, stock handling, and inventory control). Students will draw the chain of the physical distribution for a product.	Student will explain which method of transportation they would use to transport a list of products from the manufacturer to the consumer. Students will explain the factors, which influenced their decisions. TQ/T	

Stand/Goal: Students will examine pricing principles and practices.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 CA6 SS4 3.1		Students will explain the goals of pricing.	Students will explain the goals of pricing. Students will explain the value they would place on an item and why.	Students will explain their pricing goals for a business they would open. NoG	
CA1 CA3 CA4 CA6 MA3 1.1 1.4 1.8		Students will distinguish between the market share and market position.	Students will study the market share and market position of the sports drink category and the top 2 competitors (Gatorade and PowerAde). Students will be able to distinguish between market share and market position.	Students will select a product and research its market share and position. Students will explain the distinction between the market share and position. PT	
CA1 CA6 SS4 3.1		Students will explain the four factors which affect price planning.	Students will explain the four market factors (costs and expenses, supply and demand, consumer perceptions, and competition) in relations to a list of products.	Students will read a case study and explain the impact the four market factors have on price planning for the product in the case study. TQ/T	

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CA1 CA6 SS4 3.1		Students will apply the theory of demand elasticity.	Students will work in groups with a list of products and apply the theory of demand elasticity (brand loyalty, substitutes, luxury vs. necessity, price relative to income, and urgency of purchase). Students will determine if the product has elastic or inelastic demand.	Students will apply the theory of demand elasticity and explain how it alters the theories of supply and demand. TQ/T	
CA1 CA3 CA6 1.1 104 4.1		Students will understand the government regulations that affect price planning.	Students will understand that marketers must be aware of their rights and responsibilities regarding price fixing, price discrimination, resale price maintenance, minimum pricing, unit pricing, and the price of advertising. Students will identify pricing violations through their understanding of the regulations, which apply to price planning.	Students will research on the Internet a current pricing violation of a government regulation regarding price planning. PT	

Stand/Goal: Students will gain an understanding of a variety of pricing strategies.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 CA3 CA6 SS4 1.2 1.8 3.6 3.8		Students will understand the basic pricing strategies.	Students will understand that marketers must establish pricing strategies compatible with the marketing mix. DECA will sell t-shirts and the students must decide all the factors to consider arriving at the price to sell the t-shirts.	Students will determine the membership price for a KHS Kids Club. Students will use their understanding of pricing strategies to justify their pricing. PT	

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CA1 CA6 SS4 3.6 3.8		Students will explain the product life cycle, which products move through.	Students will work in groups with a list of products to determine which phase of the product life cycle the products are currently in. Students will explain the stage of the product life cycle the products are in.	Students will explain how the product's life cycle affects the amount of advertising dollars spent by marketers. TQ/T	
CA1 CA6 SS4 3.6 3.8		Students will examine the various pricing techniques.	Students will examine various pricing techniques (psychological and discount) used by retailers. Students will discuss how each pricing technique would affect the price of the DECA t-shirt.	Students will examine the pricing techniques used in a case study. Students will support their position with their knowledge of pricing techniques and strategies. TQ/T	

Strand/Goal: Students will gain knowledge in conducting marketing research.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 CA3 CA4 CA6 SS7 MA3 1.1 1.4 1.8 2.1 3.6 4.1		Students will construct a consumer survey.	Students will discuss the four areas of marketing research (attitude, market, media, and product). Students will discuss the steps in conducting a survey (define the problem, obtaining data, analyzing the data, recommending solutions, and applying the results). As a class, students will construct a consumer survey, take the survey, and compile the results.	Students will work in groups to construct a consumer survey for their advertising campaign. P/TE	

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Strand/Goal: Students will understand the decisions a business makes in the productions and sale of its products.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 CA3 CA4 CA6 MA3 SS6 SS7 1.1 1.4 1.8 2.1 3.6 3.8 4.1		Students will determine the product mix of a business. Students will explain the different product mix strategies.	Students will determine the product mix of Coke and Target, Inc. Students will explain how a business determines which products it will make or stock (developing new products, developing existing products, and deleting a product or product line). Students will provide examples to show their understanding of the product mix strategies.	Students will research the product mix of Proctor and Gamble. Students will determine the number of products and categories of the P&G company. PT Students will research companies to find examples of new products, redeveloped existing products and deletions of a product or product line. Students will explain why companies use different product mix strategies. PT	
		Students will identify the various branding elements.	Students will identify the various branding elements (brand name, brand mark, trade name, trade character, and trademark). Examples of each branding element will be shown and students will identify each. Students will watch the video "Branding the X Factor."	Students will create a new light bulb and identify the various branding elements they create. P/TE	

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<p>CA1 CA3 CA6 1.2 1.8 2.1 3.6 3.8 4.1</p>		<p>Students will analyze the different types of brands.</p>	<p>Students will analyze the different types of brands (manufactured, private distributor, and generic) by conducting a taste test to identify these different brands.</p>	<p>Students will analyze the different types of brands Schnucks carries within a specific category. PT</p>	
<p>CA1 CA4 CA6 MA3 1.2 1.8 2.1 3.6 3.8 4.1</p>		<p>Students will understand the principle functions of product packaging.</p> <p>Students will examine the main functions of labeling.</p>	<p>Students will bring in products to gain an understanding of the functions of product packaging (promoting and selling the product, defining product identity, providing information, meeting customer needs, ensuring safe use, and protecting the product).</p> <p>Students will examine a variety of packages and their labels. Students will examine the labeling laws and reasons for federal labeling laws.</p>	<p>Students will demonstrate their understanding of packaging by constructing a package for a new light bulb. Students will examine the reasons for the package design and information labeled on the package for the consumer. P/TE</p>	

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Strand/Goal: Students will explore a variety of careers within the field of marketing.

SMS	GLE	OBJECTIVE	INSTRUCTIONAL ACTIVITY	ASSESSMENT	RESOURCES
CA1 CA3 CA4 CA6 MA3 SS6 1.1 1.4 1.8 2.1 3.8 4.1		Students will explore the various careers within the field of marketing.	Students will explore marketing careers by reading and discussing the Careers in Marketing section at the end of each chapter, watching videos showing a variety of careers, and by watching the Career Lane Network CD-ROMs to listen to professionals discuss their marketing careers.	Students will select 2 marketing careers they are interested in and research the education/degree required, job description, and entry level pay. PT	