



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Business COURSE: Marketing

Curriculum Development Timeline

School: Ocean Township High School

Course: Marketing

Department: Business Education

Board Approval	Supervisor	Notes
August 2007	Janet Bluefield	Born Date
September 2012	Janet Bluefield	Revisions
August 2017	Nichole Kerney	Revisions
August 2019	Nichole Kerney	Review
August 2022	Gerard Marrone	Alignment to Standards

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DEPARTMENT: Business COURSE: Marketing

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Marketing is All Around Us	11	Distribution
2	Marketing is All Around Us	12	Distribution
3	The Marketing Plan	13	Pricing
4	The Marketing Plan	14	Pricing
5	Selling	15	Pricing
Week	Marking Period 2	Week	Marking Period 4
6	Selling	16	Product and Service Management
7	Promotion Concepts and Strategies	17	Product and Service Management
8	Promotion Concepts and Strategies	18	Product and Service Management
9	Promotion Concepts and Strategies	19	Product and Service Management
10	Distribution	20	Product and Service Management

Core Instructional & Supplemental Materials including various levels of Texts

Core Instruction: Online Software Suite, MindTap K-12 for Burrow/Fowler's Marketing, 4th Edition (Cengage Learning)
Supplemental: Virtual Business
Special Education Supplemental: Mindtap Animated Activities

Time Frame	2 Weeks (10 blocks)
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DEPARTMENT: Business COURSE: Marketing

Topic
Marketing is All Around Us
Alignment to Standards
9.3.MK.1: Describe the impact of economics, economics systems and entrepreneurship on marketing. 9.3.MK.5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. 9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.
Learning Objectives and Activities
SWBAT answer the following questions: • What is marketing? • How is the marketing concept related to the importance of marketing? • Why do the functions and foundations of marketing involve multiple business topics and concepts? • Why is market segmentation an essential element of marketing? SWBAT demonstrate understanding of the following: • Define marketing. • Identify the seven functions of marketing. • Define economic utility. • Name the five economic utilities and distinguish those related to marketing. • List the benefits of marketing. • Discuss the reasons for studying marketing. • Describe the trend in future employment opportunities for those trained in marketing. • State the marketing concept. • Distinguish customers from consumers and explain why the difference is important. • Describe what constitutes value for customers and consumers alike. • Define what constitutes a market. • Suggest two basic ways to identify a business's potential customers and market products to them. • Describe some of the ways a market can be segmented. • Explain how to construct a customer profile. • Identify the four P's of the marketing mix and explain how they are used to reach a business's customers. • Define positioning and illustrate its use Learning Activities:

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DEPARTMENT: Business COURSE: Marketing

- Virtual Business® Retailing Modules
 - Risks and Surprises
 - Targeted Marketing
 - Supply and Demand Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Glencoe Virtual Field Trip Business Videos
- DECA Connection Role Play Activity
- Chapter 1 of Glencoe Marketing Essentials ©2006

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Practical Demonstration

Summative:

- Key Term Quiz
- Unit Comprehensive Online Assessment

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

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DEPARTMENT: Business COURSE: Marketing

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Cengage Mindtap, Google Slides and Docs in order to present new ideas and reflect on learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP4: Communicate clearly and effectively with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.





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DEPARTMENT: Business COURSE: Marketing

Time Frame	2 Weeks (10 blocks)
Topic	
The Marketing Plan	
Alignment to Standards	
9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan. 9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations. 9.3.MK.9: Communicate information about products, services, images and/or ideas to achieve a desired outcome. 9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants. 9.3.MK-COM.1: Apply techniques and strategies to convey ideas and information through Marketing communications. 9.3.MK-COM.2: Plan, manage and monitor day-to-day activities of marketing communications operations. 9.3.MK-COM.3: Access, evaluate and disseminate information to enhance marketing Decision-making processes. 9.3.MK-COM.4: Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities. 9.3.MK-COM.5: Communicate information about products, services, images and/or ideas to achieve a desired outcome.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How do I develop and effective marketing plan for my product or service? • Why is a marketing plan is an essential element of marketing goods and services? SWBAT demonstrate understanding of the following: • Explain the communication process used in promotion. • Write promotional messages that appeal to target markets. • Utilize publicity. • Develop a promotional plan. • Explain the relationship between customer service and distribution. • Select distribution channels and channel members. • Determine the need for marketing information. • Analyze the environments in which businesses operate.	

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- Demonstrate procedures for gathering marketing information technology.
- Determine pricing objectives, policies, and strategies.
- Use technology to assist in setting prices.
- Plan a product/service mix.
- Analyze product-liability risks.
- Select materials/products/services to purchase.
- Describe factors used by marketers to position products/businesses

Learning Activities:

- Virtual Business® Retailing Modules
 - Market Research
 - Analyzing the Competition
 - Business Plan Analysis
- Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Glencoe Virtual Field Trip Business Videos
- DECA Connection Role Play Activity

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Entrance/Exit Cards

Summative:

- Key Term Quiz
- Unit Comprehensive Online Assessment

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out

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DEPARTMENT: Business COURSE: Marketing

experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Cengage Mindtap, Google Slides and Docs in order to present new ideas and reflect on learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

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- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP4: Communicate clearly and effectively with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

Time Frame	2 Weeks (10 blocks)
Topic	
Selling	
Alignment to Standards	
9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan. 9.3.MK.6: Select, monitor and manage sales and distribution channels. 9.3.MK.9: Communicate information about products, services, images and/or ideas to achieve a desired outcome. 9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and Wants. 9.3.MK-SAL.1: Access, evaluate and disseminate sales information. 9.3.MK-SAL.2: Apply sales techniques to meet client needs and wants. 9.3.MK-SAL.3: Plan, organize and lead sales staff to enhance sales goals.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What would I need to do to prepare for a sale? • How do I initiate the sale? • What are the best methods for presenting the product?	

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- When is the proper time to close the sale?
- Why is it important to ensure customer satisfaction and retention?

SWBAT demonstrate understanding of the following:

- Define selling and state its goals.
- Explain feature-benefit selling.
- Identify sources of product information.
- Discuss how customers make buying decisions.
- Explain how selling skills can be helpful in careers other than sales.
- Distinguish different types of sales positions.
- Identify the characteristics of effective salespeople.
- List the eight steps of a sale.
- Explain how salespeople find customers.
- Describe how the pre-approach is used in industrial and retail sales.
- Explain the importance and purposes of the approach in the sales process.
- Describe how industrial sales representatives conduct the initial approach.
- List the three approach methods retail salespeople use and state when it is appropriate to use each.
- Explain why determining needs is an essential step in the sales process.
- Describe three methods used for determining needs.
- State the goal of the product presentation.
- Explain how products are selected for the presentation.
- Describe what to say during the product presentation.
- Identify four techniques that will make for a lively and effective product presentation.
- Distinguish between objections and excuses.
- Explain why objections should be welcomed in the sales process.
- Identify the five buying decisions upon which common objections are based.
- List the four steps involved in handling customer objections.
- Identify six specific methods of handling objections.
- Demonstrate the use of those methods in a variety of selling situations.
- Recognize customer buying signals.
- List the rules for closing a sale.
- Demonstrate specialized methods of closing a sale.
- Explain why suggestion selling is important.
- List the rules for effective suggestion selling.
- Demonstrate specialized suggestion selling methods.
- Discuss the concept of relationship marketing and how it is related to the sales process

Learning Activities:

- Virtual Business® Retailing Modules
 - Staffing
 - Turnaround

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- Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Glencoe Virtual Field Trip Business Videos DECA Connection Role Play Activity
- Chapters 12, 13, 14 & 15 of Glencoe Marketing Essentials ©2006
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Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Practical Demonstration

Summative:

- Key Term Quiz
- Unit Comprehensive Online Assessment

Alternative:

- Observation Assessment
- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.9-10.1: When students are justifying their reasoning on short answer and extended

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constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CS&DT:

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

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Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

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Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or





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virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1: Act as a responsible and contributing citizen and employee.
CRP4: Communicate clearly and effectively with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11: Use technology to enhance productivity.

Time Frame	3 Weeks (15 blocks)
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Topic

Promotional Concepts and Strategies

Alignment to Standards

9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
9.3.MK.5: Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants

Learning Objectives and Activities

SWBAT answer the following questions:

- How do promotion and the promotional mix help firms to sell products and services?
- What are the types of promotion and how are they utilized in marketing?
- How do I utilize design features in visual merchandising?
- Is artistic design helpful in reaching my target market?
- When I utilize advertising media how I measure my media usage and calculate media rates? What are the essential elements of advertising?
- What is the most effective advertising layout?

SWBAT demonstrate understanding of the following:

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- Explain the promotional mix concept and its role in marketing.
- Explain the role of promotion as a marketing function.
- Identify the elements of the promotional mix.
- Discuss trade and consumer sales promotions.
- Develop sales promotion plans.
- Analyze the use of specialty promotion.
- Explain the nature and scope of public relations.
- Write a news release.
- Develop public relations plan.
- Analyze costs/benefits of company participation in community activities.
- Obtain publicity.
- Discuss the elements of visual merchandising and the artistic aspects of creating a display.
- Explain the use of visual merchandising.
- Explain the use of visual merchandising to create an image.
- Explain the types of display arrangements.
- Explain the relationship of merchandising and visual merchandising (display).
- Prepare merchandise for display.
- Maintain displays.
- Explain the purpose and importance of advertising.
- Identify the different types of advertising media.
- Explain the types of advertising media.
- Evaluate the effectiveness of advertising.
- Calculate media costs.
- Select advertising media.
- Prepare print advertising.
- Explain the use of advertising agencies.
- Explain the components of advertisements.
- Describe the use of technology in the promotion function.
- Demonstrate appropriate creativity.

Learning Activities:

- Virtual Business® Retailing Modules
 - Promotion
 - Advanced Promotion
 - Analyzing the Competition
- Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation

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DEPARTMENT: Business COURSE: Marketing

- Cooperative Learning Exercise
- Glencoe Virtual Field Trip Business Videos DECA Connection Role Play Activity
- Chapters 17, 18, 19 & 20 of Glencoe Marketing Essentials ©2006
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Assessments

Formative:

- Teacher Observation
- Class Debate of how concepts impact individual/society
- Practical Demonstration

Summative:

- Key Term Quiz
- Unit Comprehensive Online Assessment

Alternative:

- Observation Assessment
- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

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RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

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- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

Time Frame

3 Weeks (15 blocks)

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Topic
Distribution
Alignment to Standards
9.3.MK.6: Select, monitor and manage sales and distribution channels. 9.3.MK.9: Communicate information about products, services, images and/or ideas to achieve a desired outcome. 9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants. 9.3.MK-MER.1: Plan, organize and lead merchandising staff to enhance selling and merchandising skills. 9.3.MK-MER.2: Plan, manage and monitor day-to-day merchandising activities. 9.3.MK-MER.3: Move, store, locate and/or transfer ownership of retail goods and services. 9.3.MK-MER.4: Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities. 9.3.MK-MER.5: Determine and adjust prices to maximize return and meet customers' perceptions of value. 9.3.MK-MER.6: Obtain, develop, maintain and improve a product or service mix to respond to market opportunities. 9.3.MK-MER.7: Communicate information about retail products, services, images and/or ideas. 9.3.MK-MER.8: Create and manage merchandising activities that provide for client needs and wants.
Learning Objectives and Activities
SWBAT answer the following questions: • Why is distribution and distribution planning an essential element of marketing? What are the best methods for transporting products? • How do I effectively store and account for inventory? • Who is the buyer? • What is the purpose of the purchasing function? • Is the stock handling process part of distribution? • Why is inventory control an essential part of distribution planning? SWBAT demonstrate understanding of the following: • Select the appropriate channels of distribution to effectively sell consumer and industrial products. • Explain the nature of channels of distribution. • Explain the nature of channel members' relationships.

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- Explain the nature and scope of distribution.
- Explain the nature of channel strategies.
- Select channels of distribution.
- Explain the nature and scope of transportation systems and services.
- Explain the shipping process.
- Explain storing considerations.
- Explain the nature of warehousing.
- Explain marketing and its importance in a global economy.
- Distinguish between purchasing agents and buyers.
- Describe the buying process and the effect the Internet has had on the purchasing function.
- Calculate the major entries in a merchandise plan.
- Explain the nature and scope of purchasing.
- Plan purchases.
- Explain the nature of the buying process.
- Conduct vendor search.
- Explain the stock handling process.
- Figure stock turnover rates.
- Discuss the nature and the impact of technology on inventory management and inventory systems.
- Explain the receiving process.
- Explain stock handling techniques used in receiving deliveries.
- Explain the nature of inventory control systems.
- Explain the types of inventory control systems.

Learning Activities:

- Virtual Business® Retailing Modules
 - Merchandising

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Practical Demonstration

Summative:

- Key Term Quiz
- Unit Comprehensive Online Assessment

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

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Interdisciplinary Connections

ELA:

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Students will access the Cengage online ebook to further investigate lesson concepts and demonstrate understanding of standards.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Students will use internet based game sites such as Quizizz, Kahoot, and Quizlet live to reflect on their learning progress.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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Students will use Google Sheets in order to enhance learning in utilizing formulas and manipulating cells.

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

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DEPARTMENT: Business COURSE: Marketing

Students will use Google Classroom and Google Sites to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Time Frame	3 Weeks (15 blocks)
Topic	
Pricing	
Alignment to Standards	
9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan. 9.3.MK.3: Plan, monitor, manage and maintain the use of financial resources for marketing activities. 9.3.MK.7: Determine and adjust prices to maximize return while maintaining customer perception of value. 9.3.MK.8: Obtain, develop, maintain and improve a product or service mix in response to market opportunities. 9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are the price planning considerations? • What are the factors involved in price planning? • Do I need basic pricing policies? • How can I effectively utilize strategies in the pricing process?	

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- Is there a specific way to calculate prices?

SWBAT demonstrate understanding of the following:

- Explain the nature and scope of price planning.
- Explain factors affecting pricing decisions.
- Discuss the legal considerations of pricing.
- Explain the nature and scope of the pricing function.
- Select approach for setting a base price.
- Determine cost of product (break-even, ROI, markup, price).
- Calculate break-even point.
- Describe pricing concepts and policies for products in various stages of the life cycle.
- Use pricing terminology and techniques correctly and effectively.
- Explain the principles of supply and demand.
- Identify strategies for pricing new products.
- Determine cost of product.
- Select approach for setting a base price.
- Set prices.
- Use pricing math to calculate markups and markdowns.
- Plan and implement a pricing strategy.
- Describe the nature of profit and loss statements.
- Determine discounts and allowances that can be used to adjust base prices.

Learning Activities:

- Virtual Business® Retailing Modules
 - Pricing
 - Financial Statements
- Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study
- Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Glencoe Virtual Field Trip Business Videos
- DECA Connection Role Play Activity
- Chapters 25, 26 & 27 of Glencoe Marketing Essentials ©2006

Assessments

Formative:

- Classwork and Groupwork

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- Teacher Observation
- Entrance/Exit Ticket

Summative:

- Key Term Quiz
- Unit Comprehensive Online Assessment

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

ELA:

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.1: When students are justifying their reasoning on short answer and extended constructed response questions they write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies, and Key Skills

See Alignment to Standards Above

Technology Integration

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Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

Time Frame	5 Weeks (25 blocks)
Topic	
Product and Service Management	
Alignment to Standards	
9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	
9.3.MK.4: Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	
9.3.MK.8: Obtain, develop, maintain and improve a product or service mix in response to	

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market opportunities.

9.3.MK.9: Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.MK.10: Use marketing strategies and processes to determine and meet client needs and wants.

9.3.MK-RES.1: Plan, organize and manage day-to-day marketing research activities.

9.3.MK-RES.2: Design and conduct research activities to facilitate marketing business decisions.

9.3.MK-RES.3: Use information systems and tools to make marketing research decisions.

9.3.MK-MGT.1: Plan, organize and lead marketing staff to achieve business goals.

9.3.MK-MGT.2: Plan, manage and monitor day-to-day marketing management operations.

9.3.MK-MGT.3: Plan, manage and organize to meet the requirements of the marketing plan.

9.3.MK-MGT.4: Access, evaluate and disseminate information to aid in making marketing management decisions.

9.3.MK-MGT.5: Determine and adjust prices to maximize return and meet customers' perceptions of value.

9.3.MK-MGT.6: Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

9.3.MK-MGT.7: Communicate information about products, services, images and/or ideas.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the difference between product planning, mix, and development?
- How can I sustain product sales?
- What are the branding elements and strategies?
- Is packaging and labeling important to marketing a product?
- Why should I offer warranties and credit to my customers?

SWBAT demonstrate understanding of the following:

- Explain how businesses plan what products to produce and sell and how they position and manage these products.
- Explain the nature and scope of product planning, product mix, and product development.
- Explain the concept of a product life cycle.
- Identify strategies to position products in various life cycles.
- Explain the nature and scope of the product/service management function.
- Explain the concept of product mix.
- Plan product mix.
- Identify the impact of product life cycles on marketing decisions.
- Describe factors used by marketers to position products/businesses.
- Explain the nature and scope of branding, packaging, and labeling in product planning.

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- Identify the importance branding, branding elements, and branding strategies to product/service management.
- Explain the nature of branding.
- Explain branding strategies.
- Explain the functions of packaging.
- Explain labeling laws.
- Explain the importance of warranties and credit to product planning.
- Discuss the importance of warranties as extended product features.
- Explain warranties and guarantees.
- Identify consumer protection provisions of appropriate agencies.
- Explain the purpose and importance of credit.
- Obtain the purposes and importance of obtaining credit (business).
- Describe legal issues affecting businesses.

Learning Activities:

- Virtual Business® Retailing Modules
 - Purchasing
- Guided Practice
- Key Term Review
- Student Activity Workbook
- Standard & Poor's Case Study Internet Activity
- Discussion
- PowerPoint Presentation
- Cooperative Learning Exercise
- Glencoe Virtual Field Trip Business Videos DECA Connection Role Play Activity
- Chapters 30, 31 & 32 of Glencoe Marketing Essentials ©2006

Assessments

Formative:

- Classwork and Groupwork
- Teacher Observation
- Practical Demonstration

Summative:

- Key Term Quiz
- Unit Comprehensive Online Assessment

Alternative:

- Kahoot/Quizizz
- Virtual Business - Assess concepts using online simulation

Interdisciplinary Connections

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Career Education

CRP1: Act as a responsible and contributing citizen and employee.

CRP4: Communicate clearly and effectively with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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