



# West Windsor-Plainsboro Regional School District Marketing 10 -12

# **Table of Contents**

## Marketing Overview

Summary and Rationale

Recommended Pacing

National Standards for Business Education (Used in lieu of NJ Standards)

Career Ready Practices

NJ Student Learning Standards for English Language Arts - Companion Standards

NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills

2014 NJ Core Curriculum Content Standards - Technology

Resources

## Unit 1: Foundations of Marketing

Summary and Rationale

Recommended Pacing

National Standards for Business Education (Used in lieu of NJ Standards)

NJ Student Learning Standards for English Language Arts - Companion Standards

NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills

2014 NJ Core Curriculum Content Standards - Technology

Instructional Focus

Unit Enduring Understandings

Unit Essential Questions

Objectives

Evidence of Learning

Resources

## Unit 2: Consumers and Their Behavior

Summary and Rationale

Recommended Pacing

National Standards for Business Education (Used in lieu of NJ Standards)

NJ Student Learning Standards for English Language Arts - Companion Standards

NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills

2014 NJ Core Curriculum Content Standards - Technology

Instructional Focus

Unit Enduring Understandings

Unit Essential Questions

Objectives

Evidence of Learning

Resources

## Unit 3: Analyzing the Marketing Environment/External Factors

[Summary and Rationale](#)

[Recommended Pacing](#)

[National Standards for Business Education \(Used in lieu of NJ Standards\)](#)

[NJ Student Learning Standards for English Language Arts - Companion Standards](#)

[NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills](#)

[2014 NJ Core Curriculum Content Standards - Technology](#)

[Instructional Focus](#)

[Unit Enduring Understandings](#)

[Unit Essential Questions](#)

[Objectives](#)

[Evidence of Learning](#)

[Resources](#)

#### [Unit 4: Products, Services \(new & established\), and Brands](#)

[Summary and Rationale](#)

[Recommended Pacing](#)

[National Standards for Business Education \(Used in lieu of NJ Standards\)](#)

[NJ Student Learning Standards for English Language Arts - Companion Standards](#)

[NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills](#)

[2014 NJ Core Curriculum Content Standards - Technology](#)

[Instructional Focus](#)

[Unit Enduring Understandings](#)

[Unit Essential Questions](#)

[Objectives](#)

[Evidence of Learning](#)

[Resources](#)

#### [Unit 5:Pricing and Marketing Channels](#)

[Summary and Rationale](#)

[Recommended Pacing](#)

[National Standards for Business Education \(Used in lieu of NJ Standards\)](#)

[NJ Student Learning Standards for English Language Arts - Companion Standards](#)

[NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills](#)

[2014 NJ Core Curriculum Content Standards - Technology](#)

[Instructional Focus](#)

[Unit Enduring Understandings](#)

[Unit Essential Questions](#)

[Objectives](#)

[Evidence of Learning](#)

[Resources](#)

<b>Marketing Overview</b>	
<b>Content Area: Business</b>	
<b>Course &amp; Grade Level: Marketing 10 - 12</b>	
<i>Summary and Rationale</i>	
Marketing education introduces students to the processes involved in providing products and services that meet consumer needs, wants, and desires. Students will demonstrate competency in the foundations of marketing. They will understand consumers and their behavior, analyze the influence of external factors on marketing decisions, and the elements of the marketing mix. Students will understand the importance market research plays in decision making. Social media, direct to consumer, and e-marketing plays a vital role in the marketing process. Students will consider its impact in each unit of study.	
<i>Recommended Pacing</i>	
135 days	
<i>National Standards for Business Education (Used in lieu of NJ Standards)</i>	
<b>NSBE I - FOUNDATIONS OF MARKETING</b> <b>Achievement Standard:</b> Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.	
<b>Level 1 Performance Expectations</b> <ul style="list-style-type: none"> <li>• identify customer needs and reasons why customers return to the same business</li> <li>• explain ways companies show concern for customers</li> </ul>	
<b>Level 2 Performance Expectations</b> <ul style="list-style-type: none"> <li>• describe the factors that influence customer-business relationships (e.g., return policies, pricing, distribution, and advertising)</li> <li>• describe the role of marketing in building customer demand for goods and services</li> <li>• identify the laws that protect customers and/or constrain marketing activities</li> </ul>	
<b>Level 3 Performance Expectations</b> <ul style="list-style-type: none"> <li>• recognize that a successful marketing strategy is built on positive customer relationships</li> <li>• recognize how the elements of the marketing mix (e.g., product, price, place, and promotion) create an image or personality (position) for a product or company</li> <li>• describe the wide scope of marketing— business-to-consumer, business-to- business, consumer-to-consumer, group buying, industrial, non-profit, personal, government, and electronic</li> <li>• analyze the differences between a production-oriented company, a sales- oriented company, and a marketing- oriented company</li> <li>• describe the importance of marketing in a global economy</li> <li>• discuss marketing practices that violate customer rights and consumer advocacy</li> </ul>	
<b>Level 4 Performance Expectations</b> <ul style="list-style-type: none"> <li>• describe the impact of marketing on national and/or global economies</li> <li>• describe the role of the marketing system in a developing nation's economy</li> <li>• analyze the differences between transactional marketing and relationship marketing</li> <li>• describe the marketing opportunities and threats created by changing technology</li> <li>• compare and contrast current issues related to customer rights and consumer advocacy</li> </ul>	
<b>NSBE II - CONSUMERS AND THEIR BEHAVIOR</b> <b>Achievement Standard:</b> Analyze the characteristics, motivations, and behaviors of consumers.	
<b>a. Characteristics Of Consumer Behavior</b> <ul style="list-style-type: none"> <li>• <b>Level 2 Performance Expectations</b> <ul style="list-style-type: none"> <li>○ describe how consumer differences shape wants and needs</li> </ul> </li> </ul>	

- distinguish between high involvement and low involvement products
- **Level 3 Performance Expectations**
  - describe characteristics of the changing domestic and global populations (e.g., demographics, psychographics, and geographics)
  - describe the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socio-economic characteristics) on buying decisions
  - differentiate between intermediary customers and end users (e.g., business, government, households, industry, non-profit, retailers, wholesalers)
  - differentiate between rational (cognitive) and emotional (affective) buying motives
  - describe the steps in the consumer buyer decision process
  - analyze how customer perceptions and impressions of a physical or virtual business impact purchase behavior
- **Level 4 Performance Expectations**
  - assess how level of involvement affects the consumer buying decision process for different types of goods and services
  - compare and contrast consumer problem-solving processes (e.g., extended, limited, and routinized response behavior)

#### **b. Segmentation And Target Markets**

- **Level 2 Performance Expectations**
  - define market segmentation and describe how it is used
  - describe market segments targeted by companies
- **Level 3 Performance Expectations**
  - identify the tools of market segmentation (e.g., demographics, psychographics, and geographics)
  - explain ways that segmentation can be used to identify target markets
- **Level 4 Performance Expectations**
  - analyze variables used to identify target markets (e.g., usage level, brand loyalty, and benefits sought)
  - estimate sales volume for a new product or service using market segmentation variables

### **NSBE III - EXTERNAL FACTORS**

**Achievement Standard:** Analyze the influence of external factors on marketing.

#### **a. Government And Legal Regulations**

- **Level 2 Performance Expectations**
  - identify specific regulations/laws that impact domestic and international marketing
  - identify the marketing regulations/laws that govern the World Wide Web (e.g., protection of trademarks, patents, and copyrights)
- **Level 3 Performance Expectation**
  - describe the impact of specific marketing regulations/laws on both domestic and international business
- **Level 3 Performance Expectation**
  - describe the impact of specific marketing regulations/laws on both domestic and international business
- **Level 4 Performance Expectation**
  - analyze the effects of marketing regulations/laws on specific companies and industries

#### **b. Ethical Issues**

- **Level 2 Performance Expectations**
  - identify ethical issues and their impact on marketing
  - differentiate between ethical and unethical marketing practices

- identify examples of where and how personal information can be accessed on the World Wide Web
  - **Level 3 Performance Expectations**
    - describe a code of ethical behavior for marketing
    - explain how unethical behavior can lead to government regulations
    - compare and contrast ethical standards in domestic and international markets
    - describe how consumer expectations regarding the privacy of personal information on the World Wide Web (e.g., social media, websites, e-mail, blogs) influence marketing
  - **Level 4 Performance Expectations**
    - compare and contrast legal versus ethical marketing practices (e.g., utilitarianism vs. moral idealism)
    - analyze methods used by marketers to obtain and use personal information
- c. Economic Issues**
- **Level 3 Performance Expectations**
    - determine the ways in which local, domestic, and international economic conditions affect marketing
    - discuss how marketing and demarketing affect the local, domestic, and international economies
  - **Level 4 Performance Expectations**
    - analyze the impact of changing economic conditions on marketing strategies
- d. Competitive Environment**
- **Level 2 Performance Expectations**
    - compare and contrast marketing strategies of competitors in a single industry
    - identify the role of the market leader, challenger, follower, and nicher in an industry
    - explain competitive market structures (e.g., monopoly, monopolistic, oligopolistic, and pure competition) and the impact they have on marketing decisions
  - **Level 3 Performance Expectations**
    - describe ways competition affects marketing decisions
    - assess how a company's competitive role in an industry impacts its marketing strategies
    - identify how technology affects competition and marketing decisions
    - analyze how companies develop strategic competitive advantage through corporate strengths
    - evaluate the impact of entrepreneurs on global marketplace competition
  - **Level 4 Performance Expectations**
    - analyze ways marketing strategies are altered to meet competition
    - assess the role of technology in enabling companies to compete effectively
    - evaluate how marketing strategies evolve due to changes in competition and business structures (e.g., disintermediation, vendor-managed inventory, supply chain management, erp systems)
- d. Stakeholders**
- **Level 2 Performance Expectations**
    - recognize that groups can affect business decisions
    - identify who the stakeholders are for a business
  - **Level 3 Performance Expectations**
    - compare and contrast types of stakeholders and their impact on business decisions
    - identify special interest groups concerned with marketing policy (e.g., shareholders, consumer groups, labor groups, and environmental groups)
    - describe the ways in which special interest groups influence marketing (e.g., pressure from government and labor groups)
    - analyze the ways in which marketers may respond to the concerns of special groups

- **Level 4 Performance Expectations**
  - analyze the implications (e.g., market share, ethical, economic, legal) of favoring one group of stakeholders at the expense of another (e.g., customers vs. employees, shareholders vs. employees)
  - assess how stakeholders influence legislation that affects marketing

#### **d. Sociocultural Issues**

- **Level 1 Performance Expectation**
  - identify how cultural differences shape needs and wants
- **Level 2 Performance Expectations**
  - identify specific differences in cultural norms and values that may influence marketing
  - discuss how sociocultural groups impact marketing strategies
- **Level 3 Performance Expectations**
  - describe ways cultural differences, both domestic and international, affect marketing activities
  - analyze ways in which marketers may respond to the concerns of sociocultural groups
- **Level 4 Performance Expectations**
  - analyze the ways in which changing sociocultural characteristics (e.g., aging population, single-person households, and global mobility) impact marketing
  - evaluate market potential of domestic and international sociocultural groups
  - assess how targeting specific sociocultural groups can lead to competitive advantage

#### **e. Technology**

- **Level 1 Performance Expectation**
  - identify technologies used to market products and services
- **Level 2 Performance Expectation**
  - identify ways that evolving technologies (e.g., s-commerce, f-commerce, e-commerce and mobile technologies) affect marketing strategy
- **Level 3 Performance Expectations**
  - explain the benefits of having a technological advantage over competition
  - evaluate how companies are marketing products using emerging technologies
- **Level 4 Performance Expectations**
  - analyze the cost/benefit of different technological approaches to marketing (e.g., digital vs. print media)
  - evaluate the key benefits of technology as it relates to return on investment (roi) (e.g., time, cost, number of employees, production, marketing research, promotion)
  - compare the advantages and disadvantages of using technology for marketing

### **NSBE IV - THE MARKETING MIX**

**Achievement Standard:** Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.

#### **a. Products and Services**

##### **1. Classification**

- **Level 2 Performance Expectations**
  - classify products into consumer categories (e.g., convenience, shopping, specialty, and unsought goods) or industrial categories (e.g., raw materials, component parts, and installations)
  - describe levels of product (e.g., core, actual, and augmented)
- **Level 3 Performance Expectation**
  - analyze marketing mix strategies for each product classification
- **Level 4 Performance Expectation**
  - develop marketing mix strategies for each product classification

## **2.. New Product Development and Ideas**

- **Level 1 Performance Expectation**
  - identify new products for consumers focusing on needs, wants, and desires
- **Level 2 Performance Expectations**
  - describe ways in which companies modify existing products and services
  - develop ideas for improving existing products and services
- **Level 3 Performance Expectations**
  - describe the process of new product and/or service development (e.g., idea generation, development, and test marketing)
  - identify ethical issues associated with product development
  - analyze the differences in consumer wants and needs in the global environment and how this drives product development and positioning
- **Level 4 Performance Expectations**
  - describe the management process of new product development
  - analyze the legal aspects of product development (e.g., patents, copyrights, and trademarks)
  - examine global demand for new products
  - identify laws and procedures governing packaging guidelines for shipping both domestically and internationally

## **3.. Packaging**

- **Level 2 Performance Expectations**
  - explain the functions of packaging and why each is important
  - identify the common elements of packaging
- **Level 3 Performance Expectations**
  - explain issues of ethics and social responsibility in packaging (e.g., sustainability, false and misleading claims, durability)
  - identify packaging options for different market segments (e.g., size, language, weight)
- **Level 4 Performance Expectations**
  - analyze functionality of packaging options
  - illustrate package design as a product feature
  - examine how packaging is used as an advertising tool
  - assess cultural issues that may affect domestic and international product packaging

## **4.. Branding**

- **Level 1 Performance Expectations**
  - identify brand names
  - discuss differences among brands
- **Level 2 Performance Expectations**
  - describe the relationship between brand and price
  - describe brand positioning and loyalty
- **Level 3 Performance Expectations**
  - identify qualities of an effective brand
  - explain the impact of brands on consumer behavior
  - examine reasons for brand loyalty
  - compare and contrast brand strengths and weaknesses
- **Level 4 Performance Expectations**
  - explain how brands establish long-term business success
  - analyze brand longevity
  - explain the strategic value of brand equity
  - examine methods to protect brands



- analyze legal/regulatory issues in international branding
- assess the impact of brands on global marketing strategies
- evaluate the rationale behind various brand strategies (e.g., individual branding, family branding, mixed branding, co-branding)

## 5.. Product Mix

- **Level 2 Performance Expectations**
  - define product mix
  - recognize consumer demand
- **Level 3 Performance Expectations**
  - describe the parameters of the product mix (e.g., length, width, depth)
  - explain consumer demand
  - examine the role consumer demand plays in line extension, brand extension, and new product lines
  - explain product portfolio analysis (e.g., the BcG growth-share matrix, market-product expansion grid)
- **Level 4 Performance Expectations**
  - apply the tools of product portfolio analysis
  - analyze the advantages and disadvantages of extending product lines, introducing new product lines, and diversifying product lines/mix
  - evaluate how consumer demand impacts product mix

## 6.. Product Augmentation

- **Level 2 Performance Expectations**
  - identify examples of product augmentation (e.g., product warranty, technical support, installation, or service contract)
  - create product augmentation strategies
- **Level 3 Performance Expectations**
  - explain the role of product augmentation in adding value and creating competitive advantage
  - compare and contrast augmentation strategies for similar products
- **Level 4 Performance Expectation**
  - assess the role of product augmentation in differentiating a firm's offerings

## 7.. Product Life Cycle

- **Level 2 Performance Expectation**
  - define product life cycle
- **Level 3 Performance Expectations**
  - describe the stages of a product life cycle
  - examine the product life cycle stage of products
  - apply marketing strategies to extend the product life cycle
- **Level 4 Performance Expectations**
  - assess strategies for managing a product through its life cycle
  - evaluate how companies have extended the life cycles of their products
  - develop methods of extending the life cycle of products

## b. Place

- **Level 1 Performance Expectations**
  - discuss different places where products can be purchased (e.g., on the internet, in a mall, and through catalogs)
  - discuss the reasons for purchasing a product at a particular place
- **Level 2 Performance Expectations**

- identify the marketing functions (e.g., buying, selling, storing, transporting, standardization and grading, financing, risk-taking, gathering marketing information)
- describe the marketing (distribution) channel
- explain the roles of the different members of a marketing (distribution) channel (e.g., manufacturer, wholesaler, and retailer)
- **Level 3 Performance Expectations**
  - compare and contrast direct and indirect marketing channels for various industries
  - describe how technology has transformed marketing channels
  - explain how buyer preferences shape marketing channels
  - define and describe different types of supply chains
- **Level 4 Performance Expectations**
  - evaluate the decision-making process for selecting a distribution channel
  - explain the factors that drive distribution channel design (e.g., the internet, historical precedence, efficiency, competitive advantage)
  - describe how supply chain management promotes cooperation among channel members
  - examine horizontal and vertical marketing systems and their impact on business

#### c. Price

- **Level 1 Performance Expectation**
  - explain how price influences consumer purchase decisions
- **Level 2 Performance Expectations**
  - identify the factors that contribute to a product's price (e.g., cost, quality, competition, and brand loyalty)
  - explain the relationship between price and perceived quality (the price – value relationship)
  - calculate a product's price using different pricing methods
- **Level 3 Performance Expectations**
  - derive pricing strategies based on corporate objectives (e.g., product line, loss leader, psychological, penetration, and skimming) and positioning
  - analyze the impact of global influences on price (e.g., currency exchange rates, tariffs, and distribution costs)
  - explain how local, state, and federal government regulations/laws constrain pricing practices
  - discuss how evolving technologies provide greater options for buyers and increase price competition
  - explain the concept of price elasticity
  - describe the influences of supply and demand on pricing
- **Level 4 Performance Expectations**
  - analyze the impact of strategic alliances on pricing
  - calculate price elasticity
  - assess the effects of elasticity of demand on pricing strategy

#### d. Promotion

##### 1. Advertising

- **Level 1 Performance Expectations**
  - explain why organizations advertise
  - discuss ways advertising affects consumer purchases
  - identify various media available for advertising
- **Level 2 Performance Expectations**
  - compare and contrast different advertising appeals
  - discuss the effectiveness of advertising messages
- **Level 3 Performance Expectations**
  - evaluate factors used to determine media selection

- identify methods for evaluating the effectiveness of various advertising media
- evaluate media pricing decisions
- discuss ethical issues in advertising
- examine how culture influences global advertising
- create advertising for new and emerging technologies
- evaluate the role of media planning and selection in delivering messages to consumers
- **Level 4 Performance Expectations**
  - develop an advertising plan
  - create a media plan
  - develop a campaign strategy (e.g., commercial, internet ads, print, radio, outdoor)
  - evaluate the advantages and disadvantages of outsourcing advertising

## 2. Sales Promotion

- **Level 2 Performance Expectation**
  - identify various forms of sales promotion (e.g., sweepstakes, coupons, contests, and specialty products)
- **Level 3 Performance Expectations**
  - describe the purposes of various types of sales promotion (e.g., encouraging repeat purchases and building traffic)
  - identify legal issues related to sales promotion (e.g., sweepstakes, contests, and giveaways)
  - discuss how evolving technologies are used to deliver sales promotion
- **Level 4 Performance Expectations**
  - plan a comprehensive sales promotion campaign for a business
  - evaluate a current sales promotion campaign for a business
  - differentiate between consumer and intermediary sales promotion activities

## 3. Public Relations

- **Level 2 Performance Expectation**
  - identify various forms of public relations activities
- **Level 3 Performance Expectations**
  - distinguish between advertising and public relations
  - differentiate between public relations activities that are controllable and those that are not (publicity)
  - discuss the role of public relations in a promotion campaign
  - create a press release
- **Level 4 Performance Expectations**
  - distinguish between corporate and agency public relations efforts
  - create a public relations campaign
  - assess the role of crisis management in responding to negative publicity

## 4. Personal Selling

- **Level 1 Performance Expectations**
  - define personal selling
  - provide examples of personal selling
- **Level 2 Performance Expectations**
  - examine the role of personal selling in the promotion mix
  - identify different ways companies use personal selling

Note: NSBE V (The Marketing Plan) has been omitted

## NSBE VI - MARKETING RESEARCH

**Achievement Standard:** Analyze the role of marketing research in decision-making.

- **Level 2 Performance Expectations**
  - discuss the reasons for conducting market research
  - describe primary and secondary data
  - identify sources of secondary data (e.g., digital and library) for research purposes
- **Level 3 Performance Expectations**
  - compare and contrast marketing research and environmental scanning
  - differentiate between primary and secondary sources of data
  - identify the methods for collecting primary data (e.g., surveys, experiments, focus groups, and observations)
  - discuss the steps in the market research process
  - describe types of research instrument questions (e.g., dichotomous, semantic differential, likert scale)
- **Level 4 Performance Expectations**
  - differentiate among sampling methods
  - evaluate the advantages and disadvantages of different sampling methods
  - employ marketing information to plan marketing and sales activities
  - create a research instrument
  - evaluate the steps involved in interpreting survey data, including collecting, analyzing, and reporting key findings

### ***Career Ready Practices***

CRP1. Act as a responsible and contributing citizen and employee.  
 CRP2. Apply appropriate academic and technical skills.  
 CRP3. Attend to personal health and financial well-being.  
 CRP4. Communicate clearly and effectively and 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.  
 CRP9. Model integrity, ethical leadership and effective management.  
 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.

### ***NJ Student Learning Standards for English Language Arts - Companion Standards***

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.4	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.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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.
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### ***NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills***

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

### ***2014 NJ Core Curriculum Content Standards - Technology***

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.A.3	Select and use applications effectively and productively.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

### ***Resources***

#### **Core Text:**

Marketing, An Introduction (13th edition); Gary Armstrong & Philip Kotler

<b>Unit 1: Foundations of Marketing</b>	
<b>Content Area: Business</b>	
<b>Course &amp; Grade Level: Marketing 10 - 12</b>	
<b><i>Summary and Rationale</i></b>	
<p>Marketing students will have a profound effect in shaping the business environment of the future. Through critical thinking and creativity, they will contribute to the success of strategic business initiatives.</p> <p>The development of new marketing technologies (for example, social media, dashboards, and web tools) is rapidly changing how marketing is conducted and how marketing communication proceeds. Despite these changes, there are at least three major principles related to marketing that all students should understand:</p> <ul style="list-style-type: none"> <li>• Ethical marketing practices are important to everyone, because they impact individuals, business, and society.</li> <li>• Even though marketing practices continue to evolve, the focus on consumer needs, wants, and desires must remain constant.</li> <li>• Marketing is the cultivation of a profitable customer relationship.</li> </ul> <p>Students will explore the global impact marketing has on society and its economies as well as the impact society has on marketing decisions and strategies.</p>	
<b><i>Recommended Pacing</i></b>	
27 days	
<b><i>National Standards for Business Education (Used in lieu of NJ Standards)</i></b>	
<p><b>NSBE I: Foundations of Marketing</b></p> <ul style="list-style-type: none"> <li>• Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society</li> </ul> <p><b>NSBE II - CONSUMERS AND THEIR BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>• Analyze the characteristics, motivations, and behaviors of consumers.</li> </ul> <p><b>NSBE III - EXTERNAL FACTORS</b></p> <ul style="list-style-type: none"> <li>• Analyze the influence of external factors on marketing.</li> </ul> <p><b>NSBE IV - THE MARKETING MIX</b></p> <ul style="list-style-type: none"> <li>• Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning</li> </ul>	
<b><i>NJ Student Learning Standards for English Language Arts - Companion Standards</i></b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.4	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.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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.
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### ***NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills***

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

### ***2014 NJ Core Curriculum Content Standards - Technology***

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.A.3	Select and use applications effectively and productively.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

### ***Instructional Focus***

## Unit Enduring Understandings

- Companies value their successful customer-business relationships and strive to provide goods and services that consistently meet their needs and wants.
- Companies recognize that a successful marketing strategy is built on positive customer relationships.
- Recognize how the elements of the marketing mix (e.g., product, price, place, and promotion) create an image or personality (position) for a product or company.
- State and Federal laws and regulations protect the consumer and companies from unfair business practices and/or fraud.
- Technology has enabled marketing efforts to reach consumers worldwide and creates new opportunities as well as threats.
- Marketing affects local, national and global economies.
- Marketers communicate messages to their customers in a myriad of ways.
- Marketing decisions are affected by many factors; for example demographics, target markets, segmentation, etc.

## Unit Essential Questions

### Customer-business relationships:

- Why do companies take steps to create and nurture their customer-business relationships?
- What value does that add to the company?
- What value does it provide to the customer?

### Laws and Regulations:

- How do government regulations protect the consumer and why?
- How do government regulations protect business and why?

### The 4 P's of Marketing:

- What role does price, promotion, place and product play in creating a personality or image for a company and its products and/or services?

### Innovations & Technology:

- How has innovations and technology changed the landscape of marketing to consumers locally, nationally and globally?
- What new opportunities and threats have been created by emerging innovations?

### Economies:

- How does marketing affect local, national and global economies?

### Marketing Decisions & Communications:

- How do factors such as demographics, target markets, segmentation, etc. drive marketing strategies?
- How do marketers ensure that their message is successfully communicated to their intended audiences?

## Objectives

### Students will know:

- Customer wants and needs are the basis for creation of a market and companies strive to fill those wants and needs with products and services.
- Marketing is used to build customer demand for a certain product or service that fulfills a particular want or need, which impacts local, national and global economies.
- Companies actively manage relationships with their customers.



- Through marketing, companies cultivate branding for their products, services, and/or company that reflects their corporate objectives and goals.
- State, local and federal governments create laws and regulations to protect consumers against fraud, unfair business practices and unsafe products.
- Marketing decisions are affected by a variety of factors.
- External threats as well as new opportunities arise in the normal course of business, including changes in technology, competitors, innovations, global expansion or emerging markets.
- A company's planning efforts begin with an analysis of its business environment by assessing its strengths and weakness

**Students will be able to:**

- Define marketing and describe the various approaches to marketing.
- Identify consumer wants and needs and how they affect the local, national and global economies.
- Identify ways in which companies create and nurture positive customer relationships.
- Define the marketing mix, and articulate how it is used to create branding for a product, service or company.
- Define the consumer market and identify strategies marketers use to communicate their messages.
- Articulate the differences between a production-oriented company, a sales-oriented company and a marketing-oriented company.
- Identify key laws and regulations that protect consumers and/or businesses.
- Prepare and analyze a SWOT analysis.

## Evidence of Learning

### Assessment

- Summative unit assessments
- Formative assessments through discussions, oral and written responses and quizzes
- DIY Marketing (Individual, partnership and group projects and presentations that apply concepts to "real-world" scenarios)
- Case study analysis
- Student self-assessment
- Peer evaluations
- Rubrics for collaboration and communication assessments

## Resources

**Core Text:**

Marketing, An Introduction (13th edition); Gary Armstrong & Philip Kotler

## Unit 2: Consumers and Their Behavior

**Content Area: Business**

**Course & Grade Level: Marketing 10 - 12**

### ***Summary and Rationale***

Strategic development of marketing plans are dictated by consumer wants and needs. A thorough understanding of consumer behavior and how it is shaped and modified is essential to developing an effective marketing plan. Students will explore the characteristics of consumer behavior as well as market segmentation and target markets.

The aim of marketing is to engage customers and affect how they think and act. To affect the whats, whens, and the hows of buyer behavior, marketers must first understand the whys. We look at final customer buying influences and processes.

### ***Recommended Pacing***

27 days

### **National Standards for Business Education**

#### **NSBE II: Consumers and Their Behavior**

- Analyze the characteristics, motivations, and behaviors of consumers.

### ***National Standards for Business Education (Used in lieu of NJ Standards)***

#### **NSBE I: Foundations of Marketing**

- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society

#### **NSBE II - CONSUMERS AND THEIR BEHAVIOR**

- Analyze the characteristics, motivations, and behaviors of consumers.

#### **NSBE III - EXTERNAL FACTORS**

- Analyze the influence of external factors on marketing.

#### **NSBE IV - THE MARKETING MIX**

- Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning

### ***NJ Student Learning Standards for English Language Arts - Companion Standards***

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.4	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.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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.
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### ***NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills***

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

### ***2014 NJ Core Curriculum Content Standards - Technology***

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.A.3	Select and use applications effectively and productively.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

### ***Instructional Focus***

### **Unit Enduring Understandings**

#### **Consumers and Their Behavior:**

- Consumer differences shape wants and needs and therefore affect buying decisions.
- The consumer buying process varies depending on a number of factors.
- Purchase decisions can be affected by emotional, cognitive and perceptual impressions.

- Consumers' perception is the consumers' reality.
- Changes in domestic and global populations affect consumer buying decisions.
- Customers can be end users or intermediary users.
- Products and/or services appear on a continuum of required involvement from the consumer.
- Changing domestic and global populations affect marketing decisions.

#### **Segmentation & Marketing:**

- The consumer market is divided into segments that identify a commonality (demographic, psychographic, etc.) and are used to develop strategies that target potential customers.
- Marketers target certain segments of a market based on the ability to meet the wants and needs of the customers in that segment.

### **Unit Essential Questions**

#### **Consumers and Their Behavior:**

- How do consumer differences shape their individual wants and needs?
- How does the consumers' buying decision process vary based on the individual buyer and/or the product/service sought?
- What are the steps in the consumer buyer decision process?
- How do consumers respond to various marketing stimuli and why do they respond in that way?
- How does the level of involvement of a product or service affect the buyer's decision making process?
- How do changes in domestic and global populations affect marketing decisions?

#### **Segmentation & Marketing:**

- How do marketers effectively use segmentation to identify and target markets appropriate for their products or services?

### **Objectives**

#### **Students will know:**

- How consumer differences shape their individual wants and needs.
- How the consumers' buying process varies based on the individual buyer and/or the product/service sought.
- The steps in the consumer buying decision process: Need recognition, informational search, evaluation of alternatives, purchase decision, and post purchase behavior.
- The buyer decision process for new products: Individual differences in innovativeness, and influence of product characteristics on the rate of adoption.

#### **Students will be able to:**

- Understand the consumer markets and the major factors that influence consumer buyer behavior.
- Identify and discuss the stages in the buyer decision process.
- Describe the adoption and diffusion process for new products.

### **Evidence of Learning**

#### **Assessment**

- Summative unit assessments
- Formative assessments through discussions, oral and written responses and quizzes
- DIY Marketing (Individual, partnership and group projects and presentations that apply concepts to "real-world" scenarios)
- Case study analysis
- Student self-assessment
- Peer evaluations
- Rubrics for collaboration and communication assessments

Resources
<p><b>Core Text:</b> Marketing, An Introduction (13th edition); Gary Armstrong &amp; Philip Kotler</p>

## Unit 3: Analyzing the Marketing Environment/External Factors

**Content Area: Business**

**Course & Grade Level Marketing: (10,11,12)**

### *Summary and Rationale*

Marketing students will have a profound effect in shaping the business environment of the future. Through critical thinking and creativity, they will contribute to the success of strategic business initiatives. Marketing decisions are affected by a number of external factors including: government and legal regulations, ethical and economic issues, competition, stakeholders, sociocultural issues and technology. Students will analyze the influence of external factors on marketing decisions. Students will explore how marketers gain insights into consumers and the marketplace. Students will continue to dig into the marketing process; understanding the marketplace and customer needs and wants. Students will see that marketing operates in a complex and changing environment.

### *Recommended Pacing*

27 days

### *National Standards for Business Education (Used in lieu of NJ Standards)*

#### **NSBE I: Foundations of Marketing**

- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society

#### **NSBE II - CONSUMERS AND THEIR BEHAVIOR**

- Analyze the characteristics, motivations, and behaviors of consumers.

#### **NSBE III - EXTERNAL FACTORS**

- Analyze the influence of external factors on marketing.

#### **NSBE IV - THE MARKETING MIX**

- Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning

#### **NSBE VI - MARKETING RESEARCH**

- Analyze the role of marketing research in decision-making.

### *NJ Student Learning Standards for English Language Arts - Companion Standards*

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.4	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.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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.
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### ***NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills***

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

### ***2014 NJ Core Curriculum Content Standards - Technology***

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.A.3	Select and use applications effectively and productively.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

### ***Instructional Focus***

#### **Unit Enduring Understandings**

- Domestic as well as global regulations/laws and ethics impact marketing decisions for industries and companies.
- Unethical practices may or may not be illegal practices.
- Marketing decisions involve an evaluation of ethical considerations and established codes of conduct.

- Marketeers regularly collect personal information about consumers to direct marketing decisions via a variety of tools.
- Local, domestic and international economies, and changes to them, affect marketing decisions.
- The competitive environment of a company or industry dictates a variety of strategies, depending on the market position and/or structure of the company.
- Stakeholders with varying interests influence marketing decisions.
- Socio-cultural differences shape needs and wants, both domestically and internationally, and marketing approaches vary accordingly.
- The use of various approaches to marketing are affected by technology aptitude and availability and can result in different costs and different benefits.

## Unit Essential Questions

- What laws and regulations, locally, nationally and globally impact marketing decisions?
- What ethics, locally, nationally and globally impact marketing decisions?
- What tools do companies use to gather and analyze personal information?
- What expectations do consumers have regarding privacy of their personal information, and how do companies honor/violate those expectations?
- What is the relationship between economic conditions and marketing strategies, domestically and internationally?
- How does competition impact marketing strategies?
- How do marketing strategies differ based on competition in the marketplace?
- What are the roles of the market leader, challenger, follower and nicher in an industry and how do they impact each other?
- How does a market's structure impact marketing decisions?
- How do changes in market competition alter marketing approaches for the various players in an industry?
- What is the impact entrepreneurs have on global marketplace competition?
- Who are stakeholders in a business endeavor and how do they impact marketing policies and/or legislation?
- How do sociocultural characteristics impact marketing strategies?
- How does understanding and acting upon sociocultural differences offer a competitive advantage?
- How have technological changes affected marketing strategies?
- What are some techniques companies employ to take advantage of existing and emerging technologies?

## Objectives

### Students will know:

- The legal and ethical impact of specific marketing decisions.
- How to legally obtain consumer information that may impact marketing decisions.
- How changes in domestic and international economies can positively or adversely affect decisions.
- The dynamics of the competitive environment.
- How the structure of the market can direct decision making.
- Different stakeholders have various interests in the decision process.
- Domestic and international socio-cultural differences. The different approaches of current and evolving technology.

### Students will be able to:

- Make decisions that are both legal and ethical adhering to various codes of conduct.
- Utilize various tools, procedures and inducements to obtain consumer information.
- Adjust marketing decisions based on changes in the domestic and international economies.
- Adjust and react to the ever changing and evolving competitive landscape.
- Make decisions based upon changes in competition and business structure.
- Analyze, identify and make decisions based on the variety of interests of various stakeholders.



- Use socio-economic differences to improve marketing decisions both domestically and internationally.
- Utilize the different approaches to current and evolving technologies to enhance market position and achieve a competitive advantage.

## **Evidence of Learning**

### **Assessment**

- Summative unit assessments
- Formative assessments through discussions, oral and written responses and quizzes
- DIY Marketing (Individual, partnership and group projects and presentations that apply concepts to “real-world” scenarios)
- Case study analysis
- Student self-assessment
- Peer evaluations
- Rubrics for collaboration and communication assessments

## **Resources**

### **Core Text:**

Marketing, An Introduction (13th edition); Gary Armstrong & Philip Kotler

## Unit 4: Products, Services (new & established), and Brands

**Content Area: Business**

**Course & Grade Level: 10-12**

### ***Summary and Rationale***

We take a look at the marketing mix with the tactical tools that marketers use to implement their strategies, engage customers, and deliver superior customer value. We will study how companies develop and manage products, services and brands. Also, we will examine developing new products and managing products through their life cycles. The students will need to know that product development is risky and failure is a definite outcome. We discuss the process for finding and growing successful new products. Every product passes through several life-cycle stages and each stage poses new challenges requiring different marketing strategies and tactics. We will look at other considerations: social responsibility in product decisions and international product services marketing.

### ***Recommended Pacing***

27 days

### ***National Standards for Business Education (Used in lieu of NJ Standards)***

#### **NSBE I: Foundations of Marketing**

- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society

#### **NSBE II - CONSUMERS AND THEIR BEHAVIOR**

- Analyze the characteristics, motivations, and behaviors of consumers.

#### **NSBE III - EXTERNAL FACTORS**

- Analyze the influence of external factors on marketing.

#### **NSBE IV - THE MARKETING MIX**

- Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning

### ***NJ Student Learning Standards for English Language Arts - Companion Standards***

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.4	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.
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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.
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### ***NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills***

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

### ***2014 NJ Core Curriculum Content Standards - Technology***

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.A.3	Select and use applications effectively and productively.

### ***Instructional Focus***

#### **Unit Enduring Understandings**

- Definition of products and the major classifications of products and services.
- The decisions companies make regarding their individual products and services, product lines and product mixes.
- There are four characteristics that affect the marketing and the additional marketing considerations that services require.
- Branding strategy, the decisions companies make in building and managing their brands.
- How companies find and develop new product ideas.
- The steps in the new product development and the major considerations in managing this process.
- The stages of the product life cycle and how marketing strategies change during a product's life cycle.
- Two additional product issues: socially responsible product decisions and international product and services marketing.

## Unit Essential Questions

- What is product?
- What are the major classifications of products and services?
- What decisions do companies make regarding their individual products and services, product lines and product mixes?
- What are the four characteristics that affect marketing?
- Describe branding strategy?
- Where do companies find and how do they develop new product ideas?
- What are the steps in new product development?
- Describe the stages of the product life cycle and how marketing strategies change during a product life cycle?
- How to identify and address the social responsibility of the product decisions and the effect of international products and services marketing?

## Objectives

### Students will know:

- Product.
- Product quality.
- Product line.
- Product mix.
- Service.
- The four special characteristics of services.
- Consumer products.
- Convenience product.
- Shopping product.
- Speciality product.
- Unsought product.
- Industrial product.
- Social marketing.
- New product development
- Idea generation.
- Crowdsourcing.
- Idea screening.
- Product concept.
- Concept testing.

### Students will be able to:

- Conduct activities that are performed in the marketing strategy development step.
- Explain how companies find and develop new product ideas,
- Define the steps in the new product development process and the major considerations in managing the process.
- Identify the stages of the product life cycle.
- Discuss socially responsible product decisions.
- Define product.

## Evidence of Learning

### Assessment

- Summative unit assessments
- Formative assessments through discussions, oral and written responses and quizzes

- DIY Marketing (Individual, partnership and group projects and presentations that apply concepts to “real-world” scenarios)
- Case study analysis
- Student self-assessment
- Peer evaluations
- Rubrics for collaboration and communication assessments

## **Resources**

### **Core Text:**

Marketing, An Introduction (13th edition); Gary Armstrong & Philip Kotler

## Unit 5:Pricing and Marketing Channels

**Content Area: Business**

**Course & Grade Level: 10, 11, 12**

### *Summary and Rationale*

This unit looks at the second and third major marketing mix tools, pricing and distribution. Successful firms create customer value with the other tools and capture some of this value in the price they earn. Companies rarely work alone in creating customer value and building profitable customer relationships, they are a single link in a larger supply chain. Together, companies build and profit from the channels they build and the pricing strategies they develop.

### *Recommended Pacing*

27days

### *National Standards for Business Education (Used in lieu of NJ Standards)*

#### **NSBE I: Foundations of Marketing**

- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society

#### **NSBE II - CONSUMERS AND THEIR BEHAVIOR**

- Analyze the characteristics, motivations, and behaviors of consumers.

#### **NSBE Iii - EXTERNAL FACTORS**

- Analyze the influence of external factors on marketing.

#### **NSBE IV - THE MARKETING MIX**

- Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning

### *NJ Student Learning Standards for English Language Arts - Companion Standards*

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
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.11-12.4	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.

RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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.
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### ***NJ Student Learning Standards for Career Readiness, Life Literacies and Key Skills***

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

### ***2014 NJ Core Curriculum Content Standards - Technology***

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.A.3	Select and use applications effectively and productively.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

### ***Instructional Focus***

#### **Unit Enduring Understandings**

- Identify the three major pricing strategies and discuss the importance of understanding customer-value perceptions, company costs, and competitor strategies.
- Identify and define the other important external and internal factors of a firm's pricing decisions.
- Describe the major strategies for pricing new products.
- How companies find a set of prices that maximizes the profits.
- How companies adjust their prices to take into account different types of customers and situations.
- Key issues related to initiating and responding to price changes.
- How to motivate and evaluate channel members.
- The nature and importance of marketing logistics and integrated supply chain management.

## Unit Essential Questions

- What are the three major pricing strategies?
- What external and internal factors affect a firm's pricing decisions/
- What are the major strategies for pricing a new product?
- How do companies find a set of prices that maximizes profits?
- When do companies adjust their prices?
- How do companies respond to price changes?
- What are the functions the channels perform?
- How do channels interact?
- What are the channel alternatives open to a company?
- What to do to best motivate and evaluate channel members?

## Objectives

### Students will know:

- Price.
- Customer value-based pricing
- Good-value pricing.
- Value-added pricing.
- Cost-based pricing.
- Markup.
- Breaking pricing.
- Competitive-pricing.
- Value delivery network.
- Marketing channel.
- Channel level.
- Direct marketing channel.
- Indirect marketing channel
- Channel conflict.
- Conventional distribution channel.
- Vertical marketing.

### Students will be able to:

- Name and describe the types of pricing.
- Name and describe the four types of markets and how they challenge pricing strategies.
- Describe upstream and downstream partners in a company's supply chain.
- Describe direct and indirect marketing channels.
- Identify the number of partners needed to be successful.

## Evidence of Learning

### Assessment

- Summative unit assessments
- Formative assessments through discussions, oral and written responses and quizzes
- DIY Marketing (Individual, partnership and group projects and presentations that apply concepts to "real-world" scenarios)
- Case study analysis
- Student self-assessment
- Peer evaluations
- Rubrics for collaboration and communication assessments



## Resources

**Core Text:**

Marketing, An Introduction (13th edition); Gary Armstrong & Philip Kotler