

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Principles of Marketing

Date: May 2017

Proposed Grade Level(s): 9th – 12th

Grading: A-F

Course Length: 1 Year/Term

Subject Area: Career Technical Education

Credits: 5 per Semester

CTE Sector / Pathway: Marketing, Sales & Service / Professional Sales

Prerequisite(s): None

Intent to Pursue 'A-G' College Prep Status: Yes

COURSE DESCRIPTION:

The course provides a general overview of marketing principles. Students in this course will develop an understanding of the marketing mix for goods and services in domestic and global markets. The course includes the study of economics, government regulation, competition, and consumer behavior. Students learn about entrepreneurs, how to organize a business, business plans, and will write a marketing plan. The curriculum will be infused with technology and the development of communication, leadership, and employability skills.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The Principles of Marketing course aims to encourage and enable students to:

- Apply practical and creative thinking skills to solve business marketing problems, generating ideas, creating products, and developing solutions.
- Explore the role of business and technology in both historical and contemporary contexts.
- Consider ethics and responsibilities when making business decisions and taking action, and be responsible and professional in the use of technology.
- Develop knowledge about entrepreneurship, marketing principles, and career opportunities in business.
- Knowledgeable about the components of a marketing plan

Essential Questions:

1. How can I effectively market a product and/or service to a local/global market at a professional level?
2. What can I learn from the historical study of business marketing and technology that I can use to enhance my education today and create continued success tomorrow?
3. How do I use my knowledge and abilities to enhance my personal quality of life while contributing to, and enriching my community?
4. How can I use my knowledge and experiences in studying and writing a marketing plan to create a business or further my career goals?

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE:

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.
6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and

mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:

- 1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
- 2.0 Communications: Students will acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology: Student will use existing and emerging technology to investigate, research, and produce Products and services, including new information, as required in the Marketing, Sales, and Service Sector workplace environment.

- 5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.
- 7.0 Responsibility and Flexibility: Students will initiate, and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.
- 8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA, FLBA, and SkillsUSA career technical student organizations.
- 10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.
- 11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA, FBLA, and SkillsUSA career technical student organizations.

DETAILED UNITS OF INSTRUCTION:

Unit 1 Overview of Marketing

The goal of this unit is to introduce students to the history and basic concepts of marketing. In this unit students will begin to develop a common vocabulary related to business and marketing functions and concepts. Marketing strategies, the Marketing Mix (4 P's of Marketing – Product, Price, Promotion, and Placement) will be introduced, explored, and the concepts developed through hands-on projects.

Unit 2 Target Market

The students will define and explore target markets for various products and services. In this unit, students will learn about information gathering, demographics, and the application of this data to marketing efforts and marketing segmentation. Students will learn about the importance of marketing research, and develop a project for a product or service. The use of technology for the gathering and analysis of data will be applied throughout the project.

Unit 3 Marketing Environments

The goal of this unit is to explore domestic and global markets. They will explore the influence of economic, environmental, political, social, cultural, competitive, and regulatory environments. Students will research the influence of technology and economic systems on marketing campaigns.

Unit 4 Product Lifecycles

The students will be introduced to the life cycles of products and services and strategies for the development of new products. They will study the stages of a product's life cycle including: Introduction, Growth, Maturity, and Decline. The students will learn how both the product and marketing lifecycles guide the workplace including professional roles and responsibilities. They will study various industries to learn about seasonal business cycles.

Unit 5 Consumer Behavior

The goal of this unit is to learn about consumer behavior and the role it plays in business and marketing. Students will study consumer decision making and the influences on consumer decisions. Students will study how people make decisions about what they buy, need, want, or how they act in regards to a product, service, or company. They will learn the importance of understanding consumer behavior in order to know how potential customers may respond to a new product or service.

Unit 6 Social Responsibility and Ethics

The students will learn about the importance of social responsibility and business ethics in developing products and services. They will investigate products and services in global markets and learn from real-world case studies.

Unit 7 Marketing Mix: Product

The goal of this unit is for students to define, explore, and develop products and services. They will learn that products are items that satisfy wants and needs. The lifecycle of products will be researched and students will make predictions for the future of the product. Students will learn the importance of communicating the features and benefits of products to the market and how branding can create customer loyalty.

Unit 8 Marketing Mix: Price

The students will learn about pricing strategies and the effect in positioning products in the market. The study will include: cost plus, value base, and competitive pricing strategies. The impact of psychological, lost leader, penetration and other pricing strategies on the success of marketing a product or services will be explored.

Unit 9 Marketing Mix: Promotion

In this unit students will learn about advertising, branding, and promotional strategies. They will learn the importance of communicating a clear message to a targeted market through appropriate channels. Students will create promotional campaigns for products and services using various media (electric, social media, print, radio, direct mail, television, and more).

Unit 10 Marketing Mix: Placement

In this unit the students will learn how the placement and distribution impacts the success of a business. Students will research types of businesses (retail, boutique, chain, box store), trade fairs, catalog and on-line. Students will learn about the impact of product placement and distribution channels.

Unit 11 Marketing Plan

In this unit the students will use critical thinking and strategic planning to develop a marketing process and plan. They will integrate the marketing mix elements to write a plan addressing: industry analysis and the “4 P’s”. Students will include a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to address the internal and external forces on the success of a marketing plan.

Unit 12 Marketing Trends

The students will investigate current marketing trends and forecast future trends in both domestic and global markets. They will research marketing issues and strategies.

TEXTBOOKS AND RESOURCE MATERIALS:

1. Teacher selected materials:

Understanding Business. Nickels, William, McHugh, James and McHugh, Susan. McGraw-Hill Publishing (7th Ed.). (2003).

Marketing, Management. Kotler, Philip. Pearson Custom Publishing. (15th Ed.). (2013).

Principles of Contemporary Marketing. Kurtz, David and Boone, Louis E. South Western College Publishing. (16th Ed.). (2013).

2. Teacher selected industry specific resource materials.

CTE PATHWAY STANDARDS TO BE ADDRESSED:

B. Professional Sales Pathway

B1.0 Understand the interrelationships between economic and marketing concepts and selling.

B1.1 Define the role of selling in the national economy.

B1.2 Determine economic indicators that affect selling.

B1.3 Evaluate the impact of the international economic climate and international trade on selling.

B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.

B2.3 Understand legal aspects pertaining to advertising and pricing.

B2.4 Analyze ethical responsibilities in relationships with sales personnel, customer/clients, competitors, and vendors.

B3.0 Analyze customer/client behavior in the selling process.

B3.1 Define and predict buying motives in the customer's decision-making process.

B3.2 Differentiate between each stage of the customer buying process.

B3.3 Explain the importance of customer service and explain communication techniques.

B3.4 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.

B3.5 Resolve contradictions when possible.

B3.6 Determine what additional information and/or research is required to deepen the investigation or complete the task.

B3.7 Defend why quality customer service translates into a competitive edge in marketing efforts.

B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.

B4.5 Differentiate between each stage of the customer buying process.

B4.6 Obtain and analyze product and service information to facilitate the selling process.

B5.0 Examine different types of sales pathways.

B5.3 Examine Internet sales.

B8.0 Access and use marketing information to enhance sales opportunities and activities.

B8.1 Identify sources of demographic data for sales and business planning.

B8.3 Analyze and use data to identify potential customers and locations for business expansion.

B8.4 Track consumer spending trends, and analyze data to forecast sales, predict economic conditions, and guide business activities.

B8.5 Research consumers' needs and wants to identify product/service gaps and to develop, maintain, and improve, products and services.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators:** who can explain mathematical concepts to others and use mathematics to organize and explain data.
- **Quality Producers:** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.
- **Constructive Thinkers:** who are able to attack problems with organization, logic, and mathematical skills they have developed in a systematic fashion.
- **Collaborative Workers:** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens:** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

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