

Secaucus
Board of
Education

Introduction to Marketing

Course Code 7224

Business Department



Born on August 2017

*Aligned to the NJSL - 21st Century Life & Career Standards (2014), Technology (2014), Mathematics (2016),
and ELA (2016)*

Adopted by the Secaucus Board of Education on August 24, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

Prerequisite: Personal Financial Literacy (B+ or better) and Teacher Recommendation

This course is designed to teach the fundamental concepts involved in the marketing function of modern organizations. The focus is on surveying the breadth of concepts and issues in the marketing of products and services to consumers. The fundamentals of marketing principles are taught through a series of lectures and cases which describe the decision problems encountered by marketing managers. The topics covered include strategic marketing, consumer behavior, customer segmentation, market research, product design, pricing strategy, marketing channels, competition, advertising and promotion strategy. The key learning objectives are achieved via four (4) methods: Learning through lectures and discussions, learning by doing – developing a marketing plan for a new product or service, learning through case analyses, and learning through online and electronic media.

Interdisciplinary Connections

NJSLS – Technology:

- ❖ 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- ❖ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- ❖ 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- ❖ 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

NJSLS – Mathematics:

- ❖ A.CED.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- ❖ A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- ❖ A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- ❖ A.REI.1 Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- ❖ A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- ❖ A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- ❖ A.SSE.1: Interpret expressions that represent a quantity in terms of its context.
- ❖ F.LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- ❖ F.1F.4 For a function that models a relationship between two quantities, interpret key features of the graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

- ❖ F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- ❖ N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- ❖ F.BF.1 Write a function that describes a relationship between two quantities.

NJSLS – ELA:

- ❖ RI.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- ❖ W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ❖ SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ❖ SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

21st Century Life and Careers - Career Ready Practices:

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- ❖ 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

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	Unit 1: The World of Marketing	
Timing:	2 Weeks	
Standards:	9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.1.12.A1 9-12.9.1.12.A4 <i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • Why are the 5 P's of the marketing mix necessary when reaching consumers? • How do businesses develop a marketing mix? • Why is it necessary to market a good or service? 	<ul style="list-style-type: none"> • Students will be able to: explore the rationale for marketing and be able to explain, evaluate, and implement the 5 P's of the marketing mix. 	<ul style="list-style-type: none"> • Define key terms: write about marketing and the marketing processes; calculate income/profit from various companies. • Role play • Magazine/Internet article research and summary • E-Flash Cards/Online self checks • Webisodes • Written response to one the essential questions using correct information, key vocabulary, and insight
Assessments:	Materials:	Resources:

<ul style="list-style-type: none">● Formative Assessments<ul style="list-style-type: none">○ Class participation○ Teacher observation○ Notes/Binders○ Worksheets● Summative Assessments<ul style="list-style-type: none">○ Quizzes /Tests○ Project Based Learning○ Performance Tasks○ SGO pre and post assessments○ Quarterly exam○ Final Exam	<ul style="list-style-type: none">● Textbook, Supplementary Materials, tutorials; PowerPoint, notes, internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website	<ul style="list-style-type: none">● Magazines● Newspapers● PowerPoint● YouTube.com
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Unit:	Unit 2: Analyzing Market Opportunities (MP 1)	
Timing:	3 weeks	
Standards:	<p>9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.2.12 A 4 9-12.9.2.12 A 1 9-12.3</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What impacts consumer decision making? • How are demographic studies useful to marketers? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand Consumer Decision Making • The importance of Market Segmentation • The Role of Marketing Research • Be able to discuss the nature, importance, and usage of marketing research in planning and implementing marketing strategies. 	<ul style="list-style-type: none"> • Define key terms: write about four components of an effective promotional campaign. • Analyze ads and determine target audience

	<ul style="list-style-type: none"> • Be able to explain the function of marketing information systems. • Be able to describe four important types of marketing research. • Be able to describe the steps used in conducting marketing research. • Be able to construct effective marketing research questionnaire 	
Assessments:	Materials:	Resources:
<ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> o Class participation o Teacher observation o Notes/Binders o Worksheets • Summative Assessments <ul style="list-style-type: none"> o Quizzes /Tests o Project Based Learning o Performance Tasks o Quarterly exam o Final Exam 	<ul style="list-style-type: none"> • Textbook, Supplementary Materials, tutorials; PowerPoint, notes, internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website 	<ul style="list-style-type: none"> • Essential Materials, Supplementary Materials, Links to Best Practices • Youtube • Magazines • Newspaper

Unit:	Unit 3: Product Decision (MP 1)	
Timing:	4 Weeks	
Standards:	<p>9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.1.12.A.1 9-12.9.1.12.1 9-12.9.1.12.B.1 9-12.9.1.12.E.1 9-12.9.2.12.1 9-12.9.2.12.E.3 912.9.2.12.E 4</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> What is a product? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Develop a product they wish to bring to the market. Know the importance of new products 	<ul style="list-style-type: none"> Define key terms: write about marketing and the marketing processes; calculate income/profit from various companies. Magazine/Internet article research and summary

	<ul style="list-style-type: none"> • Understand why some products succeed and others fail. 	<ul style="list-style-type: none"> • E-Flash Cards/Online self checks • Webisodes • Written response to one the essential questions using correct information, key vocabulary, and insight • Product research and development
Assessments:	Materials:	Resources:
<ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> o Class participation o Teacher observation o Notes/Binders o Worksheets • Summative Assessments <ul style="list-style-type: none"> o Quizzes /Tests o Project Based Learning o Performance Tasks o Quarterly exam o Final Exam 	<ul style="list-style-type: none"> • Textbook, Supplementary Materials, tutorials; PowerPoint, notes, internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website 	<ul style="list-style-type: none"> • Essential Materials, Supplementary Materials, Links to Best Practices

Unit:	Unit 4: Distribution Decisions (MP 2)	
Timing:	3 Weeks	
Standards:	<p>9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.2.12.A.5 9-12.9.1.12.1 9-12.9.1.12.D.3 9-12.9.1.12.B.1 LA.9-12.3.3.12D</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • How are the channels of distribution as vital to marketing as the arteries are to the heart? • Why the channels of distribution as vital to marketing as the arteries are to the heart? • Why would a manufacturer bypass a retailer and what would be the effect? 	<p>Students will understand the dependency relationship that exists among channel members by charting the flow of goods from manufacturer to consumer.</p> <p>Understand the necessity of intermediary businesses such as transportation services, storage facilities, and wholesalers in the chain</p>	<p>Define key terms.</p> <ul style="list-style-type: none"> • Distribution—how it works Channel members Distribution planning for foreign markets The nature and scope of physical distribution Types of transportation Transportation service companies

<ul style="list-style-type: none"> • What is a Channel of Distribution? • How do the channels of distribution differ between consumers and business-to-business products? • How are transportation systems used to move products? • What are the different kinds of transportation services? • How does planning purchases differ between an industrial market and a re-sellers market? • What is the concept of chain store buying? • How is merchandise received and checked? • What procedures are used for transferring merchandise? 	<ul style="list-style-type: none"> • Distribution channels are necessary in every marketing decision. The purpose of this unit is for the students to understand the channels of distribution and to be able to select the appropriate channel in order to sell consumer and industrial products effectively. 	<ul style="list-style-type: none"> • Inventory control The impact of technology on inventory management Calculate stock turnover rates Analysis of current events/case studies Construct channels of distribution for various products Analyze costs Analyze transportation methods Prepare a merchandise plan Research inventory management systems. • Relate inventory to school store.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<ul style="list-style-type: none"> • Students will understand the dependency relationship that exists among channel members by charting the flow of goods from manufacturer to consumer • Formative Assessments <ul style="list-style-type: none"> o Class participation o Teacher observation o Notes/Binders 	<ul style="list-style-type: none"> • Textbook, Supplementary Materials, tutorials; PowerPoint, notes, internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website 	<ul style="list-style-type: none"> • Essential Materials, Supplementary Materials, Links to Best Practices

<ul style="list-style-type: none">o Worksheets● Summative Assessments<ul style="list-style-type: none">o Quizzes /Testso Project Based Learningo Performance Taskso Quarterly examo Final Exam		
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Unit:	Unit 5: Promotion and Communication Strategies (MP 4)	
Timing:	6 Weeks	
Standards:	<p>9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.2.12.A.5 9-12.9.1.12.1 9-12.9.1.12.D.3 9-12.9.1.12.B.1 LA.9-12.3.3.12</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● What are the different types of advertising? ● What are Social Media? ● Why and how is personal selling the most effective means of promotion? ● How has social media (Twitter, Facebook, Linked-In) Changed the way 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Determine the effects of advertising ● Personal selling is the most effective means of promotion. ● Analyze trends & technology ● Analyze how customer make buying decisions. 	<ul style="list-style-type: none"> ● Define key terms: write about promotions in marketing and the marketing processes; research different company strategies. Role play Magazine/Internet article research and summary E-Flash Cards/Online self checks Webisodes Print media project Broadcast media commercial Enter and Exit tickets

<p>businesses and consumers interact with each other?</p> <ul style="list-style-type: none"> ● How has social Media impacted sales/ promotion 	<ul style="list-style-type: none"> ● Demonstrate how to approach a customer to open a sale and successfully close it. ● Distinguish objections from excuses. ● Strategies for good customer service and the importance of building clientele. ● Generate and process sales documentation. 	<p>relating to essential questions and learning goals Tests/Quizzes</p> <ul style="list-style-type: none"> ● Promote products/business Sell products (school store)
	Materials:	Resources:
<ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ Notes/Binders ○ Worksheets ● Summative Assessments <ul style="list-style-type: none"> ○ Quizzes /Tests ○ Project Based Learning ○ Performance Tasks ○ Quarterly exam ○ Final Exam 	<ul style="list-style-type: none"> ● Textbook, Supplementary Materials, tutorials; PowerPoint, notes, internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website 	<ul style="list-style-type: none"> ● Essential Materials, Supplementary Materials, Links to Best Practices

Unit:	Unit 6: Pricing Decisions (MP 2)	
Timing:	6 weeks	
Standards:	<p>9-12.9.1.12.2 9-12.9.2.12E.8 9-12.9.1.12.1 9-12.9.2.12 A 1 9-12.9.2.12 E4 9-12.9.2.12 E 6</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What causes a product or service to become obsolete? • What are the different forms of price? • What are the goals of pricing? • What is the difference between market share and market position? • What are the three basic 	<ul style="list-style-type: none"> • Consumers decide the fate of all products and services that are marketed. The purpose of this unit is for the students to explore the importance of price and all of the factors that affect the pricing decision. • Students will learn the relationship between pricing and a company's 	<p>Define key terms: write about business ethics and social responsibility</p>

<p>pricing concepts?</p> <ul style="list-style-type: none"> ● What are forward pricing and backward pricing? ● What are the two polar pricing policies for introducing a new product? ● How is a firm's net profit or loss related to pricing? ● How would I calculate dollar and percentage markup based on cost or retail? ● How would I determine a sales price? 	<p>profitability based on pricing calculations</p>	
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ Notes/Binders ○ Worksheets ● Summative Assessments <ul style="list-style-type: none"> ○ Quizzes /Tests ○ Project Based Learning ○ Performance Tasks ○ Quarterly exam ○ Final Exam 	<ul style="list-style-type: none"> ● Textbook, Supplementary Materials, tutorials; PowerPoint, notes, internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website 	<ul style="list-style-type: none"> ● Essential Materials, Supplementary Materials, Links to Best Practices

Unit:	Unit 7: Public Relations	
Timing:	Ongoing throughout the school year	
Standards:	<p>9-12.9.1.12.2 9-12.9.1.12.1 9-12.9.1.12.A.1 9-12.9.1.12.1 9-12.9.1.12.B.1 9-12.9.1.12.E.1 9-12.9.2.12.1 9-12.9.2.12.E.3 9-12.9.2.12.E 4</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> How will creating a positive business image and community goodwill help accomplish an effective public relations campaign? 	<ul style="list-style-type: none"> Know why a business's public image is as important as the suit of clothes that you would wear to a job interview. Understand how the public's perception about a company can turn from good to bad or vice versa. 	<ul style="list-style-type: none"> Define key terms: discuss businesses public images. Create press releases and promote Secaucus High School

	<ul style="list-style-type: none"> Examine and analyze the components of a public relations campaign and formulate strategies on how such a plan can be implemented.. 	
Assessments:	Materials:	Resources:
<ul style="list-style-type: none"> Participation Written Press Releases 	<ul style="list-style-type: none"> Digital camera, Textbook, Supplementary Materials, tutorials; PowerPoint, notes, internet activities, poster visuals of the marketing wheel, graphic organizers, DECA.org website 	<ul style="list-style-type: none"> Essential Materials, Supplementary Materials, Links to Best Practices