

Wallenpaupack Area School District Planned Course Curriculum Guide

Department

Business, Computers, and Information Technology

Name of Course

Marketing

Course Description:

Marketing is for students who are interested in exploring how products are developed, produced, advertised, promoted, and distributed. An emphasis will be placed on marketing in the areas of sports and entertainment, tourism and hospitality, and food service. Other topics will include communication, interpersonal, leadership and technology skills as well as career development strategies.

Initial Creation Date (if applicable) and Revision Dates: February 2024

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 1: Introduction to Marketing	TIMEFRAME: 9 blocks

PA COMMON CORE/NATIONAL STANDARDS:

- 15.9.12.A. – Analyze and summarize professional designations, careers, and organizations within the field of marketing, including the educational and certification requirements for each.

UNIT OBJECTIVES (SWBATS):

- Define marketing
- Identify the components of the marketing mix
- Explain the seven marketing functions
- Create a presentation on a career in the marketing field

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct Instruction
- Class Discussions
- Independent Work

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class assignments (OneNote assignments)
- Marketing Career Project (with rubric)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Students will have the ability to choose their own career to research with a choice in how to create their presentation. Students who are accelerated can choose to investigate additional career paths or start to investigate any of the topics introduced on their own.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- OneNote
- PowerPoint
- Canva
- Presentation Software

KEY VOCABULARY: Marketing, Marketing Mix, Marketing Functions, Market

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 2: Marketing Economics	TIMEFRAME: 9 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> 15.9.12.E. – Research and analyze consumer behavior patterns and the effect of those patterns on business and the economy.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> Define economics Identify the types of economic resources Differentiate between wants and needs Understand how supply and demand affects prices Compare and contrast business and personal wants and needs
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> Direct Instruction Class Discussions Digital Gallery Walk Independent Work
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> In-class assignments (OneNote assignments) Personal and Business Wants/Needs Poster (with rubric) Marketing Economics Assignment and Infographic
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Using local newspapers, business directories, business’s social media, or telephone directories, students will identify two local business that fit into each of the four types of competition (pure, monopoly, oligopoly, and monopolistic competition). Students will justify their reasoning for each choice.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> OneNote PowerPoint Canva
<p>KEY VOCABULARY: Economics, Wants, Needs, Goods/Products, Services, Natural Resources, Human Resources, Capital, Entrepreneurship, Supply, Demand, Equilibrium Price, Economic Systems, Pricing, Fixed Costs, Variable Costs, Market Structures</p>

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 3: Ethical Marketing	TIMEFRAME: 9 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 15.9.12.M. – Evaluate laws and regulations impacting marketing.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Give examples of ethical and unethical behaviors • Develop their own Code of Ethics • Construct responses to ethical dilemmas
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Direct Instruction • Class Discussions • Independent/Group Work
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-class assignments (OneNote assignments) • Ethical Dilemmas Responses • Ethical Marketing Project (with rubric)
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Choose a fast-food company or a bottled water company and research possible actions that can be taken a concerned consumer group, the government, a group of businesses, or the business itself to be more socially responsible.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • OneNote • PowerPoint • Canva • Presentation Software
<p>KEY VOCABULARY: Ethical Behavior, Unethical Behavior, Professional Ethics, Personal Ethics, Code of Ethics, Ethical Dilemmas</p>

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 4: Consumers and Competition	TIMEFRAME: 9 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 15.9.12.E. – Research and analyze consumer behavior patterns and the effect of those patterns on business and the economy. • 15.9.12.F. – Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning. • 15.9.12.L. – Analyze the costs and benefits of using technology in marketing to gain a competitive advantage.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Explain what a target market is • Analyze the needs of different target markets • Identify competitors for different goods and services • Understand how consumer decisions are made • List the decisions stages • Create a product update
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Direct Instruction • Class Discussions • Independent/Group Work
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-class assignments (OneNote assignments) • Product Update Project (with rubric)
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Create a visual to show the different marketing strategies used a local company that faces intense competition versus a local company that faces limited competition. Students will need to highlight the similarities and differences between the marketing strategies.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • OneNote • PowerPoint • Canva • Presentation Software
<p>KEY VOCABULARY: Consumers, Target Market, Competition, Customer Loyalty, Intense Competition, Limited Competition, Monopolistic Competition</p>

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 5: Market Research	TIMEFRAME: 9 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 15.9.12.E. – Research and analyze consumer behavior patterns and the effect of those patterns on business and the economy. • 15.9.12.J. – Analyze data collection methods when entering into or expanding a market.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Explain the differences between primary and secondary data • Give specific examples of how to gather primary and secondary data • Outline the six steps of market research • Compare and contrast quantitative and qualitative research • Summarize the importance of market segments
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Direct Instruction • Class Discussions • Independent/Group Work
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-class assignments (OneNote assignments) • Focus Group Activity
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Students will be given a premade chart with data for them analyze along with specific questions to answer regarding percentages based on the data.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • OneNote • PowerPoint • Shark Tank Episode
<p>KEY VOCABULARY: Market Research, Primary Data, Secondary Data, Quantitative Research, Qualitative Research, Market Segmentation, Customer Profile</p>

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 6: Product Development and Branding	TIMEFRAME: 9 blocks

PA COMMON CORE/NATIONAL STANDARDS:

- 15.9.12.F. – Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

UNIT OBJECTIVES (SWBATS):

- Identify the seven steps of product development
- Differentiate between basic, enhance, and extended products
- Identify what branding is and what branding is not
- Explain the importance of branding and role it plays in marketing
- Describe the components of a comprehensive branding strategy

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct Instruction
- Class Discussions
- Independent/Group Work

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class assignments (OneNote assignments)
- Technology Product Infographic (with rubric)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Students will be challenged to create brand advertising for a new soda called Silver Cola. Students will need to include what kinds of colors, designs, music, and people to use in commercials. Students will also need to answer regarding target audiences, and its “personality”.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- OneNote
- PowerPoint
- Canva

KEY VOCABULARY: Product, Product Development, Basic Product, Enhance Product, Extended Product, Branding, Brand Loyalty

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 7: Price and Distribution	TIMEFRAME: 9 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 15.9.12.H – Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates. • 15.9.12.G. – Assess the distribution process of various companies and industries.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Explain the different components that go into choosing a price for a product of service • Determine the best pricing strategy to use in given scenarios • Calculate mark-up • Explain Federal Government Pricing Laws • Outline the different distribution channel options
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Direct Instruction • Class Discussions • Independent/Group Work
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-class assignments (OneNote assignments) • Technology Product Infographic (with rubric)
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Completion of an application example that requires students to identify methods of direct and indirect distribution. Then students will make and justify a choice for their given scenario regarding the best option.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • OneNote • PowerPoint
<p>KEY VOCABULARY: Price, Pricing Strategy, Wholesale Cost, Variable Costs, Total Costs, Total Revenue, Competitive Pricing, Demand Pricing, Cost-Based Pricing, Time-Based Pricing, Bundling, Price an Idea, Distribution, Distribution Channels, Direct Channel, Indirect Channel, Physical Distribution, Warehouse, Distribution Center, Information Processing</p>

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 8: Advertising and Promotion	TIMEFRAME: 9 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 15.9.1.2.I. – Design a comprehensive promotion plan for a product or service.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify the different types of media that are used throughout marketing • Give examples of each type of persuasive technique used in advertising • Create a lesson on a chosen type of advertising
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Direct Instruction • Group Work • Independent Work
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-class assignments (OneNote assignments) • Jigsaw Teaching Activity
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Given a list of four products and/or services, students will create two promotional objectives that are appropriate for each product/service. Students will need to make certain the objectives are achievable through promotion.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • OneNote • PowerPoint • Presentation Software
<p>KEY VOCABULARY: Promotion, Advertising, Slogan, Repetition, Bandwagon, Testimonial, Expert Opinion, Appeals to Emotion, Audience</p>

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 9: Social Media Marketing	TIMEFRAME: 9 blocks

PA COMMON CORE/NATIONAL STANDARDS:

- 15.9.12.B. – Analyze how marketing influences today’s households, businesses, and society; including but not limited to business-to-consumer, business-to-business, and consumer-to-consumer.

UNIT OBJECTIVES (SWBATS):

- Explain the different forms of social media and their purposes
- Identify the skills needed to be employed as a social media manager
- Explain and use the social media marketing strategies
- Create a social media campaign project

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct Teaching
- Independent Work
- Group Work

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class assignments (OneNote assignments)
- Social Media Campaign Project (with rubric)
- Social Media Concert Project (with rubric)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Pick a brand that you really like and determine how it uses social media to convey its messages. Imagine you are the social media director for the brand and you must utilize only one social media format. Justify your decision.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- OneNote
- PowerPoint
- Presentation Software

KEY VOCABULARY: Social Media, Social Media Marketing

Wallenpaupack Area School District Curriculum	
COURSE: Marketing	GRADE/S: 10-12
UNIT 10: The Marketing Plan	TIMEFRAME: 9 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Create a comprehensive marketing plan.
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Create a comprehensive marketing plan • Identify the steps for creating a marketing strategy • Write SMART goals
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Direct Teaching • Independent Work • Group Work
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-class assignments (OneNote assignments) • Marketing Plan Project (with rubric)
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Create a marketing plan for a fictitious company given the details.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • OneNote • PowerPoint • Presentation Software
<p>KEY VOCABULARY: Marketing Plan, Business Summary, Business Initiatives, Target Market, Market Strategies, Budget, Marketing Channels, Product Management, Marketing Strategy, SMART Goals</p>