

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Introduction to Marketing

Course # 670 Grade(s) 9-12

Department: Computer and Business Applications

Length of Period (mins.) 40 Total Clock Hours: _____

Periods per Cycle: 6 Length of Course (yrs.) 1/2

Type of Offering: _____ required elective

Credit: .5

Adopted: 6/8/09

Developed by:

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Jayne St. Mary

Description of Course

Course Title: Introduction to Marketing

Description: This course will introduce students to the fundamentals of business marketing. Topics include the role of marketing in a business, market research and segmentation, basic economics, developing a marketing plan, and e-commerce.

Goals:

- The goal of this course is to introduce students to basic marketing concepts that can be further developed in other specialized marketing courses. This class serves as a pre-requisite for the Fashion Marketing, Sports and Entertainment Marketing, and Hospitality and Tourism Marketing courses.

Requirements:

- Satisfactory completion of Intro to Marketing is a pre-requisite for Fashion Marketing, Sports and Entertainment Marketing, and Hospitality and Tourism Marketing.

Text: James L. Burrow, Marketing, South-Western Cengage Learning, 2006

Key to Levels of Achievement (Listed with each learning objective)

| | |
|--------------------|--|
| Awareness (A): | Students are introduced to concepts, forms, and patterns. |
| Learning (L): | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U): | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level. |
| Reinforcement (R): | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication. |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|---------------------------------------|-----|--|-------|---|--|----------------------|
| Unit 1 - Marketing Today and Tomorrow | 1 | Students will define marketing. | A | <ul style="list-style-type: none"> Students will discuss the role of marketing in a business. Students will define marketing and identify the various elements that make up the marketing function. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |
| | 2 | Students will discuss the need for marketing. | L | <ul style="list-style-type: none"> Students will evaluate the marketing function of a business in relationship to other business departments including Production, Operations, Management, and Accounting and Finance. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |
| | 3 | Students will be introduced to the basic marketing concept and implementation of that concept. | A | <ul style="list-style-type: none"> Students will define the 4 elements of the marketing mix including Product, Distribution (Place), Price and Promotion (the 4 P's of Marketing). | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |
| | 4 | Students will discuss the marketing approach companies take in today's business world. | A | <ul style="list-style-type: none"> Students will discuss how the marketing concept has evolved throughout history. Students will discuss the role of all employees in marketing. Students will touch on the role of marketing in non-profit organizations. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |
| Unit 2 – Marketing and Economics | 5 | Students will learn basic economic concepts. | A | <ul style="list-style-type: none"> Students will define scarcity. Students will define types of economic systems including controlled economies, free economies, and mixed economies. Students will discuss the free enterprise system of the American economy. Students will define the basic laws of supply and demand. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Economics I, II |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|------|-----|---|-------|--|--|-------------------|
| | 6 | Students will learn the economic laws of supply and demand. | L | <ul style="list-style-type: none"> • Students will define macroeconomics and microeconomics. • Students will define the law of demand and evaluate the demand curve on an economic graph. • Students will define supply and evaluate the supply curve on a economic graph. • Students will discuss the role of competition in the marketplace. • Students will evaluate the intersection of the supply and demand curves to determine market price. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Economics IV |
| | 7 | Students will define and discuss types of economic competition. | L | <ul style="list-style-type: none"> • Students will define the following types of competition: pure competition, monopoly, oligopoly, and monopolistic competition. • Students will evaluate supply and demand curves for the above listed types of competition. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Economics V |
| | 8 | Students will define and discuss the economic concept of utility. | L | <ul style="list-style-type: none"> • Students will define economic utility. • Students will define types of economic utility including form utility, time utility, place utility, and possession utility. • Students will evaluate how economic utility plays a role in marketing. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Economics I |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|----------------------------------|-----|---|-------|---|--|--------------------|
| Unit 3 – The Basics of Marketing | 9 | Students will discuss changes in today’s world of marketing. | A | <ul style="list-style-type: none"> • Students will discuss the roles and activities of today’s marketing departments. • Students will discuss the integration of marketing into all aspects of a business. • Students will discuss the need of a business to identify market opportunities quickly. • Students will evaluate the role of marketing in specific business situations. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing I |
| | 10 | Students will understand the importance of planning a marketing strategy. | U | <ul style="list-style-type: none"> • Students will define marketing strategy. • Students will discuss how to identify customer needs. • Students will define market segments. • Students will define target market. • Students will discuss and define the marketing mix and the planning that goes into determining the proper product, distribution, promotion, and price. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing VI |
| | 11 | Students will discuss the customer decision-making process. | A | <ul style="list-style-type: none"> • Students will define decision. • Students will identify the 5 stages of consumer decision-making including Recognizing a Need, Identifying Alternatives, Evaluating Choices, Making a Decision, and Assessing Satisfaction. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing II |
| | 12 | Students will discuss how businesses respond to competition in the marketplace. | L | <ul style="list-style-type: none"> • Students will identify the types of competition that companies face including intense competition, limited competition, and monopolistic competition. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing III |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|--|-----|--|-------|--|--|------------------|
| | 13 | Students will explain how the role of marketing differs in various types of businesses. | L | <ul style="list-style-type: none"> Students will evaluate how the role of marketing changes for different types of businesses including producers and manufacturers, channel members, and service businesses. Students will evaluate the role of marketing for non-business organizations including government agencies and non-profit organizations. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |
| Unit 4 – Marketing Information and Research | 14 | Students will understand the importance of information in making marketing decisions. | L | <ul style="list-style-type: none"> Students will discuss the need for businesses to obtain information regarding consumer differences, expanding choices, competition, and the global marketplace. Students will discuss how information is used in developing a marketing strategy and plan. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing V |
| | 15 | Students will describe the common sources of internal and external market information. | L | <ul style="list-style-type: none"> Students will define sources of internal information including customer records and sales information, production and operation reports, and performance information,. Students will define sources of external information including government reports, trade and professional associations, business publications, and commercial data and information services. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing V |
| | 16 | Students will explain the five critical elements of an effective marketing information system. | U | <ul style="list-style-type: none"> Students will define marketing information system (MkIS). Students will describe the 5 elements needed for an effective MkIS including Input, Storage, Analysis, Output, and Decision Making. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing V |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|--|-----|--|-------|--|--|-------------------|
| | 17 | Students will describe how to evaluate and analyze marketing information. | U | <ul style="list-style-type: none"> • Students will define the steps in implementing market research including Defining a Problem, Analyzing the Situation, Developing a Data-Collection Procedure, Gathering and Studying Information, and Proposing a Solution. • Students will define primary data and secondary data. • Students will discuss the various methods of collecting data including random sampling and how to determine a sample population. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing V |
| | 18 | Students will identify and practice the various methods of collecting primary data. | R | <ul style="list-style-type: none"> • Students will define surveys and closed-ended versus open-ended questions. • Students will define and discuss focus groups. • Students will define observation, experiments, test markets and simulations as they relate to gathering data. • Student will evaluate the pros of cons of each data collection method. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing V |
| Unit 5 – Marketing and the Consumer | 19 | Students will describe the importance of understanding consumer behaviors and wants and needs. | A | <ul style="list-style-type: none"> • Students will define consumer behavior. • Students will define final consumer and business consumer and describe the similarities and differences of each. • Students will define wants versus needs. • Students will evaluate Maslow’s Hierarchy of Needs. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing II |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|--|-----|--|-------|--|--|-------------------|
| | 20 | Students will discuss buyer motives and review the consumer decision-making process. | L | <ul style="list-style-type: none"> Students will define motivation and buying motives. Students will categorize buying motives as Emotional, Rational, or Patronage. Students will review the 5 steps in the consumer decision-making process. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing II |
| | 21 | Students will identify the various individual characteristics that influence consumer decision-making. | U | <ul style="list-style-type: none"> Students will identify how the following individual characteristics influence consumer purchases; identity, personality, attitude, self-concept, lifestyle, gender, ethnicity, age, and culture. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing II |
| | 22 | Students will identify when consumer and businesses use each of the three types of decision-making. | L | <ul style="list-style-type: none"> Students will identify when a consumer will make the one of three types of decisions; routine, limited, and extensive. Students will evaluate the impact of marketing on these three types of decisions. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing II |
| Unit 6 – Competition in the Marketplace | 23 | Students will define and apply the concept of market segmentation. | U | <ul style="list-style-type: none"> Students will define market segmentation. Students will discuss segmenting markets based on the following categories; geographic, demographic, psychographic, product usage, and benefit segmentation. Students will determine how to identify various market segments and how businesses determine their market potential and market share. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing II |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|------|-----|---|-------|--|--|--------------------|
| | 24 | Students will explain the various bases for positioning a product to distinguish it from the competition. | L | <ul style="list-style-type: none"> • Students will define market position. • Students will evaluate how products are positioned to meet various target markets. • Students will identify positioning of a product based on an attribute, price and quality, use of application, product user, product classification, and competitors. • Students will identify how businesses decide on positioning strategies by focusing on consumer perceptions, competition, or the business environment. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing IV |
| | 25 | Students will explain direct versus indirect competition and price versus non-price competition. | L | <ul style="list-style-type: none"> • Students will define direct competition, indirect competition, price competition, and non-price competition. • Students will describe the benefits of competition in the marketplace. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing III |
| | 26 | Students will describe the types of information businesses need to know about their competitors. | L | <ul style="list-style-type: none"> • Students will evaluate the types of competitive information available including competitors pricing strategies, distribution decisions, product and service planning, promotional efforts, and competitive market position. • Students will evaluate how to gather competition information including market intelligence and sources and the ethics involved in evaluating competitors. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing III |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|---|-----|--|-------|--|--|-------------------|
| Unit 7 – Developing a Marketing Strategy and Plan | 27 | Students will apply previously learned marketing concepts to devise a marketing plan. | R | <ul style="list-style-type: none"> • Students will describe how market segments are defined including segmenting factors and how to select a target market for a product or service. • Students will develop and product or service and devise a marketing strategy for that item. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing VI |
| | 28 | Students will apply product concepts to develop their own unique product or service. | R | <ul style="list-style-type: none"> • Students will learn to fine-tune a product by focusing on the product’s features, options, associated services, branding and image, warranties, packaging, and uses. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing VI |
| | 29 | Students will apply distribution, price, and promotion concepts to complete the marketing mix for their own unique product or service. | R | <ul style="list-style-type: none"> • Students will define a marketing strategy and plan for distributing, pricing, and promoting their own product. • Students will define and discuss the product lifecycle including the four distinct phases of introduction, growth, maturity, and decline. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing VI |
| | 30 | Students will define and apply the four consumer purchase classifications to their own unique product or service. | R | <ul style="list-style-type: none"> • Students will evaluate how consumers shop and categorize products as a convenience good (staple goods, impulse goods, or emergency goods), shopping goods, specialty goods, or unsought goods. • Students will identify what classification their unique product or service falls into. • Students will identify how purchase classifications relate marketing and planning. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing VI |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|---------------------|-----|--|-------|--|--|-------------------|
| | 31 | Students will evaluate the benefits and need for marketing planning. | U | <ul style="list-style-type: none"> • Students will discuss the need for a marketing plan. • Students will discuss how to prepare a marketing plan including gathering company information, competitor information, market information and consumer information. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing VI |
| | 32 | Students will discuss and develop a marketing plan using established guidelines. | R | <ul style="list-style-type: none"> • Students will develop a marketing plan including a market analysis, company mission, market strategies, competition analysis, external environment analysis, and internal analysis. • Students will develop a marketing strategy for a unique product or service including determining goals and outcomes, defining a target market, specifying the marketing mix, and developing a positioning statement. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing VI |
| Unit 8 – E-Commerce | 33 | Students will define e-commerce and compare it to other forms of business. | U | <ul style="list-style-type: none"> • Students will define e-commerce. • Students will define and compare click-only businesses, brick-and-mortar businesses, and brick-and-click businesses. • Students will describe the three phases of development for an e-commerce business; information stage, interaction stage, and the full integration stage. • Students will discuss the advantages and disadvantages of e-commerce and compare and contrast e-commerce to other forms of business. | <ul style="list-style-type: none"> • Tests/quizzes • Homework • Group/Individual projects • Class participation • Teacher observation • Final exam | NBEA Marketing I |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|------|-----|--|-------|---|--|---------------------|
| | 34 | Students will discuss the growing importance of e-commerce. | L | <ul style="list-style-type: none"> Students will discuss the growth of the Internet. Students will describe business uses of the Internet including communication, information gathering, and improvement of operations. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |
| | 35 | Students will identify the differences between virtual marketing and traditional marketing and how the marketing mix varies for e-commerce businesses. | U | <ul style="list-style-type: none"> Students will define virtual marketing. Students will evaluate the distribution channels for e-commerce businesses including how to find and buy products, how to process orders, and how to physically distribute products. Students will evaluate e-commerce distribution problems including transaction security and customer service. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |
| | 36 | Students will describe how companies use and plan promotion on the Internet. | U | <ul style="list-style-type: none"> Students will describe how companies communicate Internet users. Students will define online promotional methods such as online advertising, pop-up ads, web sponsorship, priority placement, information web sites, and business blogs. Students will identify how business plan for e-commerce marketing, particularly planning the shopping experience, and effective promotional methods. | <ul style="list-style-type: none"> Tests/quizzes Homework Group/Individual projects Class participation Teacher observation Final exam | NBEA Marketing I |