

River Dell Regional School District

Marketing Curriculum

2019



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INTRODUCTION

From beginning to end, the principles of marketing develops an innovative customer-value and customer-relationships framework that captures the essence of today's marketing. It builds on five major value themes: Creating value for customers in order to capture value from customers in return, building and managing strong, value-creating brands, measuring and managing return on marketing, harnessing new marketing technologies, and sustainable marketing around the globe.

Top marketers at outstanding companies share a common goal: putting the consumer at the heart of marketing. Today's marketing is all about creating customer value and building profitable relationships. It starts with understanding consumer wants and needs, determining which target markets the organization can serve best, and developing a compelling value proposition by which the organization can attract and grow valued consumers.

The goal of the class is to introduce new marketing students to the fascinating world of modern marketing in an innovative and comprehensive yet practical and enjoyable way. Through the use of technology, reading supplementation, comprehensive group work, and real world application, students will receive an in-depth look at the world of marketing. Enhanced by Photoshop, our hands-on graphic design tool, this course creates an exceptional learning experience for students.

Upon completion of the course students will have a wide range of marketing knowledge encompassing consumer behavior, brand strategy, personal selling, product management and promotional strategy. This knowledge will empower students to excel with a rapidly growing global economy by giving them the insight on how to influence others and how others are influencing them. The course prepares you for rewarding career options in business, government and the nonprofit sector.

MARKETING CURRICULUM UNIT ONE: CUSTOMER VALUE

STATE STANDARDS

- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
- 9.1.12.A.1** Apply critical thinking and problem solving strategies during structured learning experiences
- 9.1.12.C.4** Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences
- 9.1.12.D.1** Interpret spoken and written communication within the appropriate cultural context
- 9.1.12.E.1** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
- 9.1.12.F.2** Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences
- 9.2.12.A.1** Analyze the relationship between various careers and personal earning goals.
- 9.2.12.A.2** Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.2.12.A.3** Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.
- 9.2.12.A.4** Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.2.12.A.5** Evaluate current advances in technology that apply to a selected occupational career cluster

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NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply appropriate academic and technical skills

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

CRP9 Model integrity, ethical leadership and effective management

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

BIG IDEAS/COMMON THREADS

Outstanding marketing companies understand the marketplace and customer needs, design value-creating marketing strategies, develop value-creating marketing strategies, develop integrated marketing programs that deliver customer value and delight, and build strong customer relationships.

ENDURING UNDERSTANDINGS

Top marketers share a common goal: putting the customer at the heart of marketing. It starts with understanding consumer needs and wants, determining which target markets the organization can serve best, and developing a compelling value proposition by which the organization can attract and grow valued consumers.

ASSESSMENTS

- Customer Value Test
- 7 Functions of Marketing Form
- Market a Location
- Pepperidge Farm Ad

ESSENTIAL QUESTIONS

- What steps are involved in the marketing process?
- What is the importance of understanding customers and the marketplace?

- What are the key elements of a successful marketing strategy?
- What is involved in customer relationship management?
- What are the major forces that are changing the marketing landscape?
- What is strategic planning and its four steps?
- How do you design business portfolios and growth strategies?
- How does marketing work with its partners to create and deliver customer value?
- What are the elements of a customer driven marketing mix?

LESSON OBJECTIVES

Students will be able to...

- understand that marketers need to understand customer wants and needs. Next, marketers design a customer-driven marketing strategy. In the third step, marketers construct a marketing program. The forth step involves building profitable customer relationships. In the final step, the company reaps the rewards of strong customer relationships.
- understand that companies go to great lengths to learn about their customers' needs, wants, and demands.
- understand that a marketing strategy must involve market segmentation and selecting which segments it will cultivate in the target market.
- understand that customer relationship management is the process of building and maintaining profitable customer relationships by delivering superior customer value and satisfaction.
- understand that the boom in computers, telecommunications, information, transportation, and other technologies has created exciting new ways to learn about and relate to individual customers.
- understand that the importance of defining the company's mission, setting objectives and goals, designing a business portfolio, and developing functional plans.
- understand that a firm wants to produce a business portfolio that best fits its strengths and weaknesses to opportunities in the environment.
- understand that under the strategic plan, the major functional departments of a firm are marketing, finance, accounting, purchasing, operations, information systems, and human resources.
- understand that the marketing mix consists of product, price, place, and promotion decisions.
- understand that marketing departments can be organized in one or a combination of ways: functional marketing, geographic marketing, product management, and market management.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person's perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.

- apply technology to enhance meaning, communication and productivity.

Examples of Modified Learning Objectives Being Assessed

Gifted/Talented Student differentiation:

- Students will activate their higher-level learning analyzing media cost data and calculate rates for hypothetical advertising campaigns for different types of media.
- Students will be tasked with developing an advertising campaign utilizing their talents in other areas (e.g. drawing, filming, editing, etc).

Special Education Student differentiation:

- Students will be given a graphic organizer that connects the concept of advertising to the different forms of advertising, as well as a list of the different types of advertising media.
- Students will watch a variety of successful commercials on YouTube and point out all of the traits and qualities of the commercial that they believe led the company to yield success.
- Students will complete Quia assessments that will activate their knowledge of the current learned content in this curriculum area.
- Students will be allowed an additional 50% time to complete the unit assessment.

LEARNING ACTIVITIES

- Lecture
- Online database research
- Video clip supplementation
- Teacher demonstration simulation on Photoshop
- Sponsorship case study
- Reading technical article related to unit content

DIFFERENTIATED LEARNING ACTIVITIES

- Microsoft OneNote collaboration discussion: Students are tasked with a question asking what they know about the effectiveness of advertising, as well as how they would hypothetically measure the response to an ad placed in a magazine. Students then are guided into a discussion in which they share their answers with each other.
- Project Based Learning assignment: Students are tasked with completing an ongoing project in which they collaboratively (in groups) form a fictional product, service or brand. With this product, service or brand, they will complete tasks with their groups that are steps toward finalizing an ad campaign.
- Ad Analysis: Students each choose a TV or internet commercial that has appealed to them in some way and a playlist with all of the commercials is compiled on YouTube. The class watches the commercials and each student presents the reason why they liked the commercial and what about it they thought made it effective. Other students join in the discussion. They are also shown the top 10 most expensive commercials of all time, which they critique.

- Kahoot Review: At the end of the unit, using an online Kahoot trivia quiz game, students compete against each other answering questions directly from the unit curriculum. The quiz creates a fun, interactive way for the students to activate their knowledge of the advertising curriculum.
- Quia Review Quizzes: At the end of each lesson, students are given the opportunity to complete an online Quia assignment to quiz their knowledge on what they have just learned.

RESOURCES

Text: Kotler, Phillip, Armstrong, Gary, Principles of Marketing, Fourteen Edition, Prentice Hall Publishing, Upper Saddle River, New Jersey, 2012.

- Chanel #5 commercial: https://www.youtube.com/watch?v=nfoMbir_Qd4
- *15 Things You Didn't Know About the Advertising Industry:* <https://www.youtube.com/watch?v=S2g9kDpR8eQ>
- Google Media Cost Data Information: <https://support.google.com/dcm/answer/7023294?hl=en>

Inhumanity / Civil Rights Education

Among the many topics discussed in the *Advertising* unit of the Marketing class, one discussion that will be discussed is the inhumanity of advertising vaping and e-cigarette products to teenagers. History seems doomed to repeat itself in the same way that cigarettes were advertised to teens in the 70's and 80's (for example, the Joe Camel mascot that made smoking look cool). Today, we have e-cigarette companies like Juul taking measures such as advertising heavily on social media, sponsoring music festivals/events and showcasing a variety of flavors that appeal to young people. The long-term health effects of vaping have yet to be discovered, but it has already been proven that e-cigarettes are addicting teens to nicotine and making them statistically more likely to smoke cigarettes. Focusing advertising efforts of e-cigarettes to teens grimly looks as though it will condemn another generation of youth to harmful, addictive substances.

One civil rights issue that will be explored in this class is the role of women in advertising. As with most other industries, women's roles in the workplace have been on the rise. In the field of advertising, women have recently been turning around the historically detrimental advertising norms of objectifying women in ad media. When women are presented as "objects" or less than men in the media, it reinforces social ideas that women should not be entitled to the same rights as men.... Which was the whole basis of the civil rights movement.

UNIT TWO: MARKET ENVIRONMENT

STATE STANDARDS

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CRP5 Consider the environmental, social and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

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CRP9 Model integrity, ethical leadership and effective management

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

BIG IDEAS/COMMON THREADS

Marketing operates in a complex and changing environment. Other actors in this environment include suppliers, intermediaries, customers, competitors, and the public.

ENDURING UNDERSTANDINGS

Every marketing environment has key external forces, namely, demographic, economic, natural, technological, political, and cultural, that shape marketing opportunities, pose threats, and affect the company's ability to build customer relationships.

ASSESSMENTS

- Demographic quiz
- Strategy Test
- 4 P's Project
- SWOT Analysis

ESSENTIAL QUESTIONS

- What environmental forces affect the company's ability to serve its customers?
- How do changes in the demographic and economic environments affect marketing decisions?
- What are the major trends in a firm's natural and technological environments?
- What are the key changes in the political and cultural environments?
- How do companies react to the marketing environment?
- What is the importance of information in gaining insights about the marketplace and customers?
- What is a marketing information system?

- What are the steps in the marketing research process?
- How do companies analyze and use marketing information?
- What are the special issues that marketing researchers face?

LESSON OBJECTIVES

Students will be able to ...

- understand that the companies' forces include: internal environment, marketing channel firms, and competitors.
- understand that the economics of income are shifting. The rich have grown richer, the middle class has shrunk, and the poor have remained poor, leading to a two-tiered market.
- understand that the major trend are as follows: shortages of certain raw materials, higher pollution levels, and more government intervention in natural resource management.
- understand that the key changes are as follows: increased regulation of business, strong government agency enforcement, and greater emphasis on ethics.
- understand that companies use marketing information to avoid threats and to take advantage of opportunities as they arise.
- understand that marketers are viewing information not only as an input for making better decisions but also as an important strategic asset and marketing tool.
- understand that the MIS consists of people and procedures for assessing information needs, developing the needed information, and helping decision makers use the information to generate and validate actionable customer and market insights.
- understand that the process involves defining the problem, and setting the research objectives, developing a research plan, implementing the plan, and interpreting and reporting the findings.
- understand that many companies use specific software to integrate, analyze, and apply the data contained in their database.
- understand that small business, not-for-profit, or international situations present special challenges for marketing researchers.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person's perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES

- Lecture
- Online database research

- Video clip supplementation
- Teacher demonstration simulation on Photoshop level 2
- Logo makeover
- Complete Olympic case study
- Reading technical article related to unit content
- **Update an outdated corporate logo for a new billboard campaign**

RESOURCES

Text: Kotler, Phillip, Armstrong, Gary, Principles of Marketing, Fourteen Edition, Prentice Hall Publishing, Upper Saddle River, New Jersey, 2012.

MARKETING CURRICULUM UNIT THREE: MARKET AND BUYING BEHAVIOR

STATE STANDARDS

- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
- 9.1.12.A.1** Apply critical thinking and problem solving strategies during structured learning experiences
- 9.1.12.C.4** Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences
- 9.1.12.D.1** Interpret spoken and written communication within the appropriate cultural context
- 9.1.12.E.1** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
- 9.1.12.F.2** Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences
- 9.2.12.A.1** Analyze the relationship between various careers and personal earning goals.
- 9.2.12.A.2** Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
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- 9.2.12.A.4** Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.2.12.A.5** Evaluate current advances in technology that apply to a selected occupational career cluster

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BIG IDEAS/COMMON THREADS

The aim of marketing is to affect how customers think and act. To affect the what's, when's, and how's of buyer behavior, marketers must first understand the whys.

ENDURING UNDERSTANDINGS

Like in selling to final buyers, marketing firms build profitable relationships with business customers by creating superior customer value.

ASSESSMENTS

- Buying Test
- Behavior Test
- World Cup Ad
- Cultural Factors Quiz

- Decision Process Quiz

ESSENTIAL QUESTIONS

- How do you construct a model of consumer buying behavior?
- What are four major factors that influence consumer buyer behavior?
- What are the major types of buying decisions?
- What is the adoption and diffusion process for new products?
- How do business markets differ from consumer markets?
- What are the major factors that influence business buying behavior?
- What are the steps in the business buying process?
- How do institutions and government buyers make their buying decisions?

LESSON OBJECTIVES

Students will be able to...

- understand that the consumer market consists of all of the individuals and households who buy or acquire goods and services for personal consumption.
- understand that consumer buyer behavior is influenced by four key sets of buying characteristics: cultural, social, personal, and psychological.
- understand that the major types of buying decisions are as follows: complex buying behavior, dissonance-reducing behavior, habitual buying behavior, and variety-seeking buying behavior.
- understand that the product adoption process is made up of five stages: awareness, interest, evaluation, trial, and adoption.
- understand that compared to consumer markets, business markets usually have fewer but larger buyers.
- understand that business buyers make decisions that vary with the three types of buying situations: straight rebuys, modified rebuys, and new tasks.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person's perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES

- Lecture
- Online database research
- Video clip supplementation
- Teacher demonstration simulation on Photoshop level 3
- Super Bowl case study
- Reading technical article related to unit content

RESOURCES

Text: Kotler, Phillip, Armstrong, Gary, Principles of Marketing, Fourteen Edition, Prentice Hall Publishing, Upper Saddle River, New Jersey, 2012.

MARKETING CURRICULUM UNIT FOUR: MARKET STRATEGY

STATE STANDARDS

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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.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.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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. 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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply appropriate academic and technical skills

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

CRP9 Model integrity, ethical leadership and effective management

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

BIG IDEAS/COMMON THREADS

All markets are comprised of customer-driven marketing strategy decisions: dividing up markets into meaningful customer groups, choosing which customer groups to serve, creating market offerings that best serve targeted customers, and positioning the offerings in the minds of consumers.

ENDURING UNDERSTANDINGS

Marketers employ tactical tools to implement their strategies and deliver superior customer value. The product/service is usually the first and most basic marketing consideration.

ASSESSMENTS

- Segmentation Test
- Product/Service Test
- Typography Project
- Snapple Project
- Branding Quiz
- Graphics Quiz

ESSENTIAL QUESTIONS

- What are the major steps in designing a customer-driven marketing strategy?
- What are the bases for segmenting consumer and business markets?
- How do companies identify attractive market segments?
- How do companies differentiate and position their products?
- What are the major classifications of products and services?
- What decisions do companies make regarding their individual products and mixes?
- What characteristics affect the marketing of services?
- What decisions do companies make in building and managing their brands?

LESSON OBJECTIVES

Students will be able to...

- understand that a customer-driven marketing strategy selects which customers to serve and determines a value proposition that best serves the targeted customers.
- understand that companies segment a market into geographic, psychographic, demographic, and behavioral groups.
- understand that companies evaluate each segment's size and growth characteristics, structural attractiveness, and compatibility with company objectives and resources.
- understand that the differentiating and positioning task consists of three steps: identifying the differentiation, choosing advantages to build a position, and selecting an overall position strategy.
- understand that a product is anything that can be offered to a market for attention, use, acquisition, or consumption. A service is a product that consists of an activity.
- understand that individual product decisions involve product attributes, branding, packaging, labeling, and product support services.
- understand that services are characterized by four key characteristics: they are intangible, inseparable, variable, and perishable.
- understand that brand is the major enduring asset of a company. Brands are more than just names and symbols; they embody everything that the product or service means to consumers.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person's perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

Examples of Modified Learning Objectives Being Assessed

Gifted/Talented Student differentiation:

- Students will activate their higher-level learning analyzing media cost data and calculate rates for hypothetical advertising campaigns for different types of media.
- Students will be tasked with developing an advertising campaign utilizing their talents in other areas (e.g. drawing, filming, editing, etc).

Special Education Student differentiation:

- Students will be given a graphic organizer that connects the concept of advertising to the different forms of advertising, as well as a list of the different types of advertising media.
- Students will watch a variety of successful commercials on YouTube and point out all of the traits and qualities of the commercial that they believe led the company to yield success.
- Students will complete Quia assessments that will activate their knowledge of the current learned content in this curriculum area.
- Students will be allowed an additional 50% time to complete the unit assessment.

LEARNING ACTIVITIES

- Lecture
- Online database research
- Video clip supplementation
- Teacher demonstration simulation on Photoshop level 4
- Typography profile
- World cup case study
- Reading technical article related to unit content