

**Wilson Area School District
Planned Course Guide**

Title of planned course: Introduction to Marketing

Subject Area: Business Grade Level: 9 - 12

Course Description: The course is designed to introduce and implement the theories and fundamentals of marketing as well as expose the students to potential career choices in the marketing sector.

Time/Credit for this Course: one credit – one full year

Curriculum Writing Committee: Joan M. Hughes

**Wilson Area School District
Planned Course Materials**

Course Title: Introduction to Marketing

Textbook: _____ (title)
_____ (publisher)
_____ (copyright date)
_____ (web address)

Supplemental Books:

Teacher Resources:

Curriculum Map

August:

- Marketing Principles
- Socially Responsive Marketing

September:

- Marketing and Economics
- Basics of Marketing

October:

- Marketing Information and Research
- Marketing and Customers

November:

- Competition
- E-Commerce

December:

- Developing a Market Strategy
- Developing Successful Products

January:

- Services Need Marketing
- Business to Business Marketing
- Getting Products to Customers

February:

- Determining Best Price
- Effective Promotion and Effective Communication

March:

- Creativity and Advertising
- Selling Satisfies Customers
- Marketing in a Global Economy

April:

- Managing Risks
- Financial Planning for Marketing
- Careers in Marketing

May:

- Sports and Entertainment Marketing

June:

- Sports and Entertainment Marketing

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Marketing Today and Tomorrow

Time frame: 10 classes

State Standards 3.7.1.C, 3.7.12.D, 3.7.10.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.A-C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:
R11.B3.1 and R11.B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Identify Basic Marketing Principles
- Understand the Marketing Concept
- Understand the Changing Role of Marketing

Core Activities: Students will complete/participate in the following:

- Identify and define key terms
- Provide examples of product marketing

Extensions:

- Use the internet to locate jobs with marketing duties
- Identify examples of businesses performing marketing functions

Remediation:

Chapter checkpoints which revisit concepts and vocabulary

Instructional Methods: Lecture, notes, projects with partners, group and small group discussion, direct instruction, higher order thinking questions, PowerPoint presentations

Materials & Resources:

- Internet sources and multimedia
- Designed PowerPoints, MS Office

Assessments:

- Chapter quiz and random questioning, project evaluation
- Screen checks of terms and notes
- Rubrics
- Homework

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Socially Responsive Marketing

Time frame: 8-10 class periods

State Standards 3.7.10.C, 3.7.12.D, 3.7.10.D, 13.1.A.E, 1.1.A,B,F, 1.5.A,B,C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:

Same as R11.B3.1, R11.B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Identify impact of marketing vs. society
- Constructively criticizing marketing
- Increase our social responsibility

Core Activities: Students will complete/participate in the following:

- Discussion by providing relevant feedback
- Create a visual aid that will contribute to public awareness of a prevalent social issue in society today (binge drinking, smoking, cyber safety)
- Research of one consumer law (provided from a list) with written explanation/application of that law

Extensions:

- Display of visual aid created
- Formatting and keying of consumer law assignment

Remediation:

- Use notes and vocabulary to review and reinforce lesson concepts
- Modified extensions

Instructional Methods:

- Notes in PowerPoint with examples
- Higher order thinking questions
- Provide examples of concepts presented

Materials & Resources:

- Textbook
- Internet sources
- Multimedia

- MS Office

Assessments:

- Quiz
- Screen check of notes
- Grading with rubric of visual
- Homework
- Screen checks of terms and notes

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Marketing and Economics

Time frame: 10-11 class periods

State Standards 3.7.10C, 3.7.12.D, 3.7.10.D, 13.1.A.E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:
R11.B3.1, R11.B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Identify basic economic problem
- Describe how America's private enterprise system works
- Identify supply and demand
- Explain microeconomics
- Define competition and monopoly
- Explain oligopolies and monopolies
- Define four types of economic utility

Core Activities: Students will complete/participate in the following:

- Summarize notes from PowerPoint
- Define key terms for unit
- Create a graphic organizer to classify businesses into four types of competition

Extensions: Illustrate and graphic organizer using a table in MS Office

Remediation: Modified assessments, extensions, review of terms and concepts, project assistance

Instructional Methods: Lecture, notes on PowerPoint, group and small group discussions, think-alouds, modeling, group activities

Materials & Resources: Text, World Wide Web, phone directory, multimedia, MS Office

Assessments:

- Homework assignments
- Quiz on concepts and terms
- Use rubric to grade graphic organizer
- Screen checks of terms and notes

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Basics of Marketing

Time frame: 8-10 classes

State Standards 3.7.10.C, 3.7.12.D, 13.1.A.E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:
R11. B3.1; R11.B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Explain the difference in marketing through the years
- Demonstrate an understanding of customer/marketing relationship
- Plan a marketing strategy using the marketing mix
- Detail stages of consumer decision making

Core Activities: Students will complete/participate in the following:

- Students will define key terms and actively contribute to discussion of concepts and examples of the unit concepts
- Locate an advertisement that demonstrates a clear target audience and one that does not
- Create a marketing mix for a new healthy breakfast product
- Develop a market analysis for a shuttle service for children of parents who work.

Extensions:

- Presentation of projects
- Use of library for project sources

Remediation: Use of vocabulary for study, reinforcement of concepts through end of chapter review activities, modified extension and tests

Instructional Methods:

- Higher order thinking questions
- Direct lecture through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Group work

Materials & Resources: Library, text internet sources, MS Office

Assessments:

- Quiz on concepts and vocabulary

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- Rubric grading of projects and assignment
- Homework assignment
- Screen checks of terms and notes

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: The Importance of Gathering Market Research and The Customers

Time frame: 20-25 classes

State Standards 3.7.10.C, 3.7.12.D, 3.7.10.D, 13.1.A.E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:
R11. B3.1; R11. B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Understand the need for market information
- Find and manage market information
- Use marketing research
- Collect primary data
- Understand consumer behavior
- Understand what motivates buyers
- Understand how to influence consumer decisions

Core Activities: Students will complete/participate in the following:

- Define key terms
- Format and type notes from PowerPoint
- Explain the importance of gathering marketing information
- Describe common sources of internal and external market information
- Identify steps needed to gather and study marketing data
- Define various types of marketing research
- Distinguish types of buying motives
- Describe influences on consumer decision making

Extensions:

- Illustrate Maslow's hierarchy of needs by creation of 30 second radio advertisements
- Using podcasting
- Creation of survey used to research marketing trends

Remediation: Review exercises which include key terms and concepts, modified extensions and tests

Instructional Methods:

- Direct lecture with PowerPoint presentations
- Guided and independent discussion with examples
- Higher order thinking questions

Materials & Resources: Text, internet sources

Assessments:

- Discussion with class
- Chapter quiz
- Rubric grading of extension projects
- Homework evaluation
- Screen check of terms and notes
- Homework

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Competition

Time frame: 8-10 classes

State Standards 3.7.10.C, 3.7.12.D, 3.7.10.D, 13.1.A,E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:
R11. B3.1; R11. B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Recognize the importance of focusing on market segments to position for a competitive advantage
- Describe how markets are segmented
- Explain how to evaluate market potential and position a product for distinction
- Describe positioning strategies
- Describe marketing intelligence

Core Activities: Students will complete/participate in the following:

- Use the internet to access information which identifies market segments
- Use of venn diagram to illustrate market segments of prominent television shows
- Describe the marketing segments for a new local business

Extensions:

- Present all projects and research through an oral or written project

Remediation:

- Review exercises that reinforce key terms and concepts and modified extensions
- Modified assessments
- Project help

Instructional Methods: Direct lecture with Power Point of notes and examples, guided and independent reading and discussion of concepts

Materials & Resources: Text, magazines, internet sources, newspaper and u guide

Assessments:

- Quiz on concepts and vocabulary
- Observation and grading of extension activities
- Screen checks of terms and notes
- Homework
- Rubrics for projects

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Ecommerce and Virtual Marketing

Time frame: 10 classes

State Standards 3.7.10.D, 3.7.12.D, 13.1.A,E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:
R11. B3.1; R11. B3.2

Essential content/objectives: At end of the unit, students will be able to: Identify and understand the importance of E-commerce and Virtual Marketing

Core Activities: Students will complete/participate in the following:

- Identify evidence of growth of internet
- Describe various business uses of internet for e-commerce
- Differentiate virtual marketing from traditional marketing and describe its uses for in e-commerce

Extensions:

- Use the internet to describe e-commerce strategies and illustrate with a computer generated chart
- Use the internet to compare information from several sites regarding the price of the same product

Remediation: Review exercises that reinforce vocabulary and concepts from unit and modified extensions and assessments

Instructional Methods:

- Direct lecture with PowerPoint of notes, terms, and examples
- Use of internet sources for examples
- Guided reading and individual readings

Materials & Resources: Text, teacher created PowerPoint, MS Office, Internet sources, multimedia

Assessments:

- Quiz or terms and concepts
- Observation and grading of extension activities
- Rubrics
- Screen check of terms and notes
- Homework

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Developing a Marketing Strategy and Successful Product

Time frame: 15 classes

State Standards 3.7.10.C, 3.7.12.D, 13.1.A,E, 1.1.A,B,F, 1.2.A,B, 1.5.A-C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:
R11. B3.1; R11. B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Identify elements of marketing strategy
- Identify marketing mix alternatives and planning
- Develop a marketing plan
- Identify components of product mix elements and process used for developing new products
- Describe how market segments are defined
- Define four stages of product life cycle
- Discuss influences on distribution, pricing and promotion

Core Activities: Students will complete/participate in the following:

- Outline three steps of product design
- Describe steps in product development
- Students will use chapter concepts to develop a new product marketing plan including all of the marketing mix components
- Conduct a survey to determine what customers like and dislike about online shopping
- Using a small business as a model, outline a plan for them to make use of e-commerce
- Develop an e-commerce promotional plan for an organic farm or other business

Extensions:

- Compare plans with classmates

Remediation: Review exercises that include unit concepts and terms and modified extensions

Instructional Methods: Direct lecture and group discussion with guided and individual reading

Materials & Resources:

- PowerPoint with concepts and terms
- Text, newspapers, magazines, internet

Assessments:

- Quiz on concepts and terms
- Screen check of notes and terms
- Rubrics for extensions
- Homework

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Service Marketing

Time frame: 7-8 classes

State Standards 3.7.10.C, 3.7.12.D, 3.7.10.D., 13.1.A,E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C, 1.8.A,B

Anchor(s) or adopted anchor:
R11. B3.1

Essential content/objectives: At end of the unit, students will be able to:

- Identify and classify services
- Develop a service marketing mix
- Identify key terms, format and type notes
- Explain and describe importance and qualities of services in US economy
- Explain how businesses plan and promote services
- Describe importance of pricing and distributing services

Core Activities: Students will complete/participate in the following:

- Research FTC guidelines used by celebrities to endorse services
- Create a survey a service owner could utilize to measure consumer satisfaction

Extensions:

- Format and type surveys
- Present findings

Remediation: Review exercises with key terms and concepts, modified extensions and project assistance, modified tests and assessment

Instructional Methods: Direct lecture, PowerPoint notes and terms, group discussions and guided and individual reading

Materials & Resources: Text, PowerPoint, internet, newspaper

Assessments:

- Quiz
- Rubrics for extensions
- Screen checks
- Homework
- Observation

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Business to Business Marketing

Time frame: 7-8 classes

State Standards 3.7.10.C, 3.7.12.D, 13.1.A.E, 1.1.A,B,F, 1.5.A,B,C

Anchor(s) or adopted anchor:

R11. B3.1

Essential content/objectives: At end of the unit, students will be able to:

- Define business to business exchanges
- Practice business purchasing procedures
- Describe how retailers satisfy customer needs
- Identify key terms, format and type notes
- Describe use of target marketing
- Define major classification of business consumers
- Describe how businesses make new purchases, modified purchase, and repeat purchase decisions
- Identify steps in business purchasing process
- Describe and identify customer needs and how to satisfy them

Core Activities: Students will complete/participate in the following:

- Outline the steps in a business purchase plan used by a school district to purchase a bus
- Use the internet to visit a trade show web site and evaluate the extent of its audience

Extensions:

- Present findings
- Document research

Remediation: Review exercises with key terms and concepts, modified extensions and project assistance, flash cards, modified tests and assessments

Instructional Methods: Direct lecture, group and small group discussion, think aloud, modeling, group activities

Materials & Resources: Text, internet sites, designed PowerPoint, handouts, newspapers, magazines, MS software

Assessments:

- Quizzes
- Homework
- Rubrics of extensions
- Observation
- Screen checks

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Distribution

Time frame: 7-8 classes

State Standards 3.7.10, 3.7.12.D, 3.7.10.D, 13.1.A,E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C

Anchor(s) or adopted anchor:
R11. B3.1

Essential content/objectives: At end of the unit, students will be able to: Explain the distribution process of in its relation to marketing, assembling, wholesaling, retailing, and physical aspects

Core Activities: Students will complete/participate in the following:

- Identify key terms and format and type notes
- Explain importance and functions of distribution in marketing
- Describe differences between direct and indirect channels of distribution
- Describe benefits of wholesalers to distribution
- Define retailing and its response of consumer demands
- Given a list of business, decide on the location that would best benefit each
- Create and design a shopping center for the community

Extensions:

- Display plan on poster board
- Display location on map

Remediation: Review exercises with terms and concepts, modified extensions, project assistance, modified quiz and tests with modified assessment

Instructional Methods: Direct lecture, PowerPoint, discussion and examples, group and small group discussions, group activities, direct instruction

Materials & Resources: Text, internet sources, PowerPoint, various software, magazines, newspapers, videos

Assessments:

- Quiz
- Homework
- Screen check, rubrics for projects
- Observation

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Pricing

Time frame: 7-8 classes

State Standards 3.7.10.C, 3.7.12.D, 13.7.10.D., 13.1.A,E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C

Anchor(s) or adopted anchor:
R11. B3.2

Essential content/objectives: At end of the unit, students will be able to:

- Explain the nature and scope of pricing functions
- Identify key terms and format and type notes
- Explain the economics of price decisions
- Describe how pricing procedures are developed
- Explain why and how pricing is based on market conditions

Core Activities: Students will complete/participate in the following:

- Students will research the demographics and economics of pricing a major league baseball ticket
- Develop a pricing strategy for a movie theatre

Extensions:

- Illustrate pricing strategy

Remediation: Review exercises with concepts and terms, modified extensions and project assistance, modified quizzes, tests, and assessments

Instructional Methods: Direct instruction, think aloud demos, lecture with PowerPoint notes and key terms, small group and group discussion, directed and individual reading and research

Materials & Resources: Text, PowerPoint, internet sources, MS office

Assessments:

- Quiz
- Rubrics for projects
- Screen checks of notes
- Homework
- Observation

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Promotion

Time frame: 7-8 days

State Standards 3.7.10.C, 3.7.12.D, 13.1.A,E, 1.1.A,B,F, 1.5.A,B,C

Anchor(s) or adopted anchor:

R11. B3.1

Essential content/objectives: At end of the unit, students will be able to:

- Explain the role of effective promotion in marketing
- Define key terms and type notes
- Explain and demonstrate the role of promotion as a marketing function
- Identify elements of the promotion mix
- Describe use of technology in promotion

Core Activities: Students will complete/participate in the following:

- Research how major brands have changed their promotions over time
- Develop a public relations campaign
- Develop a promotional event for a high-end retail store

Extensions:

- Present a PowerPoint to illustrate findings

Remediation: Review exercises with key terms and concepts, modified extensions, tests and assessments, project assistance

Instructional Methods: Group and small group discussion, PowerPoint of notes and examples, think aloud, direct instruction

Materials & Resources: Texts, PowerPoints, multimedia sources, internet, MS Office

Assessments:

- Quizzes
- Homework
- Rubrics for projects
- Observation

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Advertising

Time frame: 7 classes

State Standards 3.7.10.C, 3.7.12.D, 3.7.10.D, 13.1.A,E, 1.1.A,B,F, 1.2.A,B, 1.5.A,B,C

Anchor(s) or adopted anchor:
R11. B3.1

Essential content/objectives: At end of the unit, students will be able to:

- Explain use of advertising agencies
- Evaluate advertising copy strategies
- Understand design principles
- Assess advertisement effectiveness

Core Activities: Students will complete/participate in the following:

- Define key terms and format and type notes
- Select ad agencies
- Evaluate ad agencies
- Describe effective advertising layouts
- Determine advertising strategies for campaigns
- Identify effective advertising headline

Extensions:

- Evaluate an ad based on mood criteria
- Develop an ad campaign for a new product including a budget

Remediation: Modified extensions, tests and assignments, review exercises with terms and concepts

Instructional Methods: Group and small group discussions, direct instruction, PowerPoint with key terms and concepts and examples

Materials & Resources: PowerPoints, multimedia, internet, text, Ms Office

Assessments:

- Quizzes and tests
- Homework
- Observation
- Rubrics for projects

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Selling

Time frame: 7-8 classes

State Standards 3.7.10.C, 3.7.12.D, 3.7.10.D, 13.1.A,E, 1.1.A,B,F, 1.2.A,B,F, 1.2.A,B, 1.5.A,B,C

Anchor(s) or adopted anchor:
R11. B3.1

Essential content/objectives: At end of the unit, students will be able to:

- Understand the value of selling
- Prepare for effective selling
- Describe the selling process and sales support
- Explain the impact of sales cycles
- Describe the use of target marketing

Core Activities: Students will complete/participate in the following:

- Develop a chart that identifies five important benefits of a product
- Develop a plan to communicate reasons for purchasing a product
- Prepare a team sales presentation

Extensions:

- Use a visual to present gathered data

Remediation: Modified extensions and assessments (quiz and test), project assistance

Instructional Methods: Group and small group discussion, direct instruction and PowerPoint of notes and terms, modeling and think alouds

Materials & Resources: Texts, multimedia, PowerPoint, internet, MS Office

Assessments:

- Quizzes and tests
- Rubrics for projects
- Homework
- Screen check

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Marketing in a Global Economy

Time frame: 6-8 classes

State Standards 3.5.10.C, 3.7.12.D, 13.1.A-E, 1.1.A,B,F, 1.2.A,B, 1.5.A-C, 3.1.A-C, 3.2.D, 3.6.B, 3.7.C, 3.8.A

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to:

- Understand global trade's impact to aid in business decision making
- Explain the nature of global trade and trends derived by global trade

Core Activities: Students will complete/participate in the following:

- Gather historical information about foreign trade with US
- Track the company profits of multinational companies and describe them
- Gather demographic information about a chosen foreign country for possible trade

Extensions:

- Present data to class

Remediation: Modified extensions and assessments, project help and review exercises with terms and concepts

Instructional Methods: Group and small group discussion, direct instruction with think alouds, group and individual projects, modeling, PowerPoints with notes and key terms

Materials & Resources: Text, multimedia and designed PowerPoints and internet sources

Assessments:

- Quizzes and tests
- Rubrics for projects
- Homework
- Screen check
- Observation

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Managing Risks

Time frame: 7-8 weeks

State Standards 3.7.10.C, 3.7.12.D, 13.7.10.D., 13.1.A,E, 1.1.A,B,F, 1.2.A,B

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to:

- Understand economic systems to be able to recognize the environments in coded businesses functions
- Identify potential marketing and management risks
- Identify speculative risks
- Explain risk management
- Determine factors that affect a business's profit and risk factors

Core Activities: Students will complete/participate in the following:

- Explain why and describe four reasons businesses take risks and how they deal with them
- Visually represent risks to businesses within the marketing mix
- Explain how compliance with OSHA can help a business reduce risks in a written report
- Outline a plan explaining competitive positioning for a small business

Extensions:

- Illustrate examples that will explain the role of OSHA in the workplace

Remediation: Review exercises with concepts and key terms, modified extensions and quizzes and assessments, project assistance

Instructional Methods:

- Direct instruction including PowerPoints, think alouds,
- Small and large group discussion, individual and directed reading

Materials & Resources: Text, PowerPoint, multimedia, MS Office, internet sources

Assessments:

- Homework
- Screen checks
- Rubrics
- Quizzes

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Financial Planning for Marketing

Time frame: 6-8 classes

State Standards

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to:
Understand and analyze the tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

Core Activities: Students will complete/participate in the following:

- Determine relationships among total revenue, marginal revenue, output, and profit
- Plan sales activities to meet sales quotas

Extensions:

- Plan the expenses for the promotional marketing a product on a spreadsheet
- Research online the income statement of a specific company and examine the elements using a PowerPoint

Remediation: Review exercises with terms and concepts, modification of quizzes, rubrics, and assessments, project assistances

Instructional Methods:

- Direct instruction with notes and key terms using PowerPoint
- Small and large group discussion
- Project directives

Materials & Resources: Text, multimedia, PowerPoint, internet

Assessments:

- Quizzes
- Homework
- Rubrics
- Screen checks

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Entrepreneurship and Marketing

Time frame: 6-8 classes

State Standards 3.7.10.C, 3.7.12.D, 3.7.10.D, 13.1.A,E, 1.1.A,B,F

Anchor(s) or adopted anchor:

R11. B3.1

Essential content/objectives: At end of the unit, students will be able to:

- Understand and describe the marketing needs of entrepreneurship
- Identify personal characteristics of entrepreneurs
- Describe education needed to prepare for entrepreneurship

Core Activities: Students will complete/participate in the following:

- Develop a concept for a new business venture to evaluate its success potential

Extensions:

- Research successful American entrepreneurs to create a visual presentation of their characteristics
- In groups develop a business plan for a venture within the school community
- Use a PowerPoint to present a brief biography of an American entrepreneur

Remediation:

Instructional Methods:

Materials & Resources:

Assessments:

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Careers in Marketing

Time frame: 6-8 weeks

State Standards

Anchor(s) or adopted anchor:

R11. B3.1

Essential content/objectives: At end of the unit, students will be able to: Identify and describe marketing careers

Core Activities: Students will complete/participate in the following: Research the qualifications and duties of various marketing careers

Extensions: Presentations of research through PowerPoint

Remediation:

- Use notes and review exercises, modified extensions
- Modified quizzes, project assistance

Instructional Methods:

- Direct instruction through PowerPoint of notes
- Teacher modeling and visual aids

Materials & Resources: Library, text, internet sources, MS office

Assessments:

- Quiz on concepts and vocabulary
- Rubric grading of homework assignment
- Screen checks of terms and notes

Scope & Sequence

Planned Course: Introduction to Marketing

Unit: Sports Marketing

Time frame: 3 weeks

State Standards 3.7.10.C, 3.7.12.D, 12.1.A.E, 1.2.A,B, 1.5.A,B,C

Anchor(s) or adopted anchor:

Essential content/objectives: At end of the unit, students will be able to:

- Explain the need for marketing information in sports/events
- Describe the nature of target marketing in sports

Core Activities: Students will complete/participate in the following:

- Project: Develop sports product positioning strategies
- Create a team presentation to convince a major league sports team to locate a franchise in Easton

Extensions:

- Present a team project to class

Remediation:

- Help with project, modified quizzes and group cases
- Review of terms and concepts

Instructional Methods: Direct instruction with large and small group discussion

Materials & Resources: Text, internet sources, multimedia

Assessments: Rubrics for projects, quiz, homework