

District Overview:

The overarching goal of the business department is to prepare students for the many places of their personal and professional lives. A basic understanding of the language of business and technology can drastically improve understandings and decision making for life choices. In the curriculum, students will not only be exposed to basic business concepts, but also the skills of presentation, critical thinking, teamwork, creativity, and other skills in high demand. The department will provide a myriad of experiential learning through interactions with experts in the field, location visits, simulations, industry certifications, and real-world problems taken from the business community. By infusing our curriculum with these real-world experiences, we can provide meaningful learning experiences that allow students to take ownership in their learning.

Marketing Description:

In this course students will be whisked away to a magical classroom where they will learn how to cast buying spells on target markets, collect consumer data to concoct complete marketing plan potions, and understand the many techniques used to become a marketing wizard. Students will also work on the art of performances and creative thinking that are essential in becoming a top of the line marketing wizard.

Units:

- Unit 1: What is Marketing?
- Unit 2: Economic Utility (Pricing, Placement, Promotion Strategies)
- Unit 3: Branding
- Unit 4: Data & Information Management
- Unit 5: Promotion
- Unit 6: Marketing Plans



Subject: Magic of Marketing	Grade: 10-12	Suggested Timeline: 4 weeks/20 periods
Unit Title: What is Marketing?		
Unit Overview/Essential Understanding: Students will learn the very basic definition of marketing and all the areas that marketing entails. They will be exposed to the importance of selecting target markets that would be attracted to different products, services, and events. The students will be able to identify key demographics and psychographics that go into successfully identifying a target market. Essential Questions: <ul style="list-style-type: none">• How do companies decide where to promote?• Why is it important to understand target markets?• How are consumers motivated to buy?• What can I do for a career in marketing?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Define the different elements of marketing• Describe product, price, placement, and promotion (4P's)• Apply psychographics and demographics of target market to a product• Apply the 4P's to a product		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.9.8. B - Marketing Fundamentals ~ Describe how businesses influence purchasing decisions• 15.9.8. E - Communications in Marketing ~ Differentiate types of consumer behavior and characteristics including but not limited to spending habits, emotional buying, rational buying and buying power• NBEA - Foundations of Marketing - Level 3 Recognize how the elements of the marketing mix create an image or personality for a product or company		

Important Standards Addressed in this Unit:

- 15.9.8.A - Explore various marketing careers and analyze their role in the business world
- 15.9.8.K - Explain the components of a marketing plan

Misconceptions:

- Companies cannot use information about how you think and feel.
- Business sell products first and develop target market second.
- Everything has already been invented.

Concepts/Content:

- Basic definition of marketing
- Components of marketing
- Needs vs. wants
- Understanding of 4P's
 - Product
 - Price
 - Placement
 - Promotion
 - Sometimes People
- Understanding of target markets from a demographic and psychographic perspective

Competencies/Skills:

- Students will be able to identify a target market and apply basic strategies of price, placement, promotion, and product to the target market
- Students understand the different components of marketing and how they relate to each other

Description of Activities:

- Shopping Spree: Students are given a target market and they must shop for this group and explain why they bought the products
- Party Planner: Students must plan a party that would be attractive from a product, price, placement and promotion standpoint to the target market
- Need or Want - NearPod activity - student decide if products are a need or a want

Assessments:

- Party Planner Presentation: Students will present a basic plan that involves the 4P's and why it would be attractive to a target market
- Entrance and Exit tickets
- Graphic organizer collection

Interdisciplinary Connections:

- Presentation and persuasive writing

Additional Resources:

- District approved resources

Subject: Magic of Marketing	Grade: 10-12	Suggested Timeline: 3 weeks/15 periods
Unit Title: Economic Utility		
Unit Overview/Essential Understanding: Students will start to understand the idea of the product life cycle and how marketing departments must always be focused on changing wants and needs of target markets. Students will be exposed to the economic utilities in products that help derive overall satisfaction. They will analyze risks associated with changing the utilities of products. Also, students will develop a basic understanding of basic budgeting for products and events.		
Essential Questions: <ul style="list-style-type: none"> • How do we reinvent a product? • How do customers perceive satisfaction? • How do I manage risk when making a change to a product? • How can I plan for my product to make money? 		
Unit Objectives: Students will be able to: <ul style="list-style-type: none"> • Define the different elements of economic utility • Describe time, possession, place, and price utilities • Analyze techniques for analyzing risk • Understand the product life cycle • Develop a budget • Calculate profit/loss and ROI 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 15.9.8. B - Describe how businesses influence purchasing decisions • 15.9.8. E - Differentiate types of consumer behavior and characteristics including but not limited to spending habits, emotional buying, rational buying and buying power 		

- 15.9.12.L - Analyze the costs and benefits of using technology in marketing to gain a competitive advantage
- 15.1.8.K - Identify and classify revenue
- NBEA 4.7 – The Marketing Mix - Product Life Cycle A.7 - Apply marketing strategies to extend product life cycle

Important Standards Addressed in this Unit:

- 15.9.8.C - Distinguish among members of a marketing channel, including company, intermediaries, retailer, and consumer
- 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
- 15.9.12.M - Evaluate laws and regulations impacting marketing

Misconceptions:

- Revenue and profit are the same thing.
- Products cannot not be reinvented.
- Nothing bad will happen.
- Wants are driven by the consumer.
- Everything has already been invented.

Concepts/Content:

- Basic definition of economic utility
- Understanding parts of economic utility
- Product life cycle
 - Introduction
 - Growth
 - Maturity
 - Decline
 - Extension
- Cash Flow & Revenue relationship to product life cycle.

Competencies/Skills:

- Students will be able to be able to look at events and understand how it will have to change to continue to be successful along with budgeting the correct amount of expenses and revenue streams
- Analyze the best risk management for an event
- Identify how revenue and cash flow is affected during the life cycle of a product

Description of Activities:

- Past Present Future: Students must look at a product and identify economic utility from the past, present, and future
- Life Cycle: Students will place products on different parts of the life cycle and provide reasoning why and students will identify if a company is still successful
- Risk Management – Students will identify how to manage risks for different products or services
- ROI Calculation- Students will be able to calculate estimated return on investment for different scenarios (Math word problems)



<ul style="list-style-type: none">• Basic Budget<ul style="list-style-type: none">• Revenue• Expenses• Profit• Return on Investment• Risk Management<ul style="list-style-type: none">• Avoidance• Retention• Insurance• Transfer		
<p>Assessments:</p> <ul style="list-style-type: none">• Event Planner: Students will plan a yearly event that will have to address the future of the event, risk management, and a sensible budget• Entrance and Exit tickets• Graphic organizer collection		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• Presentation and persuasive writing• Basic math skills	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved resources	



Subject: Magic of Marketing	Grade: 10-12	Suggested Timeline: 2 weeks/10 periods
Unit Title: Branding		
Unit Overview/Essential Understanding: A strong brand is essential in making your company memorable and developing a trust with the consumer that they are receiving the same quality service and/or product whenever and wherever they may buy. Students will understand the importance of <i>the what, how, and why</i> of a company that goes into developing a strong brand. Students will develop an understanding of how to write a vision and mission statement that is powerful and serves as a compass for their company. Essential Questions: <ul style="list-style-type: none">• Why does our company exist?• What problems do brands help customers solve?• How do you develop a powerful brand?• How can I make my company recognizable?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Write a mission statement• Write a vision statement• Identify stages of brand awareness• Write persuasively• Create a logo and slogan		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.9.8.F - Compare and contrast processes used to obtain, develop, maintain, and improve products or services including product development, packaging, branding, product mix and product life cycle• 15.9.8.E - Differentiate types of consumer behavior and characteristics including but not limited to spending habits, emotional buying, rational buying and buying power		

- 15.9.8.B - Describe how businesses influence purchasing decisions

Important Standards Addressed in this Unit:

- 15.3.8.A - Selecting the appropriate writing type to produce a work product
- NBEA - The Marketing Mix - Branding A.4 - Identify the qualities of an effective brand
- 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

Misconceptions:

- A brand is just a logo.
- Branding is not relevant to small business.
- There is no value in branding.
- People do not pay attention to the brand.

Concepts/Content:

- Vision statement creation
- Mission statement creation
- Logo creation
- Slogan creation
- Brand awareness
- Persuasive writing
 - Power words
 - Storytelling
 - Sound bites
 - Analogies

Competencies/Skills:

- Students will be able to develop a persuasive mission and vision statement
- Students will create a slogan and logo that supports the vision and mission
- Students will have understandings of how brand awareness affects consumer buying
- Students will understand how to use different parts of persuasive language and blend them together to create a cohesive and impactful message

Description of Activities:

- Personal Brand Statement: Students will create a brand around who they want to be know as a person
- Persuasive writing exercise: Students will use persuasive writing techniques to sell everyday objects in the classroom (i.e. pencil, white board)
- Vision and mission statement scavenger hunt and critique

Assessments:

- Creating a Brand: Students will create their own brand for a product of their choosing or reinvent a local brand in our community
- Entrance and Exit tickets
- Graphic organizer collection

Interdisciplinary Connections:

- Presentation and persuasive writing
- Graphic Arts

Additional Resources:

- District approved resources

Subject: The Magic of Marketing	Grade: 10-12	Suggested Timeline: 2 weeks/10 periods
Unit Title: Data & Information Management		
Unit Overview/Essential Understanding: This unit will cover the different ways to collect, analyze, and apply data for marketing purposes. Students will be exposed to the different types of data collection procedures and the common sources used to gather external and internal data.		
Essential Questions: <ul style="list-style-type: none">• How do I decipher data to make informed decisions about my product?• How do I decide on the most effective tool for gathering data?• How do I organize data in a clear and concise way?• How do I make sure my data is not biased or leading?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Identify the different types of data tools• Understand the correct usage of data tools• Write questions that do not lead the group to an answer• Process information in an easy to read document• Analyze important trends in data• Use data to make recommendations for the future		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.9.8.E - Differentiate types of consumer behavior and characteristics including but not limited to spending habits, emotional buying, rational buying and buying power• 15.9.8.B - Describe how businesses influence purchasing decisions• 15.9.12.J - Analyze data collection methods when entering into or expanding a market		

- NBEA - Marketing - The Marketing Plan A - Describe elements, design, and purposes of a marketing plan

Important Standards Addressed in this Unit:

- 15.9.8.F - Compare and contrast processes used to obtain, develop, maintain, and improve products or services including product development, packaging, branding, product mix and product life cycle
- 15.8.8.J - Explain how technology tools are used in business management

Misconceptions:

- Forming clear questions is easy.
- Understanding data and communicating it is easy.
- All data is good.

Concepts/Content:

- Data analysis
- Spreadsheets
- Creation of data collection
- Types of data
 - Quantitative
 - Qualitative
- Pros/Cons of data types
- Data collection techniques
 - Interview
 - Surveys
 - Observations
 - Literature
 - Surveys
 - Documents and Records

Competencies/Skills:

- Students will be able to develop and execute a data collection procedure where they are able to analyze the collected data and make recommendation for the future of the product or services
- Students will be able to identify and select appropriate data collection techniques for different scenarios

Description of Activities:

- Identify how data is being collected on you
- Creation of data collection procedure
- Implementation of data collection procedure
- Analyze data collected
- Communicate data effectively in a presentation

Assessments:

- Data Collection Report: Students will devise a strategy collect data and be able to report key findings and solutions for the future



- Question writing: Student will write clear and non-bias questions and submit for review

Interdisciplinary Connections:

- Spread sheets/Chart Creation
- Analytical writing

Additional Resources:

- District approved resources
- Website (census)
- Google Forms



Subject: The Magic of Marketing	Grade: 10-12	Suggested Timeline: 3 weeks/15 periods
Unit Title: Promotion		
Unit Overview/Essential Understanding: This unit will focus on the fundamentals of the different promotional elements. The unit will cover advertising, sponsorship, product placement, public relations, sales promotion, and personal selling. Students will analyze a mix of the elements to influence consumers to pay attention, educated, and influence them to buy the product/service. Essential Questions: <ul style="list-style-type: none">• How does the promotional mix influence the sales success of a product?• Why do companies use different promotional strategies to support their products?• How is product placement used effectively?• What promotions are considered successful and how is it measured?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Identify the different types of promotion• Understand the correct usage of different mixes of promotion• Understand how to use product placement seamlessly• Identify how promotional mixes are successful• Create a promotion plan that is tailored to a target market		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.9.8.B - Describe how businesses influence purchasing decisions• 15.9.12.I - Design a comprehensive promotion plan for a product or service• NBEA – The Marketing Mix - Promotion D.2 - Plan a comprehensive sales promotion campaign for a business		

Important Standards Addressed in this Unit:

- 15.9.8.F - Compare and contrast processes used to obtain, develop, maintain, and improve products or services including product development, packaging, branding, product mix and product life cycle
- 15.9.8.E - Differentiate types of consumer behavior and characteristics including but not limited to spending habits, emotional buying, rational buying and buying power
- 15.3.12.O - Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management)

Misconceptions:

- Promotion is only advertisings.
- Product placement does not exist.
- Planning a promotional mix is random.
- The only way to know if you are successful is to look at sales.

Concepts/Content:

- Promotional Mix
 - Advertising
 - Sales promotion
 - Public relations
 - Personal selling
 - Direct marketing
- Product Placement
- Promotion Measurements
 - Sales
 - Revenues
 - Inventory
- Sales Strategies

Competencies/Skills:

- Students will identify the different types of promotion and how they reach the target market
- Students will be able to create a promotional plan where they decide on the appropriate mix of elements
- Students will deliver a sales presentation effectively

Description of Activities:

- Analyze current promotional mixes (case study)
- Create product placement
- Mock sales calls
- Promotional plan

Assessments:

- Promotional Plan – Students will create a promotional plan apply different elements of the promotional mix that would appeal to a target market



- Product Placement – Students will create a 30 second video where product placement is evident and used correctly

Interdisciplinary Connections:

- Creative Writing

Additional Resources:

- Adobe/Microsoft/Google Draw
- District approved resources



Subject: The Magic of Marketing	Grade: 10-12	Suggested Timeline: 4 weeks/20 periods
Unit Title: Marketing Plan		
Unit Overview/Essential Understanding: This unit will be the culminating unit of the class. Students will have to use knowledge gained throughout the semester to create a marketing plan for an existing company or a fictitious product/service. Ideally the unit will have an existing problem from one of the companies in our communities that students will work together to help solve. Essential Questions: <ul style="list-style-type: none">• How do I create an effective marketing plan?• How is a marketing plan used to generate success for a company?• How do real companies address problems they face?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Identify the parts of a marketing plan• Create a marketing plan• Apply content learned to real world problems		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 15.9.8.B - Describe how businesses influence purchasing decisions• 15.9.12.K - Create a comprehensive marketing plan• NBEA - The Marketing Mix - Products and Services A - Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process• NBEA - The Marketing Mix - Place - Design a marketing plan for a business		

Important Standards Addressed in this Unit:

- 15.9.8.F - Compare and contrast processes used to obtain, develop, maintain, and improve products or services including product development, packaging, branding, product mix and product life cycle
- 15.9.8.E - Differentiate types of consumer behavior and characteristics including but not limited to spending habits, emotional buying, rational buying and buying power
- 15.9.8.K - Explain the components of a marketing plan

Misconceptions:

- Having a plan is not important.
- A plan cannot change.
- There is only one right plan.

Concepts/Content:

- Parts of a marketing plan
 - Research
 - Target market
 - Product description
 - Competition analysis
 - Mission statement
 - Goals and objectives
 - Promotional strategy
 - Pricing
 - Budget
 - Monitoring success
- SWOT
 - Strength
 - Weakness
 - Opportunity
 - Threat

Competencies/Skills:

- Students will be able to create a complete marketing plan where they address how to solve a current problem facing a business in our community

Description of Activities:

- Creation of marketing plan
- Review of previous information
- Critique of current marketing plans



Assessments:

- Real World Marketing Plan – Students will develop a detailed marketing plan to solve a current problem facing a business in our community
- Students will create a business presentation that they will deliver to stake holders
- Setting Goals/Objective- Students will create goals/objective that are easy to understand and measurable

Interdisciplinary Connections:

- Technical Writing
- Accounting

Additional Resources:

- Marketing plan template
- District approved resources