



EVERETT PUBLIC SCHOOLS PRINCIPLES OF MARKETING MARKETING

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| Course: Principles of Marketing | | Total Framework Hours: 180 Hours |
| CIP Code: 521400 | <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory | Date Last Modified: 05.2020 |
| Career Cluster: Marketing | | Cluster Pathway: Marketing Management |
| Course Information: <p>In this introductory course, students learn the fundamental business concepts that successful businesspeople need. The class combines practical project-based learning, classroom practice, and business simulation to give students the skills and knowledge necessary for business success in today's world. Students in this course are members of DECA which provides opportunities to travel, practice leadership, and compete with students from around the world.</p> <p><i>Unit Outline:</i> <i>Unit 1: Marketing Dynamics (Chapter 1 – 4)</i> <i>Unit 2: Marketing Information Management (Chapters 8 – 10)</i> <i>Unit 3: Product (Chapters 11 – 12)</i> <i>Unit 4: Price (Chapters 13 – 14)</i> <i>Unit 5: Promotion & Selling (Chapter 17 – 20)</i></p> <p><i>Textbook: Marketing Dynamics Fourth Edition - Goodheart-Willcox</i></p> | | |

Industry-Recognized Credentials:

You Science Precision Exams - [21st Century Success Skills](#)
 You Science Precision Exams - [Exploring Business and Marketing](#)
 You Science Precision Exams - [Marketing I](#)

Work-Based Learning:

Career Research and Job Interview/Job Shadow in Course-Related Area
 Guest Speaker (In-person and/or remote)
 Industry Related Field Trips

CTSO:

DECA

Course Software:

Knowledge Matters – Virtual Business
 Marketing Essentials

Course Equipment:

Currently not available

| COMPONENTS AND ASSESSMENTS | |
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| Performance Assessments: Marketing Dynamics Performance Indicators Assessments | |
| Leadership Alignment: <u>21st Century Skills Alignment</u> <u>Thinking Creatively</u> 1.A.1: Use a wide range of idea creation techniques (such as brainstorming) <u>Working Creatively with Others</u> 1.B.1: Develop, implement and communicate new ideas to others effectively 1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <u>Communicate Clearly</u> 3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <u>Collaborate with Others</u> 3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member <u>Work Effectively in Diverse Teams</u> 9.B.2 Respond open-mindedly to different ideas and values <u>Produce Results</u> 10.B.1.f: Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results <u>DECA Alignment</u> DECA Cluster Exam DECA Role Play | |
| Standards and Competencies | |
| Unit: Marketing Dynamics (Chapters 1 – 4) | |
| Industry Standards and/or Competencies: | Total Learning Hours for Unit: 30 |
| <ul style="list-style-type: none"> • Discuss marketing • Discuss the marketing concept • Explain the marketing mix • Identify the seven functions of marketing • Define economic utility • Describe benefits of marketing • Purpose of a marketing plan • Explain a target market • Describe a competitive analysis • Explain the functions of money in society • Define the functions of business • Compare and contrast the advantages and disadvantages of business ownership • Summarize the concept of business ethics • Understand ethical marketing practices • Explain the importance of corporate and social responsibility | |

- Identify socially responsibility activities

Aligned Washington State Learning Standards

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| English Language Arts: | <p>Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge</p> <p>Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> |
| Mathematics: | <p>Number and Quantities: Reason quantitatively and use units to solve problems</p> |

COMPONENTS AND ASSESSMENTS

Performance Assessments: Marketing Information Management Indicator Assessments

Leadership Alignment:

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working Creatively with Others

1.B.1: Develop, implement and communicate new ideas to others effectively

1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Collaborate with Others

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Work Effectively in Diverse Teams

9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA Cluster Exam

DECA Role Play

Standards and Competencies

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|---|---|
| Unit: Marketing Information Management (Chapters 8 – 10) | |
| Industry Standards and/or Competencies: | Total Learning Hours for Unit: 40 |
| <ul style="list-style-type: none"> • Identify two types of data gathered through market research • Discuss trend research • Explain the purpose of a marketing information system • Identify steps in the marketing research process • Describe reason why marketing research may be unreliable • Differentiate between mass marketing and target marketing • Define variable used for market segmentation • Explain the importance of a customer profile • Identify types of competition • Identify component of a market analysis • Define product positioning • Discuss steps taken to create a sales analysis • Explain the hierarchy of needs in consumer buying behavior • Describe common factors that influence consumer buying • Define categories of consumer buying motives • Summarize steps in the consumer decision making process • Describe each level of consumer buying decisions • Explain the role of credit • Identify the risk and rewards of extending credit • Describe ways to credit risk | |
| <i>Aligned Washington State Learning Standards</i> | |
| English Language Arts: | <p>Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Research to Build and Present Knowledge: 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> |

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| | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| Mathematics: | Number and Quantities: Reason quantitatively and use units to solve problems |

COMPONENTS AND ASSESSMENTS

Performance Assessments: Product Performance Indicators Assessments

Leadership Alignment:

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working Creatively with Others

1.B.1: Develop, implement and communicate new ideas to others effectively

1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Implement Innovations

1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Collaborate with Others

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Solve Problems

2.D.1: Solve different kinds of non-familiar problems in both conventional and innovative ways

2.D.2: Identify and ask significant questions that clarify various points of view and lead to better solutions

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

4.B.3: Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Work Effectively in Diverse Teams

9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA Cluster Exam

DECA Role Play

Standards and Competencies

Unit: Product (Chapters 11 – 12)

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 25

- Define product
- Discuss the difference between consumer and business goods
- Describe product planning
- Define the goal of product/service management

- Identify the steps in new product development
- Describe the stages of the product life cycle
- Describe elements of a brand
- Define types of product brands
- Explain brand identity
- Define branding strategies
- Identify ways a company protects its brand

Aligned Washington State Learning Standards

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| English Language Arts: | <p>Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge</p> <p>Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> |
| Mathematics: | <p>Number and Quantities: Reason quantitatively and use units to solve problems</p> |

COMPONENTS AND ASSESSMENTS

Performance Assessments: Price Performance Indicator Assessment

Leadership Alignment:

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working Creatively with Others

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1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

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1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

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9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA Cluster Exam

DECA Role Play

Virtual Business

Standards and Competencies

Unit: Price (Chapters 13 – 14)

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 25

- Explain price
- Identify two categories of pricing objective
- Summarize the influence of demand on price
- State the influence of price on cost
- Explain the influence of competition on price
- Discuss how customer perception and the product life cycle influence price
- Understand product mix pricing strategies
- Identify examples of psychological pricing
- List examples of business to business strategies

Aligned Washington State Learning Standards

English Language Arts:

Integration of Knowledge and Ideas:

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Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge

Comprehension and Collaboration:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

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| Mathematics: | Number and Quantities: Reason quantitatively and use units to solve problems |
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COMPONENTS AND ASSESSMENTS

Performance Assessments: Promotion & Selling Performance Indicator Assessments

Leadership Alignment:

LEADERSHIP ALIGNMENT:

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working Creatively with Others

1.B.1: Develop, implement and communicate new ideas to others effectively

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Implement Innovations

1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

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Produce Results

10.B.1.f: Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA Cluster Exam

DECA Role Play

Virtual Business

Standards and Competencies

Unit: Promotion & Selling (Chapter 17 – 20)

Industry Standards and/or Competencies:

Total Learning Hours for Unit: 60

- Explain promotion
- Identify examples of promotional strategies
- Identify goals of promotion
- Explain the purpose of a promotional plan
- Identify examples of media used in advertising
- Describe direct marketing
- Identify types of sales promotions
- Explain two types of public relations
- Differentiate business to consumer and business to business sales

- Describe advertising
- Identify common types of advertising media
- Identify considerations in media selection
- Summarize how an advertising campaign is developed
- List elements of an advertisement
- Describe visual merchandising
- Identify elements of visual merchandising
- List elements of design
- Describe the principles of design
- List steps to develop a display
- Explain the value of personal selling
- Summarize task to complete when preparing to sell
- List steps in the sales process
- Explain how a lost sale can be a learning experience
- Define customer support team
- List types of online customer support
- Identify the importance of customer complaints

Aligned Washington State Learning Standards

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| Mathematics: | <p>Number and Quantities: Reason quantitatively and use units to solve problems</p> |

21st Century Skills

Check those that students will demonstrate in this course:

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| <p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p> | <p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p> | <p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p> |
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