

SCHOOL DISTRICT OF THE CHATHAMS

CURRICULUM

Marketing Strategy Essentials

Grades 10-12

Semester

Course Overview

This course enables students to acquire a broad and comprehensive understanding of the principles of Marketing. Given Chatham's proximity to the global hub of New York City, students are well-situated to witness the influence of Marketing in the world around them. Marketing plays a vital role in the business world, and those with an understanding of the basic tenets of Marketing have a clear competitive advantage. Specific content covered in this course includes: Market Research, Branding, Product Planning & Development, Pricing, Economics, Promotion, Distribution, and Selling. Using course content as an engaging backdrop, students will develop communication skills, self-confidence, & general business acumen.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Business Management & Administration

9.3.12.BM.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.2: Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.5: Implement systems, strategies and techniques used to manage information in a business.

Marketing

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising

9.3.MK.1: Describe the impact of economics, economics systems and entrepreneurship on marketing.

9.3.MK.2: Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

9.3.MK.3: Plan, monitor, manage and maintain the use of financial resources for marketing activities.

9.3.MK.9: Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.MK-COM.1: Apply techniques and strategies to convey ideas and information through marketing communications.

9.3.MK-COM.2: Plan, manage and monitor day-to-day activities of marketing communications operations.

9.3.MK-COM.3: Access, evaluate and disseminate information to enhance marketing decision-making processes.

9.3.MK-COM.4: Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.

9.3.MK-COM.5: Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Financial Psychology

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Technology Standards

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.)

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

21st Century Integration | NJSL 9

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.3.MK.9: Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.MK-COM.1: Apply techniques and strategies to convey ideas and information through marketing communications.

9.3.MK-COM.5: Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Career Ready Practices

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.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

English Language Arts

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by

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particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Computer Science and Design Thinking

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Units of Study

Unit 1: Marketing is all around us (~5 days)

- Who is involved in marketing?
- What are the various groups into which marketers organize people?
- What are the major areas under which marketing efforts are classified?

Unit 2: MIM (~7 days)

- What are the various tools market researchers use to explore opportunities?
- How are people evaluated by market researchers?
- What are the major categories of data market researchers look to capture, evaluate and understand?

Unit 3: Product Management (~14 days)

- What do marketers consider when developing product selections?
- How do product managers classify their offerings?
- What are the phases in a product's life cycle?
- How do marketers build and develop their brand?

Unit 4: Pricing (~14 days)

- What are the primary considerations for setting prices?
- What objectives do pricing managers aim to achieve?
- What strategies do marketers use to establish compelling prices?
- What legal aspects are involved with setting effective pricing?

Unit 5: Distribution (~10 days)

- How do marketers facilitate consumers taking ownership of their products?
- What are the primary components of supply chains?
- What are the essential functions of effective distribution?

Unit 6: Selling (~7 days)

- How are various markets distinct in their buying motivations?

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- What purpose does each step of the sales process provide?
- How do marketers engage prospects in effective and ethical ways?

Unit 7: Promotion (~10 days)

- What are the various methods in which promotion managers increase demand?
- What are the primary functions of effective promotion?
- How can marketers leverage psychology to increase sales?

<h3>Learning Objectives/Discipline Standards of Practice</h3>

Learning Objectives:

Through a variety of learning experiences in various formats, students will be introduced to skills and practices related to identifying activities associated with marketing. Students will:

- Understand the purposes marketing serves
- Identify various sources of marketing.
- Explain how marketing can take various forms.
- Examine how marketing is conducted.
- List and categorize marketing efforts by function.
- Explain how each function of marketing seeks to accomplish specific goals.

Through a variety of learning experiences in various formats students will understand the role played by marketing research. Students will:

- Understand how market research is conducted.
- Identify the various tools market researchers utilize.
- Examine relationships between marketing data and strategy choices.
- Explain the various types of data marketers seek to gather and analyze.
- Identify the most effective tool for the answers market researchers seek to address.
- Explain the way marketers use research to classify various consumers.

Through a variety of learning experiences in various formats students will explore product management and branding efforts. Students will:

- Practice comparing and evaluating products.
- Connect products to consumers most likely to find them appealing.
- Identify the features of products that are used to establish differentiation.
- Describe how product management strategies develop products aligned with consumer demand.
- Describe how product development results in novel offerings for the target market.
- Explain the product life cycle and how it relates to items found at each stage.
- Explain how marketers build and grow their brands.

Through a variety of learning experiences in various formats students will understand the purpose and effectiveness of a variety of pricing strategies. Students will:

- Explain the relationship between price, cost, and profit margin.
- Set prices that balance sales volume and profit margins.
- List and define a variety of pricing strategies, such as captive pricing and a “loss leader”.
- Explain how prices constitute messaging to various target markets.
- Set prices across all products to achieve a profit goal.
- Distinguish between lawful and unlawful pricing practices.

Through a variety of learning experiences in various formats students will engage in evaluating distribution models to deliver products to customers. Students will:

- Understand the concept of cost per square foot.
- Evaluate store space options based on amount and cost of space at distinct locations.
- Assess typical characteristics of consumers within a given market or geographical location.
- Evaluate the fit of potential locations given environmental factors including competition.
- Choose a store location that will yield a profit
- Explain the role purchasing plays in the success of a retail business.
- Calculate optimal inventory levels for a given set of factors.
- Explain the tradeoffs between purchasing too much and too little.
- Set custom purchasing policies aligned with spoilage and expected sales.
- Manage purchasing to optimize profit while delivering customer satisfaction.

Through a variety of learning experiences in various formats students will evaluate selling techniques. Students will:

- Identify and elaborate on the six factors of persuasion science.
- List the steps of the sales process and explain the primary objective in each step.
- Compare and contrast the old A-B-C's of selling with the new A-B-C's of selling.
- Explain the relationship between cross selling and complementary products.
- Explain consultative selling and the value of following up with customers after the purchase.

Through a variety of learning experiences in various formats students will examine a variety of promotional strategies. Students will:

- List the primary objectives of promotion.
- Distinguish between the primary methods of promotion.
- List and provide examples from the real world of the various types of promotion.
- Determine the best forms of promotion to optimize response within various target markets.
- Explain the concept and value of an effective promotional campaign.

Discipline Standards of Practice:

- Act as a responsible and contributing community member and employee.
- Consider the costs and benefits associated with a variety of marketing strategies.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths associated with various careers in marketing.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

Instructional and reference materials to support student learning in the disciplines of marketing and economics are recommended by the Business Department and are included in Units of Study outlines. Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts, photographs, art, music and web-based materials throughout the course.

The instructional materials vary in order to explore course content and essential questions while meeting the

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learning needs of students.

Exemplary Resources

- Business Insider
- CNBC
- CNN Business
- FastCompany
- Forbes
- Fortune
- Guest speakers from industry
- Inc
- Knowledge Matters: Virtual Business
- MarketWatch
- NJ.com
- NPR
- REUTERS
- USA Today
- Wall Street Journal

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small groups and in paired conferences.
- Performative and project-based activities, such as live and recorded presentations, discussions, and debates.
- Project-based representations, illustrations, infographics, image collages, and sketched representations of definitions and concepts.
- Student discussion thread posts, written assignments and reflections.
- Homework, quizzes and tests with traditional assessment tools such as short answers, identification questions and persuasive paragraphs.

Marketing Plan

- Students will brainstorm and build a brand serving a specified target market with delineated characteristics. They will compose a unique selling proposition for their brand, and craft branding elements aligned with successfully conveying their USP to their target market. Students will develop an appealing product mix and set appropriate pricing through intentional application of studied strategies. They will make distribution decisions for their products in line with the expectations of their target market, and develop a robust promotional campaign to improve awareness and demand within their target market.

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