

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Marketing Technology

Course Number: 00908

Suggested Educational Level(s) 11th and/or 12th grades

Suggested Periods Per Week: 5 **Length of Period:** 120 minutes

Suggested Length Of Course: 1 or 2 years

Units Of Credit (If Appropriate): 3 or 6

Date Written: February 10, 2005 **Date Approved:** _____

Date Reviewed: _____ **Implementation Year:** _____

Teacher Certification Required: Marketing/Distributive Education Teacher/Coordinator

Standards Addressed (code): 13.1.11A, 13.1.11B, 13.1.11C, 13.1.11D, 13.1.11E, 13.1.11F, 13.2.11, 13.2.11C, 13.2.11G, 13.3.11A, 13.3.11B, 13.3.11D, 13.4.11A, 13.4.11B, 13.4.11C

Supportive Standards: 1.1.11B, 1.1.11D, 1.1.11F, 1.1.11H, 1.2.11A, 1.4.11B, 1.4.11E, 1.5.11A, 1.5.11B, 1.5.11C, 1.5.11E, 1.5.11F, 1.6.11A, 1.6.11D, 1.6.11E, 1.6.11F, 1.8.11A, 1.8.11B, 1.8.11C, 2.1.11A, 2.2.11A, 2.6.11B, 3.6.12B, 3.6.12C

Relationship to Other Planned Instruction: Enhances other business, computer information technology courses; relates to applied math, economics, art, and English.

Prerequisites: Student must be of junior **or** senior class standing with 14 **or** 21 credits completed respectively.

Special Requirements: An application must be submitted for acceptance into the Marketing Technology program.

Writing Team Members: Claudia Solinko

Standards addressed (code and description):

- 13.1.11A Analyze career options based on student interests, abilities, aptitudes and accomplishments.
- 13.1.11B Analyze how the changing male/female roles relate to career choice.
- 13.1.11C Evaluate opportunities for career preparation.
- 13.1.11D Justify the selection of a career.
- 13.1.11E Evaluate all opportunities for the transition from secondary to postsecondary education, training or work.
- 13.1.11F Evaluate individual career plan using decision-making skills.
- 13.2.11G Analyze the opportunity cost/benefit of continuous learning.
- 13.2.11A Know and demonstrate industry acceptable job interviewing techniques.
- 13.2.11B Analyze and evaluate complex technical tasks using sophisticated processes.
- 13.2.11C Analyze workplace problems and cite technological solutions.
- 13.2.11D Identify sources of health, safety and regulatory practices and their effect on the work environment.
- 13.2.11E Evaluate prepared career acquisition documents based upon industry acceptable practices.
- 13.2.11F Analyze performance-based assessments components.
- 13.2.11G Analyze the need for manipulative/motor skills.
- 13.3.11A Analyze work habits needed to advance within a career.
- 13.3.11B Evaluate conflict resolution skills.
- 13.3.11D Compare and contrast gross and net pay.
- 13.4.11A Analyze the relationship between competition and pricing strategies.
- 13.4.11B Apply business principles to the development of an entrepreneurial business plan.
- 13.4.11C Relate principles of entrepreneurship to career goals.

Supportive Standards:

- 1.1.11B Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- 1.1.11D Identify, describe, evaluate and synthesize the essential ideas in text.
- 1.1.11F Understand the meaning of and apply key vocabulary across the various subject areas.
- 1.1.11H Demonstrate fluency and comprehension in reading.
- 1.2.11A Read and understand essential content of information texts and documents in all academic areas.
- 1.4.11B Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
- 1.4.11E Write a personal resume.
- 1.5.11A Write with a sharp, distinct focus.
- 1.5.11B Write using well-developed content appropriate for the topic.
- 1.5.11C Write with controlled and/or subtle organization.
- 1.5.11E Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- 1.5.11F Edit writing using the conventions of language.
- 1.6.11A Listen to others.

- 1.6.11D Contribute to discussions
- 1.6.11E Participate in small and large group discussions and presentations.
- 1.6.11F Use media for learning purposes.
- 1.8.11A Select and refine a topic for research.
- 1.8.11B Locate information using appropriate sources and strategies.
- 1.8.11C Organize, summarize and present the main ideas from research.
- 2.1.11A Use operations.
- 2.2.11A Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations.
- 2.6.11B Use appropriate technology to organize and analyze data taken from the local community.
- 3.6.12B Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.
- 3.6.12C Analyze physical technologies of structural design, analysis and engineering, personnel relations, financial affairs, structural production, marketing, research and design to real world problems.

COURSE DESCRIPTION: (Brief – suitable for course descriptions issued to students.)

Marketing Technology is a one or two year program with two options. First, the students may take the course for two years starting their junior year for a total of six credits. Second, the students may take the course their junior **or** senior year as a three-credit elective

Marketing Technology provides instruction in the fields of marketing, sales, merchandising, distribution, management, and entrepreneurship. More specifically, the program consists of six related components: marketing, entrepreneurship, marketing math, advertising, sports and entertainment marketing, and/or fashion marketing. These classes prepare students for selling, buying, pricing, advertising, and owning their own businesses. The students also learn employability skills and self-employment through the REAL (Rural Entrepreneurship through Action Learning) curriculum. In addition, the class covers technical knowledge of products and services marketed, related communication and math skills, and attitudes associated with human relations. Professionalism is developed through the Skills U.S.A. national organization and related activities. Students will be prepared for entry-level positions in retailing and wholesale trade, banking, entertainment and travel, hospitality and food service, communications, and operating their own businesses. The program provides an excellent business foundation for a post-secondary degree in marketing, advertising, business management, merchandising, fashion marketing, sports and entertainment marketing, and/or related fields.

OUTLINE OF CONTENT SEQUENCE AND RECOMMENDED TIME (WEEKS OR DAYS):

TIME IN HOURS:

MARKETING AND ENTREPRENEURSHIP:

I. Safety Pertaining to Technology and the Automated Office	5
II. Economics	5
A. Basic Concepts	
B. Economic Systems	
III. Communication, Interpersonal Skills	10
A. Fundamentals of Communication	
B. Group Working Relationships	
C. Customer Relationships	
D. Participate as a Team Member	
E. School-to-Work Transition	
IV. Professional Development	10
A. Self-Understanding	
B. Self-Development	
C. Career Planning	
D. Job-Seeking Skills	
V. Role of the Entrepreneur	
A. Fields of Small Business	
B. International Business	
C. Outlook for Entrepreneurship	
VI. Entrepreneurship as a Career	15
A. Types and Characteristics of Entrepreneurs	
B. Personal Financial Needs	
C. Estimating Personal Finances	
D. Sideline and Home-Based Businesses	
E. Sources of New Enterprise Ideas	
F. Application of Creativity to Business Operations	
VII. Analyzing Markets and Competitors	10
A. Analyzing Markets	
B. Studying the Competition	
VII. Planning a New Enterprise	15
A. Definition of the Business	
B. Legal Forms of Business Enterprise	
C. Organization of the Enterprise	
D. Family-Owned Business Issues	

E. Sources of Assistance	
F. Role Models and Support Systems	
VIII. Obtaining Financing	5
A. Estimating Start-up Costs	
B. Types of Funds	
C. Sources of Funds	
D. Needs for Additional Capital	
E. Requesting Loans	
IX. Preparing the Financial Plan	30
A. Financial Statements	
B. Basic Profit Variables	

MARKETING MATH:

X. Computation	
A. Essential Math Skills	10
B. Spreadsheets, Charts, and Tables	10
C. Buying and Receiving Merchandise	10
D. Pricing Merchandise	10
E. Daily Calculations in Marketing	10
F. Inventory Procedures	10
G. Advertising Costs	10
H. Conducting Market Research	10
I. Financial Statements	10

ADVERTISING:

XI. Marketing the Product or Service	
A. The Power of Advertising	10
1. Consumer Needs and Wants	
2. Advertising and the Economy	
B. The Advertising Industry	5
1. Evolution of Advertising	
2. Advertising Industry and Agencies	
3. Regulations and Ethics	
C. Analyzing Customers	10
1. Target the Consumer	
2. Test the Message	
D. Planning the Advertising Campaign	10
1. Develop an Advertising Plan	
2. Set Objectives and Budget	
E. Creating Advertisements	30
1. Selecting Strategies	
2. Write copy	

3. Create newspaper ads
 4. Create radio and television ads
 5. Create logos and slogans
 6. Design letterhead and business cards
 7. Design flyers, brochures, billboards, etc.
- F. Placing Advertisements 10
1. Develop the Media Plan
 2. Use Support Media and Promotions
 3. Develop Press Releases

SPORTS AND ENTERTAINMENT MARKETING:

- XII. College and Amateur Sports 10
- A. Marketing College Athletics
 - B. Economic Impact of College Athletics
 - C. Amateur Sports
- XIII. Professional Sports 10
- A. Big League Sports
 - B. Attracting a Professional Team
 - C. Agents, Managers, and Ethics
- XIV. Marketing Products and Services through Sports 10
- A. Using Sports to Market Products
 - B. Sponsorship
 - C. Promotion
 - D. Endorsements
- XV. Public Images 10
- A. Public Relations
 - B. Fans
 - C. Publishing and Speaking Engagements
- XVI. Advancing the Cause 10
- A. Community Service
 - B. Sports Camps
 - C. Workshops
- XVII. Sports Marketing 10
- A. Marketing Firms
 - B. The Global Market
 - C. Careers in Sports Marketing
- XVIII. Entertainment Industry 10
- A. Entertainment Profits

B. Distribution of Entertainment	
C. Marketing Music and Theater	
D. Entertainment Marketing Careers	
XIX. Marketing Entertainment	10
A. Customized Entertainment	
B. Entertainment Technology and Marketing	
C. World Entertainment Marketing	
XX. Recreation Marketing	10
A. Recreational Sports	
B. Travel and Tourism	
C. Resorts and Theme Parks	
D. Recreation Marketing Careers	
 FASHION MARKETING:	
XXI. The Fashion Industry	10
A. Fashion Marketing Basics	
B. Style	
XXII. The Basics of Fashion	10
A. Fashion Origins	
B. Fashion Components	
C. Design and Color	
D. Textiles and Construction	
XXIII. Marketing Fashions	10
A. Product and Place	
B. Price and Promotion	
XXIV. Fashion Economics	10
A. Supply and Demand	
B. The Competition	
C. Financial Records	
XXV. The Centers and the Designers	10
A. America's Fashion Centers	
B. European Fashion	
C. Asian and Other Emerging Centers	
XXVI. Promoting a Fashion Image	10
A. Advertising Fashion	

B. Promoting Through Events	
C. Selling Fashion	
XXVII.Using Technology in Fashion Marketing	10
A. Production Processes	
B. Research and Technology	
C. Distribution Technology	
XXVIII.Laws, Labor, and Ethics	10
A. The Law	
B. Labor	
C. Piracy and Ethics	
XXIX. Fashion Marketing Careers	10
A. Fashion Business	
B. Fashion Careers	
C. Finding and Keeping a Fashion Career	

Year Two of Marketing:

Time in Weeks:

Cooperative Education	thirty-six
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Or any combination of the following:

School-to-Work Transition: In-depth study of employability skills.

Inventory Control: Inventory, ordering product, stocking, and maintaining pop machines.

Promotional Displays: Using design skills, develop bulletin boards, display cases, and promotional materials such as brochures and newsletters.

Marketing Remediation or Enrichment

NOCTI Preparation: Review for national assessment test.

Internship: Six-week non-paid work experience in retail trades.

Cooperative Education: Paid training program in the work place.

Specific Educational Objectives to be Taught:

Students will be able to:

- Understand fundamental business, management, and entrepreneurial concepts that affect business decision-making.
- Understand concepts, strategies, and systems needed to interact effectively with others.
- Understand the economic principles and concepts fundamental to marketing.
- Understand concepts and strategies needed for career exploration, development, and growth.
- Understand the concepts and processes needed to move, store, locate, and /or transfer ownership of goods and services.
- Understand the financial concepts used in making business decisions.

- Understand the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
- Understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
- Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
- Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communications that influences purchase decisions and enhances future business opportunities.
- Develop a written business plan.

Formative Assessments: Exams, worksheets, projects, verbal presentations, and performance.

Summative Assessments:

Individual Business Plan (first year students)

Senior Class Project

NOCTI Written and Performance Test (second year students) developed by the National Occupational Competency Testing Institute. Students who score higher than the state norm will receive the PA Skills Certificate in Retail Trades signed by the Governor of Pennsylvania.

Two or More Sample Units (optional):

Safety Pertaining to Technology and the Automated Office

- Identify electrical hazards and preventive measures.
- Identify muscular-skeletal problems and preventive measures.
- Identify environmental concerns and preventive measures.
- Demonstrate the safe use of heat transfer equipment such as laminators, printers, copiers, etc.

Required/Approved Textbooks and Materials:

Book Title: Marketing Essentials

Publisher: Glencoe/McGraw-Hill Division of McGraw-Hill School Publishing Company.

ISBN #: 0-07-861257-8

Copyright: 2006

Date of Adoption:

Book Title: Succeeding in the World of Work

Publisher: Glencoe/McGraw-Hill Division of McGraw-Hill School Publishing Company.

ISBN #: 0-07-867626-6

Copyright: 2006

Date of Adoption:

Workbooks:

Marketing Essentials (Glencoe/McGraw-Hill)

Succeeding in the World of Work (Glencoe/McGraw-Hill)

Entrepreneurship, Starting Your Own Business (South-Western)

REAL Workbook and curriculum (REAL Enterprises)

Marketing and Essential Math Skills (South-Western)

Sports and Entertainment Marketing (South-Western)

IMPACT! Inc. (Glencoe McGraw-Hill)

Fashion Marketing (South-Western)

Hardware:

Desktop Computers

Laser and Color Laser Printers

Copier

Scanner

Digital camera

Digital video camera

Video camera

DVD/VCR Player

Television

LCD Projector

Laminator

Poster printer

Software:

Microsoft Office, latest updates including:

Small Business Customer Manager

Small Business Financial Manager

Microsoft Publisher

IGrafx Business Publisher

Entrepreneurship template (REAL Enterprises)

Internet access

Listed below is the developmental sequence to be followed in writing planned instruction.

- I. Complete a scope and sequence chart of the standards (K-12).
- II. Identify and place in written form major specific objectives to be taught.
- III. Identify and place in written form summative assessments of the course.
- IV. Complete Content Sequence and Recommended time frame.
- V. Complete Formative Assessment (optional).
- VI. Complete 2 or 3 sample units (optional).
- VII. Select recommended materials included integrated technology hardware and software.