



Marketing

Course Description: Students will explore the basic functions of marketing: pricing, promotion, product planning, and place/distribution: the marketing mix. The curriculum provides the foundational skills and knowledge in economics, communications skills/interpersonal skills, professional career development, business, management, and entrepreneurship. Application of academic concepts and technology are integrated throughout the curriculum.

Course Code: 038100

Program(s) of Study to which this course applies

- Marketing

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
<p>Standard 1. Students will understand the customer-oriented nature of marketing and will analyze the impact of marketing activities which create, communicate, and deliver value to the individual, business, and society: the marketing concept.</p>				
<p>Benchmark 1.1 Identify the scope of marketing.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explain the foundations of marketing (e.g., business, management, entrepreneurship, communication, interpersonal skills, economics, professional development). • Identify the seven functions of marketing (e.g., pricing, product management, promotion, selling, distribution, marketing information management, financing). 	N/A	N/A	N/A	



Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
<p>Benchmark 1.2 Explain the concept of marketing strategies.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explain the components of the marketing mix (product, price, promotion, and place/distribution). • Differentiate between ideas, goods, and services. • Describe the importance of each of the components of the marketing mix. • Illustrate the importance of strategies in the marketing mix. 	<p>ELA.SL.11–12.4 ELA.WHST.11–12.2.b</p>	<p>LA.12 2.1.b LA.12.3.1.a</p>	<p>CR.2.B.1 CR.2.C.1</p>	<p>When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>
<p>Benchmark 1.3 Explain the process of marketing planning.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explain the SWOT (strengths, weaknesses, opportunities, threats) analysis. • Define the elements of a marketing plan (e.g., situation analysis, goals and objectives, marketing strategies, implementation, performance standards, and evaluation). 	<p>ELA.SL.11–12.4 ELA.WHST.11–12.2.b</p>	<p>LA.12 2.1.b LA.12.3.1.a</p>	<p>CR.2.B.1 CR.2.C.1</p>	<p>When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>
<p>Standard 2. Students will understand economic systems to be able to recognize the environments in which businesses function.</p>				
<p>Benchmark 2.1 Identify the characteristics and types of economic systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Distinguish between the four factors of production/resources (land, labor, capital, entrepreneurship). • Identify opportunity costs in a variety of scenarios. • Discuss economies (traditional, market, command, mixed). • Evaluate the political and economic goals of various economic systems and how they influence the market. 	<p>ELA.RST.11-12.4</p>	<p>LA.12.1.5 SS.12.2.5.a SS.12.2.10.d</p>	<p>N/A</p>	



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<p>Benchmark 2.2 Understand the relationship between economic trends and indicators for marketing strategies.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Apply the business cycle to marketing strategies. Explain the law of supply and demand. Discuss gross domestic product (GDP), unemployment rate, standard of living index, and inflation rates. 	N/A	SS.12.2.3.b	CR.5.A.1 CR.5.A.4	
<p>Standard 3. Students will explain the concept of market and market identification.</p>				
<p>Benchmark 3.1 Identify strategies utilized in the elements of target market segmentation.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Define the following types of market segmentations: demographic, psychographic, geographic, and behavioral. Explain the importance of target markets. Differentiate between market segmentation and mass marketing strategies. Describe advantages and disadvantages of market segmentation. 	ELA.RST.11-12.4	LA.12.1.5	N/A	



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<p>Standard 4. Students will explain the nature and scope of the selling function.</p>				
<p>Benchmark 4.1 Analyze the sales process and techniques to enhance customer relationships and to increase the likelihood of making sales.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Define selling and different types of selling situations. Explain the purpose and goals of selling. Differentiate between rational and emotional buying motives. Discuss three levels of customer decision-making (routine, limited, and extensive). Explain the main focus of preparation in business-to-business selling and in retail selling. 	N/A	N/A	CR.2.E.1-4 CR.5.A.1	
<p>Benchmark 4.2 Demonstrate the sales process.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Apply the seven steps of the sales process (pre-approach, approach, determining needs, presenting the product, overcoming objections, trial close/close the sale, suggestion selling, and relationship building). Distinguish objections from excuses. Understand the specialized methods for handling objections. Explain the advantages of suggestion selling, customer service, and follow-up. Select and demonstrate an appropriate method for closing the sale. Create a product presentation. 	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4 CR.2.E.2	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).



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<p>Standard 5. Students will explore and identify career opportunities for future professional development decisions in marketing and other career clusters.</p>				
<p>Benchmark 5.1 Investigate opportunities that will utilize marketing skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Assess goals, values, interests, skills, and aptitudes. Appraise personality traits. Complete career assessments. Locate career research resources. Develop a plan to reach career goals. Create a portfolio (e.g., resume, cover letter, application, references, and work samples). 	<p>ELA.WHST.11–12.7-9</p>	<p>LA.12.1.6.j LA.12.4.1.a–c</p>	<p>CR.5.B.1 CR.9.A.2</p>	<p>The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).</p>



Reference Standards Sources

- MBA = MBA Research Standards
- NBEA = National Business Education Association National Standards
- *Marketing Essentials* (Farese, Kimbrell, Woloszyk) Glencoe/McGraw-Hill Companies (2006)

Contributors

Secondary: Janet Butler – Millard West High School, Gwen Davidson – Hastings Senior High School, Harry Gaylor - Omaha Central High School/University of Nebraska Omaha, Jodi Gehr – Lincoln Southeast High School, Lynn Hill - Millard South High School, Tiffany Holka – Lincoln High School, Mary Janssen – Papillion LaVista High School

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Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> • Free Enterprise System Simulations • Virtual Business simulations • AMA – American Marketing Association • Chamber of Commerce for segmentation and demographic data
Related assessments:	<ul style="list-style-type: none"> • Sales presentation
Extended learning opportunities:	<ul style="list-style-type: none"> • DECA • FBLA • Service learning opportunities • Job shadowing • Mock interviews