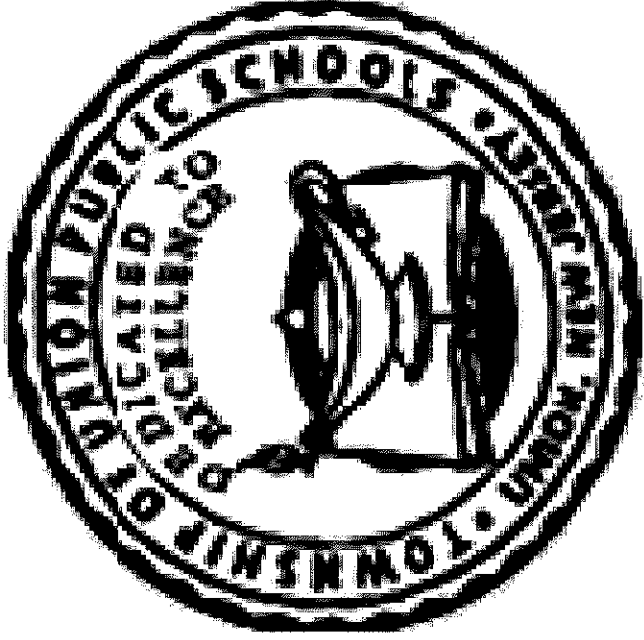
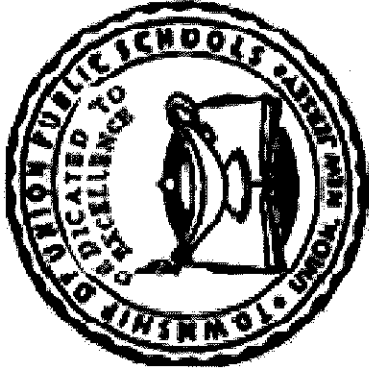


TOWNSHIP OF UNION PUBLIC SCHOOLS



Marketing Education I
Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

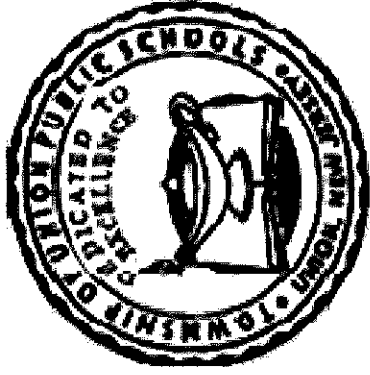
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Martin Tatum

Assistant SuperintendentDr. Noreen Lishak

Director of Curriculum K-12 Dr. Noreen Lishak

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee
Akua Boakye
Katie Dimitoulis

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Marketing Education I provides a solid foundation in the basics of Marketing, dealing with the three fundamentals, i.e. economics, business, and human relations. These fundamentals are then divided into selling, promotion, pricing, purchasing, marketing information management, product planning, distribution, financing, and risk management. Students participate in various hands on activities and explore the varied career opportunities that match their interests, aptitudes, and abilities. Students also prepare for advanced education in the fields of marketing, communications, and management.

Recommended Textbooks

Farese, Lois Schneider, Grady Kimbrell, and Carl A. Woloszyk. *Marketing Essentials*. NY, NY, Mcgraw Hill/Glencoe. 2012

Farese, Lois Schneider, Grady Kimbrell, and Carl A. Woloszyk. *Marketing Essentials*. NY, NY, Mcgraw Hill/Glencoe. 2009

Course Proficiencies

Students will be able to...

- Write for a variety of purposes including but not limited to persuasive, reaction analysis, expository, and college application.
- Develop effective note taking skills and study methods.
- Speak for a variety of purposes (persuasive, informative, and entertainment).
- Develop desirable workplace traits to include: punctuality, attendance, responsibility, and dependability.
- Define marketing and each of its seven functions.
- Differentiate the five types of economic utility.
- Recognize the benefits of studying marketing with respect to the individual as a consumer and as a career path.
- Explain the difference between customers and consumers.
- Interpret market segmentation and construct a customer profile.
- Explain the marketing mix and classify relevant activities.
- Outline the basic principles of a free enterprise system.
- Define the varied market research methodologies and demonstrate knowledge of appropriate usage.
- Explain basic pricing concepts.
- Discuss the different forms of transportation involved in the distribution channel.

Curriculum Units

Unit 1: The World of Marketing

Unit 2: Economics

Unit 3: Business and Society

Unit 4: Selling

Unit 5: Promotion

Unit 6: Distribution and Pricing

Pacing Guide – Course

<u>Content</u>	Number of Days
Unit 1: The World of Marketing	30
Unit 2: Economics	40
Unit 3: Business and Society	30
Unit 4: Selling	20
Unit 5: Promotion	35
Unit 6: Distribution and Pricing	25

Unit 1:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explain marketing and how it impacts daily lives.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Differentiate the 7 Marketing Core Functions and create a visual.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Analyze the marketing concept and the importance of customer satisfaction.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Justify the benefits of marketing for businesses of all sizes.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Outline the concept of utility for several products and create visuals to represent the utilities.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Breakdown and analyze target markets.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
7.	Categorize the four components of the marketing mix and create visuals to represent the four P's.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
8.	Interpret the concept of market segmentation.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
9.	Differentiate between mass market and market segmentation.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 2:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explore the concept of an economy and use the internet to research economic systems of other nations..	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Analyze and explain the factors of production.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Select examples of various economic systems and compare and contrast the systems.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Analyze the key phases of the business cycle and explain the characteristics of each phase	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Explain the concept of scarcity.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 3:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Interpret the characteristics of a free enterprise system.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Explain why monopolies are not permitted in a free enterprise system.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Discuss the economic cost of unprofitable and profitable businesses.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Distinguish between price and non-price competition.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Explain the theory of supply and demand.	<i>Text book/ Internet/handouts</i>	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 4:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Perform the seven steps of selling and different types of selling situations.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Explain the purpose and goals in selling.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Differentiate between emotional and rational buying motives.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Explain three levels of customer decision making.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Compile sources of product information.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Explain the main focus of preparation in business to business selling and retail selling.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 5:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Explain the role of promotion in business and marketing.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Describe types of promotion and illustrate the elements of promotional mix for a chosen product.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Distinguish between public relations and advertising and write a news release as a form of promotion for a product.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Define sales promotion.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Explain the use of promotional tie-ins, sales promotions, and loyalty marketing programs.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Explain the concept and purpose of advertising.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
7.	Analyze the different types of advertising media.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
8.	Discuss the planning and selection of media.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
9.	Discuss how advertising campaigns are developed.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

10.	Explain the role of an advertising agency.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
11.	Create an advertisement which displays the five elements of print ads.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 6:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Illustrate direct and indirect distribution.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Explain channel members.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Describe the nature and scope of physical distribution.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Classify transportation systems and services that move products from manufacturer to consumers.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Explain the different kinds of transportation companies.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Differentiate three pricing policies used to establish a base price.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

7.	Research pricing strategies often used for the base price.	Text book/ Internet/handouts	9.3.12.C 9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
8.	Evaluate the steps involved in determining a price.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

New Jersey Core Curriculum Content StandardsLanguage Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
Content and Organization	May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized Details random, inappropriate, or barely apparent	May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas Details lack elaboration, i. e., highlight paper	May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details	Generally has opening and/or closing Single focus Ideas loosely connected Transitions evident Uneven development of details	Opening and closing Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks Details appropriate and varied	Opening and closing Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful Details effective, vivid, explicit, and/ or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors

Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.
	NE	Not English	Student wrote in a language other than English.
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.
Content/ Organization		Usage	Sentence Construction
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction
			Mechanics
			<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.