

CTE Standards Unpacking
Marketing Principles

Course: Marketing Principles

Course Description: Marketing Principles introduces the student to the basic concepts of modern marketing. Course content includes general marketing principles of product planning and production, distribution, pricing and promotions.

Career Cluster: Marketing

Prerequisites: Recommended pre-requisite for all other Marketing courses

Program of Study Application: Marketing Principles is a cluster course in the Marketing career cluster. Successful completion of this course would prepare a student to enter any of the pathways within the cluster.

INDICATOR #MP 1: Students will understand and classify the fundamental concepts of marketing.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Define the marketing process and the involved stakeholders		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Define marketing concept		
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Understand different marketing functions within the organization and their associated careers		
SUB-INDICATOR 1.4 (Webb Level: 2 Skill/Concept): Indicate the importance of ethical marketing		
SUB-INDICATOR 1.5 (Webb Level: 3 Strategic Thinking): Explain marketing and its importance in a global economy		
SUB-INDICATOR 1.6 (Webb Level: 2 Skill/Concept): Understand the difference between business-to-consumer and business-to-business marketing		
Knowledge (Factual): -Internal and external stake holder -Marketing concept Production Product Sales Societal Marketing -Global Market place -Business to Consumer and Business to Business (B2B)	Understand (Conceptual): -Marketing functions and related activities -The role of Global Marketing -The difference between business-to-consumer and business-to-business marketing	Do (Application): -Identify values of Marketing -Identify careers in Marketing -Describe Marketing functions and related activities -Understand the evolution of the Marketing concept

Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Participate in a Retail Marketing Simulation and complete each module with proficiency. 	
<i>Academic Connections</i>	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA. W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to the other information and to display information flexibly and dynamically	Sample Performance Task Aligned to the Academic Standard(s): -Create a presentation illustrating various careers in Marketing.

<i>INDICATOR #MP 2: Students will understand the relationships among product, price, promotion, and distribution.</i>		
<i>SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept):</i> Explain the promotional mix, its concepts and strategies		
<i>SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):</i> Distinguish factors involved in price planning		
<i>SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking):</i> Analyze product planning and development		
<i>SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept):</i> Identify and evaluate the channels of distribution		
Knowledge (Factual): -Promotional Mix -Channels of distribution -Price planning	Understand (Conceptual): -Understand the evolution of the Marketing concept -Understand goals of pricing, Marketing factors the affect price planning, and price elasticity of demand. -Understand the nature of channel members' relationships	Do (Application): -Explain the role of promotion as a Marketing function -Differentiate between a product and a service -Identify channels of distribution -Evaluate the channels of distribution

Benchmarks:
Students will be assessed on their ability to:

- Analyze a case study to determine how supply and demand affects pricing, and create a brochure.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to the other information and to display information flexibly and dynamically	-Utilizing research, create a digital product that explains how supply and demand affects pricing.

INDICATOR #MP 3: Students will understand market segmentation and targeting.

SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Define market segmentation and target marketing

SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Understand various ways used to segment a market

SUB-INDICATOR 3.3 (Webb Level: 3 Strategic Thinking): Identify potential target markets for various products and services

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Segmentation methods: Demographic Psychographic Geographic -Target Market -Product Life Cycle -Positioning -Branding	-Understand the difference between a physical product and a service	-Discuss the importance of Marketing research in the business decision-making process

Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Using a given product, determine the best way to segment that market. 	
<i>Academic Connections</i>	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA.SL.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.	Sample Performance Task Aligned to the Academic Standard(s): -After creating a product, design a presentation that explains the steps in product planning.

<i>INDICATOR #MP 4: Students will understand the concept of marketing research and how it relates to marketing.</i>		
<i>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept):</i> Identify the importance and purpose of marketing research		
<i>SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept):</i> Differentiate between primary and secondary data		
<i>SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept):</i> Differentiate between qualitative and quantitative research		
<i>SUB-INDICATOR 4.4 (Webb Level: 2 Skill/Concept):</i> Discuss the role of data analysis and quantitative analytics within marketing.		
Knowledge (Factual): -Market research -Primary and Secondary research -Qualitative and Quantitative research -Quantitative analytics/ Big data	Understand (Conceptual): -How retrieving and using Marketing research to implement the decision-making process -The role of Marketing research to reduce risk	Do (Application): -Discuss the importance of Marketing research in the business decision-making process -Describe the steps used in conducting market research -Construct affective Marketing research questions

<p>Benchmarks: Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> After conducting primary and secondary research, create and analyze a survey, and digitally publish the results. 	
<p>Academic Connections</p>	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s): -Conduct primary and secondary research and create a published product.</p>

<p>INDICATOR #MP 5: Students will evaluate marketing objectives and strategies.</p>		
<p>SUB-INDICATOR 5.1 (Webb Level: 1 Recall): Identify marketing goals and objectives</p>		
<p>SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Analyze current successful and unsuccessful examples of marketing activities</p>		
<p>SUB-INDICATOR 5.3 (Webb Level: 4 Extended Thinking): Evaluate marketing decisions from the perspective of marketing managers</p>		
<p>Knowledge (Factual): -Branding -SWOT analysis (Strengths, Weakness, Opportunities, Threats) -PEST analysis (Political, Economic, Social, Technology)</p>	<p>Understand (Conceptual): -Understand how logos, colors, trade characters, and names are used in branding</p>	<p>Do (Application): - Compare unique Marketing goals: Market share Brand awareness</p>
<p>Benchmarks: Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> Facilitate a panel discussion that analyzes Marketing objectives and standards. 		

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

ELA. SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Sample Performance Task Aligned to the Academic Standard(s):

-Participate in a group discussion.