

SHORE REGIONAL HIGH SCHOOL DISTRICT

A Regional Collaborative of the Communities Served by the Monmouth Beach, Oceanport, Shore Regional, and West Long Branch School Districts

Aligned to the New Jersey Student Learning Standards as Applicable

Course Title: Marketing, Management, and Entrepreneurship

Content Area: Business

Grade Level(s): 9-12

Course Description: Throughout this course, students will learn the fundamentals of business and marketing. This class focuses on current topics in business and marketing including the marketing mix – product, price, place, and promotion. Other topics in this course will include business and marketing plans, business presentations, management, entrepreneurship, ethics, and career exploration.

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Pacing Guide

Unit 1: The Importance and Fundamentals of Marketing	Four Weeks
Unit 2: Market Planning and Market Segmentation	Six Weeks
Unit 3: Global Marketing Strategies	Three Weeks
Unit 4: Selling and Preparing for the Sale	Two Weeks
Unit 5: “Shark Tank” Capstone Project	Three Weeks

Unit 1: The Importance and Fundamentals of Marketing

Unit Summary: Students will explore the reasons for studying marketing as well as the economic value and benefits that marketing provides.

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Interdisciplinary Connections/Content Area Integrations Including Technology: English Language Arts, Social Studies, and Mathematics

NJSLS Number	NJSLS Content
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.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
9.3.MK.6	Select, monitor, and manage sales and distribution channels.

Summative Assessments:

- Tests
- Internet research
- Projects

Formative Assessments:

- Do nows
- Discussions
- Homework
- Quizzes
- Exit cards

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Enduring Understandings:

- Marketing is the process of planning, pricing, promoting, selling, and distributing ideas, goods, or services to create exchanges that satisfy customers.
- Marketing practices include channel management, market planning, marketing information management, pricing, product and service management, promotion, and selling.
- Marketing generates competition and provides consumers with new and improved products.
- Increased demand will call for increased production and lower prices for consumers.

Essential Questions:

- How is the overall health of the economy important when marketing a product?
- How is marketing defined?
- What is the difference between a good and a service?
- What are the seven functions of marketing?
- What is the marketing concept?
- What are the economic benefits of marketing?
- How does marketing affect product prices?
- How does marketing help competition?
- What does the term utility mean?
- What are the five economic utilities?
- What is the difference between a consumer and an industrial market?
- What is market share, and how does it affect marketing strategy?
- What is a target market, and how is it determined?
- What are the four components of the marketing mix?
- What effect does marketing have on demand?
- What is a customer profile, and how is it created?

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Instructional Outcomes:

- Students will be able to list examples of goods and services and match each to individual core marketing functions.
- Students will be able to determine unit costs based on quantity and demand.
- Students will be able to identify the five economic utilities, form, place, time, possession, and information, and provide examples of each.
- Students will be able to describe consumer and industrial markets.
- Students will be able to explain market share.
- Students will be able to define target market and market segmentation and provide an example of each.
- Students will be able to distinguish between consumers and customers.
- Students will be able to identify the marketing mix, product, place, price, and promotion.

Suggested Learning Activities:

- Complete a utility project for an individual product.
- Complete market share analysis.
- Develop customer profiles.
- Complete a marketing mix project.

Suggested Differentiation:

- Tier 1 Learners: allow students to work in groups, break information into smaller parts, provide written notes, review sheets, and graphic organizers, and provide visual presentations and videos.
- Tier 2 Learners: allow students to work in groups, provide graphic organizers, and provide visual presentations and videos.
- Tier 3 Learners: allow students to work independently, provide visual presentations and videos, and assign an anchor project.

Curriculum Development Resources:

- Glencoe course text materials

Notes/Comments:

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Unit 2: Market Planning and Market Segmentation

Unit Summary: Students will begin to understand the basic elements of a marketing plan.

Interdisciplinary Connections/Content Area Integrations Including Technology: English Language Arts, Social Studies, and Mathematics

NJSLS Number	NJSLS Content
9.3.MK-MGT.3	Plan, manage, and organize to meet the requirements of the marketing plan.
9.3.MK-MGT.4	Access, evaluate, and disseminate information to aid in making marketing management decisions.
9.3.MK-MGT.5	Determine and adjust prices to maximize return and meet customers' perceptions of value.

<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Tests • Internet research • Projects
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do nows • Discussions • Homework • Quizzes

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- Exit cards

Enduring Understandings:

- A marketing plan is an essential planning tool for a company; it defines the company's overall goals and provides for assessment of how well those goals were achieved.

Essential Questions:

- What is an executive summary?
- What are the components of a situation analysis?
- What is a SWOT analysis?
- Which components of a SWOT are internal and external to the company?
- What is included in a company analysis?
- What is included in a customer analysis?
- What is the current competitive position?
- What are the components of an environmental scan?
- What will the marketing plan accomplish?
- What will the marketing strategy for the product be?
- What is the product position?
- What is the marketing mix?
- How is the marketing plan being implemented?
- How are sales forecasts developed?
- What performance standards are being used to measure and evaluate if objectives are being met?
- What is market segmentation, and how can a market be segmented?

Instructional Outcomes:

- Students will be able to identify the basic elements of a marketing plan and create a marketing plan outline.

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- Students will be able to prepare a SWOT analysis.
- Students will be able to prepare a company analysis.
- Students will be able to explain how each marketing mix component relates to the competition.
- Students will be able to describe customer buying habits and demographics.
- Students will be able to identify the company's competitive position.
- Students will be able to identify outside influences that impact an organization.
- Students will be able to prepare an environmental scan.
- Students will be able to explain how a market can be segmented.

Suggested Learning Activities:

- Create a Ben & Jerry's documentary including:
 - Conducting a SWOT analysis;
 - Preparing a company analysis;
 - Preparing a customer analysis;
 - Determining the competitive position;
 - Creating an environmental scan;
 - Discussing marketing strategies; and
 - Evaluating goals and objectives.
- Complete a market segmentation project including:
 - Identifying and analyzing markets to be segmented (e.g., age, price, and product features);
 - Identifying demographics (e.g., age, gender, income, marital status, and ethnic background);
 - Identifying geographic information (e.g., local, regional, national, and global); and
 - Identifying psychographics (activities, attitudes, and values).

Suggested Differentiation:

- Tier 1 Learners: allow students to work in groups, break information into smaller parts, provide written notes, review sheets, and graphic organizers, and provide visual presentations and videos.

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<ul style="list-style-type: none"> • Tier 2 Learners: allow students to work in groups, provide graphic organizers, and provide visual presentations and videos. • Tier 3 Learners: allow students to work independently, provide visual presentations and videos, and assign an anchor project.
<p>Curriculum Development Resources:</p> <ul style="list-style-type: none"> • Glencoe course text materials
<p>Notes/Comments:</p>

Unit 3: Global Marketing Strategies
<p>Unit Summary: Students will learn how to market a product in a global marketplace. Students will be able to identify the different ways to bring a product into a foreign country and how to compete internationally as well.</p>
<p>Interdisciplinary Connections/Content Area Integrations Including Technology: English Language Arts, Social Studies, and Mathematics</p>

NJSLS Number	NJSLS Content
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.6	Select, monitor, and manage sales and distribution channels.
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.

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Summative Assessments:

- Tests
- Internet research
- Projects

Formative Assessments:

- Do nows
- Discussions
- Homework
- Quizzes
- Exit cards

Enduring Understandings:

- There are factors, risks, and rewards when a product is marketed in a global marketplace.
- Determining the right global marketing strategy for a specific product in a specific country can be challenging.
- There are various ways to conduct business internationally, and there are associated levels of risk and amounts of control for each.
- Several factors have to be considered when conducting a global environmental scan.

Essential Questions:

- What are the ways that a company can enter the international marketplace?
- What is exporting? What is the level of risk and control and potential profits related to exporting?
- What is licensing? What is the level of risk and control and potential profits related to licensing?
- What is intellectual property?
- What is contract manufacturing? What is the level of risk and control and potential profits related to contract manufacturing?
- What is a joint venture? How can it be helpful when doing business internationally?
- What is foreign direct investment? What is the level of risk and control and potential profits related to foreign direct investment?

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- What is the difference between multinational and mini-national companies?
- What are the factors related to a global environmental scan?
- How do political, economic, sociocultural, and technological factors influence a global marketing strategy?
- What are the three global marketing strategies?
- How and why would globalization be used to market a product?
- What are the two forms of adaptation, and how would they be used to market a product?
- What is customization? How can you customize a product for a specific market?

Instructional Outcomes:

- Students will be able to assess risk and control for exporting.
- Students will be able to assess risk and control for licensing.
- Students will be able to assess risk and control for contract manufacturing.
- Students will be able to assess risk and control for foreign direct investment.
- Students will be able to define intellectual property and provide examples.
- Students will be able to identify the three different global marketing strategies and the factors that impact each.
- Students will be able to distinguish between adaptation and customization.

Suggested Learning Activities:

- Create a chart that depicts the different ways to enter the global marketplace including the risks and rewards associated with each option.
- Complete the licensing and intellectual property activity.
- Complete the joint venture project.
- Complete the company global environmental scan project.
- Complete the global marketing strategy project and presentation.

Suggested Differentiation:

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<p>Curriculum Development Resources:</p> <ul style="list-style-type: none"> • Glencoe course text materials
<p>Notes/Comments:</p>

<p>Unit 4: Selling and Preparing for the Sale</p>
<p>Unit Summary: Students will learn that selling involves one on one contact with customers and that a salesperson must have knowledge about the customer’s needs and motives for buying.</p>
<p>Interdisciplinary Connections/Content Area Integrations Including Technology: English Language Arts, Social Studies, and Mathematics</p>

NJSLS Number	NJSLS Content
9.3.MK-SAL.1	Access, evaluate, and disseminate sales information.
9.3.MK-SAL.2	Apply sales techniques to meet client needs and wants.
9.3.MK-SAL.3	Plan, organize, and lead sales staff to enhance sales goals.

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Summative Assessments:

- Tests
- Internet research
- Projects

Formative Assessments:

- Do nows
- Discussions
- Homework
- Quizzes
- Exit cards

Enduring Understandings:

- Different types of selling apply to various situations.
- Customers have varying needs and buying motives.
- There are multiple sales tactics, which include prioritizing the customer's satisfaction.
- Selling involves a delicate balance of legal and ethical decisions.

Essential Questions:

- What are the different types of selling?
- What is personal selling?
- What is retail selling?
- What is business to business selling?
- What is telemarketing?
- What are the goals associated with selling?
- What is consultative selling?

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- What is feature-benefit selling?
- What are the different customer buying motives?
- What are the three different types of customer decision making?
- What is the pre-approach?
- What are the different types of prospecting?
- What is the endless chain method?
- What is cold canvassing?
- What are the company policies and guidelines?
- What legal and ethical issues are appropriate?
- How are salespeople compensated?
- What are sales quotas?

Instructional Outcomes:

- Students will be able to provide examples of each type of selling.
- Students will be able to create a feature-benefit chart.
- Students will be able to identify unethical selling tactics.
- Students will be able to compute sales and sales commissions.

Suggested Learning Activities:

- Complete the retail versus business to business selling activity.
- Create a customer buying motives poster.
- Complete the decision-making activity.

Suggested Differentiation:

- Tier 1 Learners: allow students to work in groups, break information into smaller parts, provide written notes, review sheets, and graphic organizers, and provide visual presentations and videos.

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<ul style="list-style-type: none"> • Tier 2 Learners: allow students to work in groups, provide graphic organizers, and provide visual presentations and videos. • Tier 3 Learners: allow students to work independently, provide visual presentations and videos, and assign an anchor project.
<p>Curriculum Development Resources:</p> <ul style="list-style-type: none"> • Glencoe course text materials
<p>Notes/Comments:</p>

Unit 5: “Shark Tank” Capstone Project
<p>Unit Summary: Students will utilize their newly acquired marketing skills to research and develop a product to present to a panel of “Sharks”. Students will create presentations and brochures before a panel facilitates a question and answer session.</p>
<p>Interdisciplinary Connections/Content Area Integrations Including Technology: English Language Arts, Social Studies, and Mathematics</p>

NJSLS Number	NJSLS Content
9.3.MK-MER.4	Access, evaluate, and disseminate marketing information to facilitate merchandising decisions and activities.
9.3.MK-MER.5	Determine and adjust prices to maximize return and meet customers’ perceptions of value.
9.3.MK-MER.6	Obtain, develop, maintain, and improve a product or service mix to respond to market opportunities.
9.3.MK-MER.7	Communicate information about retail products, services, images, and/or ideas.

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9.3.MK-MER.8

Create and manage merchandising activities that provide for client needs and wants.

Summative Assessments:

- Presentation
- Brochure

Formative Assessments:

- Discussions
- Homework
- Project checkpoints

Enduring Understandings:

- The marketing process begins with the product inception and concludes with the sale.

Essential Questions:

- How can a new product idea be marketed successfully?
- What new features are customers looking for?
- How will new features benefit the customer?
- Where should new products be sold?
- What should be the price point for a new product?
- How should a new product be packaged?
- Do new products have accessories that are sold together or separately?
- Why should a new product be purchased over the competition's product?

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Instructional Outcomes:

- Students will be able to brainstorm product research regarding customer needs and wants.
- Students will be able to create a possible prototype.
- Students will be able to describe all aspects of the marketing mix.
- Students will be able to create a product feature-benefit chart.
- Students will be able to research the competition and market share.
- Students will be able to develop promotional ideas and advertising.
- Students will be able to identify how and where the sales will take place.

Suggested Learning Activities:

- Complete assigned project components.

Suggested Differentiation:

- Tier 1 Learners: allow students to receive peer and one to one teacher assistance, break information into smaller parts, and provide visual presentations and videos.
- Tier 2 Learners: allow students to receive peer assistance and provide visual presentations and videos.
- Tier 3 Learners: allow students to work independently and provide visual presentations and videos.

Curriculum Development Resources:

- Glencoe course text materials

Notes/Comments: