

South Carolina Department of Education
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Submitted by B.E. Publishing

Course: Marketing (5421)

Pathway: Marketing and Finance

Title: Principles of Marketing

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MARKETING
COURSE CODE: 5421

COURSE DESCRIPTION: The Marketing course introduces students to the world of marketing. Students will learn about marketing fundamentals, economics, and the Marketing functions of price planning and strategies, promotion, selling, and product distribution. Creativity, problem-solving, research, teamwork, communication, and critical thinking skills are stressed. A coherent, comprehensive marketing plan will be the cumulative project which will demonstrate skills marketing students learned in the course. This is the fundamental course in all the Marketing programs and should be taken before specialized marketing courses.

OBJECTIVE: Given the necessary equipment, materials, and instruction, students, on completion of the prescribed course of study, will be able to successfully accomplish the following core competencies.

RECOMMENDED GRADE LEVEL:	9-12
COMPUTER REQUIREMENT:	1 computer per student
COURSE CREDIT:	1 unit (120 hours)
PREREQUISITE:	None
RESOURCES:	<u>Instructional Materials</u>

A. SAFETY

Effective professionals know the academic subject matter, including safety as required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Review school safety policies and procedures.
 - Not addressed
2. Review classroom safety rules and procedures.
 - Not addressed
3. Review safety procedures for using equipment in the classroom.
 - Not addressed
4. Identify major causes of work-related accidents in office environments.
 - Not addressed
5. Demonstrate safety skills in an office/work environment.
 - Not addressed

B. STUDENT ORGANIZATIONS

Effective professionals know the academic subject matter, including professional development, required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Identify the purpose and goals of a Career and Technology Student Organization (CTSO).
 - Not addressed
2. Explain how CTSOs are integral parts of specific clusters, majors, and/or courses.
 - Page 370-372: Discusses how to acquire employability skills in high school including CTE classes and CTSO participation.
3. Explain the benefits and responsibilities of being a member of a CTSO.
 - Not addressed
4. List leadership opportunities that are available to students through participation in CTSO conferences, competitions, community service, philanthropy, and other activities.
 - Page 370-372: Discusses how to acquire employability skills in high school including CTE classes and CTSO participation.
5. Explain how participation in CTSOs can promote lifelong benefits in other professional and civic organizations.
 - Page 370-372: Discusses how to acquire employability skills in high school including CTE classes and CTSO participation.

C. TECHNOLOGY KNOWLEDGE

Effective professionals know the academic subject matter, including the ethical use of technology as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate proficiency and skills associated with the use of technologies that are common to a specific occupation.
 - Page 280-283: Describes proper professional communication for using technology.
 - Page 296-306: Describes the proper use of social media.
2. Identify proper netiquette when using e-mail, social media, and other technologies for communication purposes.
 - Page 280-283: Describes proper professional communication for using technology.
 - Page 296-306: Describes the proper use of social media.
3. Identify potential abuse and unethical uses of laptops, tablets, computers, and/or networks.
 - Not addressed
4. Explain the consequences of social, illegal, and unethical uses of technology (e.g., piracy; cyberbullying; illegal downloading; licensing infringement; inappropriate uses of software, hardware, and mobile devices in the work environment).
 - Page 370: Describes how employers analyze social media accounts of job applicants.
5. Discuss legal issues and the terms of use related to copyright laws, fair use laws, and ethics pertaining to downloading of images, photographs, documents, video, sounds, music, trademarks, Creative Commons, and other elements for personal use.
 - Pages 105-108: Describes business ethics.
 - Pages 109-111: Discusses copyright, patent, and trademark laws as they apply to marketing
 - Page 130: Discusses marketing information ethics.
 - Pages 202-203: Discusses ethics in pricing.

- Page 235: Discusses business ethics in promotion.
 - Read and Write, Ch. 6: Student is asked to read “Ethics in Marketing” (page 104) and respond to questions about the unethical behavior of a business manager. *Templates and teacher evaluation guides in online instructor resources.*
 - Listen and Speak, Ch. 12: Student asked to choose a product they are familiar with evaluate good and bad pricing strategies used by the company for that product. Students also asked to describe the role of ethics in pricing. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 14: Student is asked to read “Ethics in Marketing” (page 234) and respond to questions about copyrighters preparing and advertisement. *Templates and teacher evaluation guides in online instructor resources.*
6. Describe ethical and legal practices of safeguarding the confidentiality of business-related information.
- Read and Write, Ch. 7: Student is asked to read “Ethics in Marketing” (page 120) and respond to questions about how customer’s personal information in used. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 14: Student is asked to read “Ethics in Marketing” (page 234) and respond to questions about copyrighters preparing and advertisement. *Templates and teacher evaluation guides in online instructor resources.*
7. Describe possible threats to a laptop, tablet, computer, and/or network and methods of avoiding attacks.
- Not addressed

D. PERSONAL QUALITIES AND EMPLOYABILITY SKILLS

Effective professionals know the academic subject matter, including positive work practices and interpersonal skills, as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate punctuality.
 - Page 357: Discusses punctuality as a strength or weakness in career planning.
2. Demonstrate self-representation.
 - Page 255: Describes positive attitude
 - Page 350: Discusses how to market yourself.
 - Page 368-369: Describes personal qualities needed to get and maintain a job.
3. Demonstrate work ethic.
 - Page 255: Page 107-108: Discusses work ethic as related to marketing.
4. Demonstrate respect.
 - Page 256: Discusses respect as related to marketing.
5. Demonstrate time management.
 - Page 257-258: Describes time management skills related to marketing.
6. Demonstrate integrity.
 - Page 254: Discusses ethics required in marketing.
7. Demonstrate leadership.

- Page 267-270: Describes management styles and functions.
- 8. Demonstrate teamwork and collaboration.
 - Page 261-263: Describes teamwork skills required for marketing.
- 9. Demonstrate conflict resolution.
 - Page 257: Describes problem solving.
 - Page 263-264: Describes conflict resolution skills.
- 10. Demonstrate perseverance.
 - Not addressed
- 11. Demonstrate commitment.
 - Not addressed
- 12. Demonstrate a healthy view of competition.
 - Not addressed
- 13. Demonstrate a global perspective.
 - Page 78: Discusses global business environment.
- 14. Demonstrate health and fitness.
 - Not addressed
- 15. Demonstrate self-direction.
 - Not addressed
- 16. Demonstrate lifelong learning.
 - Page 354: Describes levels of career advancement and education required for each level.
 - Page 370-372: Describes opportunities for lifelong learning.

E. PROFESSIONAL KNOWLEDGE

Effective professionals know the academic subject matter, including positive work practices and interpersonal skills, as needed in their role. The following accountability criteria are considered essential for students in any program of study.

1. Demonstrate effective speaking and listening skills.
 - Page 275-290: Describes profession communication skills related to speaking and listening.
2. Demonstrate effective reading and writing skills.
 - Page 274-275: Describes profession communication skills related to reading and writing.
 - Page 284-290: Describes profession communication skills related to writing.
3. Demonstrate mathematical reasoning.
 - Not addressed
4. Demonstrate job-specific mathematics skills.
 - Page 183: Describes how to calculate return on investment.
 - Page 312-323: Describes the use of budgets and financial statements in a business. Also describes the calculation of credit score and profit and loss statements.
5. Demonstrate critical-thinking and problem-solving skills.
 - Page 260-264: Describes skills needed for problem-solving.
 - Page 369: Defines critical thinking.
6. Demonstrate creativity and resourcefulness.
 - Not addressed
7. Demonstrate an understanding of business ethics.

- Page 106-108: Discusses ethics in business and marketing.
- 8. Demonstrate confidentiality.
 - Not addressed
- 9. Demonstrate an understanding of workplace structures, organizations, systems, and climates.
 - Page 40-49: Describes the various business organization types.
- 10. Demonstrate diversity awareness.
 - Page 84-86: Discusses diversity considerations for businesses.
- 11. Demonstrate job acquisition and advancement skills.
 - Page 372-381: Describes job application and interviewing skills.
- 12. Demonstrate task management skills.
 - Page 369: Describes prioritization of tasks in time management.
- 13. Demonstrate customer-service skills.
 - Page 238-243: Discusses strategies for developing and maintaining customer relationships.

F. MARKETING FUNDAMENTALS

Effective marketing professionals demonstrate knowledge in marketing fundamentals, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Define marketing and describe its benefits.
 - Page 4: Defines marketing and how marketing relates to business.
 - Page 8-9: Explains how businesses contribute to society.
2. Describe the marketing benefits derived from each of the economic utilities, (form, time, place, possession, and information) and how they add value to products and services.
 - Page 54-55: Describes and gives examples of the five economic utilities.
3. Analyze the significance of the 4 P's of Marketing, i.e., product, price, place, and promotion.
 - Page 11-12: Defines the 4 P's of the marketing mix.
4. Describe each of the marketing core functions, i.e., channel management, marketing information management, marketing planning, pricing, product service management, promotion, and selling.
 - Page 13-15: Describes the marketing core functions.
5. Explain the marketing concept.
 - Page 4: Defines marketing and how marketing relates to business.
6. Compare and contrast consumer and organizational markets.
 - Not addressed
7. Define target markets and explain their role in marketing.
 - Page 13: Defines target market.
8. Differentiate between mass marketing and market segmentation.
 - Page 135-142: Discusses mass marketing and market segmentation.
9. Explain the concept and types of market segmentation, i.e., demographics, geographic, psychographic, and behavioral.
 - Pages 139, 142, 145: Discusses advantages and disadvantages of market segmentation.
 - Page 13: Defines target market.
 - Pages 145-146: Explains role of understanding multiculturalism and multi-

- generationalism in identifying target markets.
 - Build It, Ch. 22: Students asked to create a marketing plan for company selling athletic shoes including marketing strategy. *Templates and teacher evaluation guides in online instructor resources.*
 - Pages 134-135: Discusses market identification.
 - Pages 135-140: Explains market segregation related to demographics, age, gender, income, household status, ethnicity and education. Also discusses geographic, psychographic, and behavioral segregation.
 - Build It, Ch. 22: Students asked to create a marketing plan for company selling athletic shoes including market segmentation. *Templates and teacher evaluation guides in online instructor resources.*
 - Pages 139-142: Explains advantages and disadvantages of market segmentation including niche marketing and mass marketing.
 - Read and Write, Ch. 8: Student is asked to read “Market This” (page 139) and answer questions about target market characteristics, communication techniques, and behavioral motivations. *Templates and teacher evaluation guides in online instructor resources.*
10. Analyze the impact of culture on communication and marketing in a global economy.
- Read and Write, Ch. 2: Student is asked to read “Market This” (page 26) then research expansion into the global market from the perspective of a marketing manager and answer questions about tools, strategies, and internal/external influences that they would consider preparing for expansion. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 5: Student is asked to read “Market This” (page 89) then research expansion into an international market from the perspective of a marketing manager and answer questions about tools, strategies, and internal/external influences that they would consider preparing for expansion. *Templates and teacher evaluation guides in online instructor resources.*

G. ECONOMICS

Effective marketing professionals understand the role and impact of the economy in marketing, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Explain the concept of an economy.
 - Page 4: Defines and gives examples of goods and services.
 - Create and Design, Ch.1: Students asked to complete chart that defines and differentiates goods, services, and ideas. Student is also asked to identify examples of goods, services, and ideas. *Templates and teacher evaluation guides in online instructor resources.*
2. Discuss how scarcity and factors of production affect the economy.
 - Page 55: Defines scarcity.
 - Page 80: Defines trade including domestic and global.
 - Page 6: Defines production.
3. Define free enterprise systems.

- Page 30-32: Discusses public and private enterprise.
- 4. Compare and contrast how traditional, market, and command economies answer the three basic economic questions.
 - Page 54-55: Lists and defines five economic utilities.
 - Read and Write, Ch. 4: Students asked to read “Ethics in Marketing” (page 74) and respond to questions related to economic utilities. *Templates and teacher evaluation guides in online instructor resources.*
 - Listen and Speak, Ch. 4: Students asked to create a poster, rap, song, or video that shares information about one of the five types of economic utilities. *Templates and teacher evaluation guides in online instructor resources.*
- 5. Explain why most economies are mixed.
 - Page 57-69: Describes types of economies.
- 6. Identify examples of different political and economic philosophies.
 - Not addressed
- 7. Define supply, demand, and equilibrium.
 - Page 60-61: Defines and illustrates supply, demand, and equilibrium.
- 8. Explain the supply and demand theory.
 - Pages 59-61: Defines and provides figures illustrating supply, demand, and equilibrium.
- 9. Explain how an economy is measured, e.g., GNP, GDP, PPI, and CPI.
 - Page 62-67: Discusses how economy is measured.
- 10. Analyze the key phases of the business cycle.
 - Page 68: Defines and provides illustration to explain business cycles.

H. PRICE PLANNING AND STRATEGIES

Effective marketing professionals understand the need for price planning and strategies in marketing, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Identify goals for pricing: profit, market share, and competition.
 - Page 182-184: Defines and discusses pricing and the goals of pricing.
2. Explain the factors that affect pricing decisions, i.e., supply and demand, perceived value, cost, and expenses (profit margin, competition).
 - Pages 59-61: Defines and provides figures illustrating supply, demand, and equilibrium.
 - Page 184-185: Discusses factors that influence product price - competition, economic cycle, supply and demand, product life cycle, and profit margin.
 - Listen and Speak, Ch. 11: Students asked to prepare and deliver a presentation on goals or pricing for either profit-based pricing or increased market share pricing. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 11: Students asked to respond to questions about pricing decisions from the perspective of a marketing manager. *Templates and teacher evaluation guides in online instructor resources.*
 - Build It, Ch. 22: Students asked to create a marketing plan for company selling athletic shoes including pricing information. *Templates and teacher evaluation guides in online instructor resources.*

3. Explain legal and ethical considerations in regards to price planning, e.g., monopolies and price gouging.
 - Pages 105-108: Describes business ethics.
 - Page 130: Discusses marketing information ethics.
 - Pages 202-203: Discusses ethics in pricing.
 - Page 235: Discusses business ethics in promotion.
 - Read and Write, Ch.6: Student is asked to read “Ethics in Marketing” (page 104) and respond to questions about the unethical behavior of a business manager. *Templates and teacher evaluation guides in online instructor resources.*
 - Listen and Speak, Ch. 12: Student asked to choose a product they are familiar with evaluate good and bad pricing strategies used by the company for that product. Students also asked to describe the role of ethics in pricing. *Templates and teacher evaluation guides in online instructor resources.*
4. Compare and contrast demand-, competition-, and cost – oriented basic pricing policies.
 - Page 194-201: Discusses pricing policies and tactics and gives examples.
 - Listen and Speak, Ch. 11: Students asked to research and prepare presentation on pricing for profit-based pricing or marker share pricing. *Templates and teacher evaluation guides in online instructor resources.*
5. Analyze various pricing strategies used to attract customers, e.g., odd/even pricing, loss leaders, prestige pricing, everyday low price, and price bundling.
 - Page 194-201: Discusses pricing policies and tactics and gives examples.
 - Listen and Speak, Ch. 11: Students asked to research and prepare presentation on pricing for profit-based pricing or marker share pricing. *Templates and teacher evaluation guides in online instructor resources.*
6. Calculate discounts and allowances that can be used to adjust base prices.
 - Pages 196-197: Defines and shows calculation method for break-even analysis and markup.
 - Create and Design, Ch. 11: Students asked to calculate price, profit and costs using percentage mark-up, keystone pricing, and return on investment. *Templates and teacher evaluation guides in online instructor resources.*
7. Determine product costs.
 - Page 188-190: Describes calculation of product costs.
8. Calculate break-even point.
 - Pages 186: Defines and shows calculation method for break-even analysis.
 - Page 189: Defines and shows calculation method for break-even analysis.
 - Create and Design, Ch. 11: Students asked to calculate price, profit and costs using percentage mark-up, keystone pricing, and return on investment. *Templates and teacher evaluation guides in online instructor resources.*
 - Build It, Ch. 12: Students asked to discuss and evaluate pricing tactics and strategies for a company selling athletic shoes. *Templates and teacher evaluation guides in online instructor resources.*

I. PROMOTION

Marketing professionals demonstrate effective promotion skills in marketing, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Explain the role of promotion as a marketing function.
 - Page 224: Explains public relations strategies.
 - Read and Write, Ch. 15: Student is asked to read “Market This” (page 242) to answer questions about customer service mindset, role of management and technology in customer relations, and encouraging employee performance. *Templates and teacher evaluation guides in online instructor resources.*
2. Critique the various types of promotion.
 - Page 223: Discusses advertising mediums including digital marketing, direct marketing, personal selling, and public relations.
3. Distinguish between public relations and publicity.
 - Page 224: Explains difference between public relations and publicity
 - Read and Write, Ch. 15: Student is asked to read “Market This” (page 242) to answer questions about customer service mindset, role of management and technology in customer relations, and encouraging employee performance. *Templates and teacher evaluation guides in online instructor resources.*
4. Create a news release, incorporating essential elements of a news release.
 - Not addressed
5. Differentiate the four elements of the promotional mix.
 - Page 225: Provides chart explaining various forms of sales promotion.
 - Page 231-234: Explains steps in creating a promotional plan.
 - Build It, Ch. 14: Students is asked to analyze the promotional mix of a company selling athletic shoes by researching and analyzing competition, sales promotions, advertising media, and promotional used by competing companies. *Templates and teacher evaluation guides in online instructor resources.*
6. Define sales promotion.
 - Defines and gives examples of sales promotions.
7. Explain the use of promotional tie-ins, trade sales promotions, and loyalty marketing programs.
 - Defines and gives examples of sales promotions.
8. Explain the concept, purpose, and elements of visual merchandising.
 - Not addressed
9. Analyze the responsibilities of the visual merchandiser on the marketing team.
 - Not addressed
10. Describe the different types of display arrangements.
 - Not addressed
11. Create an effective display arrangement.
 - Not addressed
12. Explain how artistic elements function in display design.
 - Not addressed
13. Describe the importance of display maintenance.

- Not addressed
- 14. Explain the concept and purpose of advertising in the promotional mix.
 - Pages 228-231: Describes types of advertising media and how to create a promotional plan.
- 15. Describe how Search Engine Optimization and other online marketing techniques are used to for promotion.
 - Page 300: Table gives description of media platforms and examples of each.
- 16. Explain legal and ethical considerations in regards to promotion.
 - Page 240-242: Discusses customer relationship management.
 - Read and Write, Ch. 16: Students are asked to read “Market This” (page 260) and answer questions about legal and ethical use of customer information.
 - Read and Write, Ch. 22: Students are asked to read “Market This” (page 377) and answer questions about use of personal social media accounts that can influence employability. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 16: Students are asked to read “Market This” (page 260) and answer questions about legal and ethical use of customer information. *Templates and teacher evaluation guides in online instructor resources.*
- 17. Evaluate different types of advertising media, e.g., digital, broadcast, print, and specialty, and the appropriate target audience.
 - Build It, Ch. 19: Student is asked to research and evaluate print and online publications and associated costs of media to promote a company that sells athletic shoes by completing marketing budget chart. *Templates and teacher evaluation guides in online instructor resources.*
- 18. Identify and explain techniques to measure media, e.g., surveys, software tracking systems, and meter data.
 - Page 13: Defines market research.
 - Build It, Ch. 19: Student is asked to research and evaluate print and online publications and associated costs of media to promote a company that sells athletic shoes by completing marketing budget chart. *Templates and teacher evaluation guides in online instructor resources.*
- 19. Explain how media measurements and media costs influence business decisions.
 - Page 13: Defines market research.
 - Build It, Ch. 19: Student is asked to research and evaluate print and online publications and associated costs of media to promote a company that sells athletic shoes by completing marketing budget chart. *Templates and teacher evaluation guides in online instructor resources.*
- 20. Create a promotional budget incorporating all the elements of a promotional mix.
 - Build It, Ch. 19: Student is asked to research and evaluate print and online publications and associated costs of media to promote a company that sells athletic shoes by completing marketing budget chart. *Templates and teacher evaluation guides in online instructor resources.*

J. SELLING

Marketing professionals demonstrate effective selling skills in marketing, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Explain the purpose and goal of the selling function and how it is related to the marketing concept.
 - Page 224: Defines and explains personal selling.
 - Create and Design, Ch. 16: Students will role-play scenarios to illustrate effective interpersonal and team-building skills. *Templates and teacher evaluation guides in online instructor resources.*
 - Listen and Speak, Ch. 16: Students will work in small groups to select one of the interpersonal skills discussed in the chapter. The group will prepare and present a skit illustrating the chosen skill. The class will discuss skit with suggested follow-up questions. *Templates and teacher evaluation guides in online instructor resources.*
2. Explain legal and ethical considerations in regards to sales.
 - Pages 109-111: Discusses copyright, patent, and trademark laws as they apply to marketing.
 - Read and Write, Ch. 12: Student is asked to read “Ethics in Marketing” (page 203) and respond to questions about service contracts and fee disclosure. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 14: Student is asked to read “Ethics in Marketing” (page 234) and respond to questions about copyrighters preparing and advertisement. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 16: Student is asked to read “Ethics in Marketing” (page 260) and respond to questions about how a company might use customer information. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 19: Student is asked to read “Ethics in Marketing” (page 344) discusses ethical dilemmas related to truthful marketing. *Templates and teacher evaluation guides in online instructor resources.*
3. Demonstrate effective personal selling.
 - Page 224: Defines and explains personal selling.
 - Create and Design, Ch. 16: Students will role-play scenarios to illustrate effective interpersonal and team-building skills.
 - Listen and Speak, Ch. 16: Students will work in small groups to select one of the interpersonal skills discussed in the chapter. The group will prepare and present a skit illustrating the chosen skill. The class will discuss skit with suggested follow-up questions. *Templates and teacher evaluation guides in online instructor resources.*
4. List and analyze the steps in the sales process.
 - Create and Design, Ch. 15: Student will read scenarios and identify effective interpersonal and team building skills that could be used in each. Students will role-paly scenarios by taking role of customer, coworkers, or managers. *Templates and teacher evaluation guides in online instructor resources.*
 - Listen and Speak, Ch. 15: Student is asked to choose a product they are familiar with and prepare a sales presentation for a classmate using approach, needs determination, presentation of product, overcoming objections, closing the sale and suggestion selling. *Templates and*

teacher evaluation guides in online instructor resources.

5. Explain feature-benefit selling and how it creates selling points.
 - Pages 143-144: Explains customer motivation including emotional, rational, patronage, features and benefits.
6. List prospecting methods and explain how prospects are qualified.
 - Not addressed
7. Explain appropriate ways to handle difficult customers.
 - Page 240-242: Discusses customer relationship management.
 - Page 258-260: Describes interpersonal skills needed for working with customers.
8. Analyze how customers make buying decisions.
 - Pages 143-144: Explains customer motivation including emotional, rational, patronage, features and benefits.
9. Discuss when and how to determine customer needs.
 - Not addressed
10. Distinguish objections from excuses.
 - Not addressed
11. Explain why one should welcome objections in the sales process.
 - Not addressed
12. Explain the five buying decisions on which common objections are based.
 - Not addressed
13. Demonstrate the general four-step method for handling customer objections.
 - Not addressed
14. Explain the seven methods of answering objections, identifying when each should be used.
 - Not addressed
15. Identify customer buying signals.
 - Not addressed
16. List several tips for closing a sale.
 - Not addressed
17. Decide on appropriate specialized methods for closing a sale.
 - Not addressed
18. Demonstrate effective suggestion selling.
 - Not addressed

K. DISTRIBUTION (CHANNEL MANAGEMENT)

Marketing professionals understand the role of efficient channel management in marketing, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Explain the concept of a channel of distribution.
 - Page 32: Describes relationship of distribution channel to private enterprise.
 - Page 210: Defines multichannel retailer.
 - Page 216-217: Defines distribution channels.
 - Build It, Chap 22: Students asked to create a marketing plan for company selling athletic shoes including distribution strategies. *Templates and teacher evaluation guides in online instructor resources.*
2. Identify channel members.

- Page 32: Lists and defines channel members.
- 3. Compare different channels of distribution.
 - Build It, Ch. 13: Student is asked to evaluate and identify the members of the distribution channel of a company selling athletic shoes. *Templates and teacher evaluation guides in online instructor resources.*
- 4. Explain distribution planning.
 - Page 32: Lists and defines channel members.
 - Pages 215-216: Defines distribution channels.
 - Listen and Speak, Ch. 13: Students are asked to prepare a presentation on pros and cons of various distribution strategies. *Templates and teacher evaluation guides in online instructor resources.*
 - Read and Write, Ch. 13: Students are asked to read “Market This” (Page 211) and answer questions on types of distribution channels. *Templates and teacher evaluation guides in online instructor resources.*
- 5. Name and describe the three levels of distribution intensity.
 - Pages 32-34: Describes three levels of distribution intensity.
- 6. Explain the effect of the Internet on distribution planning.
 - Page 79-80: Describes the use of technology in global markets.
- 7. Describe the challenges of international distribution planning.
 - Page 85-86: Discusses international distribution strategies.
- 8. Describe the nature and scope of physical distribution.
 - Page 35: Describes distribution channels.
- 9. Identify transportation systems and services that move products from manufacturers to consumers.
 - Not addressed
- 10. Name the different kinds of transportation service companies.
 - Not addressed
- 11. Explain the concept and function of inventory storage.
 - Page 164: discusses various types of inventory control systems.
- 12. Identify the types of warehouses.
 - Not addressed
- 13. Discuss distribution planning for international markets.
 - Not addressed
- 14. Explain legal and ethical considerations in distribution.
 - Not addressed
- 15. Map an appropriate distribution channel based on a particular item and situation.
 - Not addressed

L. MARKETING INFORMATION MANAGEMENT

Marketing professionals understand the importance of marketing information management, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Explain the nature and scope of the marketing information management function.
 - Page 116-117: Describes the marketing information management function.
2. Define marketing research.
 - Pages 116-117: Discusses purpose of market research.
 - Pages 117-120: Explains steps in market research process including defining the

- problem, obtaining data, analyzing data, recommending solutions and strategies, and implementing solutions and strategies.
- Build It, Ch. 8: Student will review information from Ch. 7 Build It and conduct further research for market identification and market segregation. Student will conduct SWOT analysis and use all information to develop a customer profile for athletic shoe company. *Templates and teacher evaluation guides in online instructor resources.*
- 3. Differentiate between primary and secondary marketing research and data collection methods.
 - Pages 116-117: Discusses purpose of market research.
 - Pages 120-124: Defines and explains primary and secondary research.
 - Page 129: Defines and gives examples of qualitative and quantitative research.
 - Build It, Ch. 7: Student is asked to conduct primary research for athletic shoe company by developing and administering survey and compiling spreadsheet with survey results. Student will then conduct secondary research by using the internet for statistic and industry data. Student will then create a spreadsheet, table, graph, or chart to analyze and present the data. *Templates and teacher evaluation guides in online instructor resources.*
- 4. Analyze a marketing research case study to develop a strategy that will increase sales and profits.
 - Not addressed

M. PRODUCT AND SERVICE MANAGEMENT

Marketing professionals understand the importance for product and service management, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Explain the nature and scope of the product/service management function.
 - Page 158: Describes product management function.
2. Identify the impact of product life cycles on marketing decisions.
 - Page 166: Defines and illustrates the product life cycle.
 - Page 186: Discusses how marketing tracks product life cycle.
 - Listen and Speak, Ch. 9: Student is asked to research the product life cycle of a product they are familiar with and answer questions about how the product's life cycle affects marketing of that product. *Templates and teacher evaluation guides in online instructor resources.*
3. Apply various branding elements to position products, e.g., brand name, trademark, trade name, and trade character.
 - Page 177-179: Discusses packaging strategies and branding.
 - Build It, Ch. 10: Students asked to evaluate branding and make suggestions for company selling athletic shoes. Students asked to create logo, slogan, and packaging suggestions. *Templates and teacher evaluation guides in online instructor resources.*
 - Build It, Ch. 22: Students asked to create a marketing plan for company selling athletic shoes including branding information. *Templates and teacher evaluation guides in online instructor resources.*

4. Describe the nature and purpose of product bundling, warranties, and guarantees.
 - Pages 154-155: Describes product features, benefits and usage that impact marketing.
5. Explain the concept of product mix.
 - Page 156-157: Defines product mix and elements of product mix.
 - Build It, Ch. 9: Students asked to evaluate product mix for company selling athletic shoes by researching products offered by their competition. Students to write summary of their findings and suggestions. *Templates and teacher evaluation guides in online instructor resources.*
 - Build It, Ch. 22: Students asked to create a marketing plan for company selling athletic shoes including product mix information. *Templates and teacher evaluation guides in online instructor resources.*
6. Plan the product mix or determine services to be provided to customer.
 - Build It, Ch. 9: Students asked to evaluate product mix for company selling athletic shoes by researching products offered by their competition. Students to write summary of their findings and suggestions. *Templates and teacher evaluation guides in online instructor resources.*
 - Build It, Ch. 22: Students asked to create a marketing plan for company selling athletic shoes including product mix information. *Templates and teacher evaluation guides in online instructor resources.*

N. MARKETING PLAN

Marketing professionals understand the significance of the marketing plan, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Explain the basic elements of a marketing plan and how each component of the marketing plan contributes to successful marketing.
 - Page 18-26: Conduct a SWOT and PEST analysis to plan for opportunities in the market.
 - Page 20: Describes PEST analysis.
 - Page 149: Describes SWOT analysis.
2. Develop an effective marketing plan that includes, but not limited to, executive summary, situation analysis, objectives, marketing strategies, implementation, evaluation and control, and measures that can be used to quantify and/or qualify the results of the plan.
 - Build It feature in review section of most chapters guides students through the process of developing a marketing plan. *Templates and teacher evaluation guides in online instructor resources.*

O. PROFESSIONAL DEVELOPMENT

Marketing professionals understand the importance for professional development, as needed in their role. The following accountability criteria are considered essential for students in the Marketing programs of study.

1. Examine the marketing career cluster and the five marketing majors in the cluster.
 - Page 252-253: Discuss the required courses in each of the marketing majors and how they relate to the majors.
2. Explain the significance of students becoming CTE completers in the marketing program.
 - Page 361-364: Describes strategy for making a career plan.
3. Research careers, career trends, and opportunities found in the Marketing cluster.
 - Page 350-350: Describes careers in Marketing cluster.
4. Research education and training requirements for a particular career.
 - Page 354-365: Describes levels of education as related to career advancement.
5. Create a résumé and cover letter.
 - Page 372-379: Describes creation of resume and cover letter.

[Course Materials and Resources](#)

[Course Academic Standards and Indicators](#)