

Roselle Public Schools



Career and Technical Education Curriculum

Introduction to Marketing

Marketing Level II
Grade 11



Mission

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st Century global society.

Vision

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

Core Beliefs

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21st Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.



21st Century Skills

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

Career Ready Practices



Roselle Public Schools

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1	Act as a responsible and contributing citizen and employee
CRP2	Apply appropriate academic and technical skills
CRP3	Attend to personal health and financial well-being
CRP4	Communicate clearly and effectively and with reason
CRP5	Consider the environmental, social and economic impacts of decisions
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them
CRP9	Model integrity, ethical leadership and effective management
CRP10	Plan education and career paths aligned to personal goals
CRP11	Use technology to enhance productivity
CRP12	Work productively in teams while using cultural global competence

Standards



Career Cluster		9.3.MK Marketing
Number	Standard Statement	
By the end of Grade 12, Career and Technical Education Program completers will be able to:		
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.4	Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	
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.	
9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.	
9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	
9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.	
9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.	
Pathway	Marketing Communications (MK-COM)	
9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.	
9.3.MK-COM.2	Plan, manage and monitor day-to-day activities of marketing communications operations.	
9.3.MK-COM.3	Access, evaluate and disseminate information to enhance marketing decision-making processes.	
9.3.MK-COM.4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.	
9.3.MK-COM.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.	

GUIDELINES FOR ADAPTING INSTRUCTIONAL MATERIALS



FOR STUDENTS WITH DISABILITIES AND STUDENTS AT RISK

Problem	Adaptation / Strategies	
Enlarge Print		
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> • Retype materials on primary typewriter • Utilize individual magnifying glasses 	<ul style="list-style-type: none"> • Project material on wall using opaque projector • Enlarge font within document
Reduce Distraction on Page		
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> • Reduce problems or items on page • Frame specific items on page 	<ul style="list-style-type: none"> • Cover area on page to reduce items
Enlarge Space In Which Student Responds		
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> • Provide separate answer sheet with space for response • Provide blackboard/whiteboard for written response 	
Color Code Material		
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition 	
Utilize Arrows for Directionality		
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> • Provide arrows as cues for following obstacle course • Utilize arrows to indicate direction of math operations on number line 	<ul style="list-style-type: none"> • Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing
Modify Vocabulary		
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified directions • Instructor gives information or directions in simplified terms 	
Tape Record Material		
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> • Record directions for learner to refer to • Record test; verbal or written learner response • Record passage; learner follows written text 	



Course Description

Introduction to Marketing is a 5-credit course available to students in grade 11.

Pre-requisites:

- General Business

Introduction to Marketing offers students insight into the processes affecting the flow of goods and services from the producer to the consumer. Course content ranges considerably as general marketing principles such as purchasing, distribution, and sales are covered; however, a major emphasis is often placed on kinds of markets; market identification; product planning, packaging, and pricing; and business management.

Intro to Marketing also provides foundational knowledge and skills leading to a post-secondary or career pathway reflecting individual talents, abilities, and interests. It enhances communication skills, social and emotional intelligence, and information management. The course provides students with a learning environment in which core business administration skills tier with marketing-specific skills and content.

Introduction to Marketing will challenge students to apply skills to a variety of activities centered on the seven functions of marketing: management, finance, personal, selling, promotion, distribution, pricing and product. Students will develop assignments and projects that authentically assess learner's skills, such as: creating a sales presentation, writing a business plan, and developing various advertising print media. Students utilize productivity software such as Microsoft Office Suite, as well as engage in research and participation through the Internet throughout the course.

The course will also cover topics such as: the U.S. economy and its role in global marketing, e-commerce, consumerism, product development, pricing, business competition, advertising, public relations, promotion and careers. Students acquire a strong foundation on how businesses use effective marketing strategies in the business world.

Advertising, Promotions and Marketing Manager

Median Salary: \$108,260

Job Outlook: +14%

Advertising Sales Representative

Median Salary: \$45,350

Job Outlook: +13%

Graphic Designer

Median Salary: \$43,500

Job Outlook: +13%

Market Research Analyst

Median Salary: \$60,570

Job Outlook: +41%



Scope and Sequence

Units		
Unit 1:	Discovering the importance of Marketing	10 hours
Unit 2:	Exploring the benefits of DECA Membership	10-15 hours
Unit 3:	An Introduction to Marketing	25-30 hours
Unit 4:	Special skills needed for Marketing careers	10-15 hours
Unit 5:	Your future in Marketing	5-10 hours



Unit 1: Discovering the importance of Marketing

Terminology: Bartering, Consumers, Customers, E-commerce, Ethics, Exchange, Goods, Market, Marketing, Services

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill group	Skill	Description
Define terminology	1.1.1 Prepare a list of terms with definitions	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3] Applies/Understands technical words that pertain to the importance of marketing [1.3.6]
Explain the importance of marketing	1.2.1 Compare effective and ineffective marketing	Thinking Foundation Personal Management	Reading Writing Career Awareness, Development, and Mobility Reasoning	Analyzes own knowledge, skills, and ability [3.1.2] Draws conclusions from what is read [1.3.12] Analyzes data, summarizes results, and makes conclusions [1.6.2] Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
Explain business ethics	1.3.1 Analyze ethical issues in marketing	Foundation Personal Management	Reading Writing Integrity/Honesty/ Work Ethic	Chooses ethical course of action [3.2.1] Applies information to new situations [1.3.5] Analyzes data, summarizes results, and makes conclusions [1.6.2]
Identify the benefits of marketing		Foundation	Listening	Comprehends ideas and concepts related to the benefits of marketing [1.2.1]
Distinguish between goods and services		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
Explain the functions involved in marketing	1.6.1 Compare and contrast the marketing functions	Thinking Foundation	Reading Writing Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2] Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3] Draws conclusions from what is read [1.3.12]
Explore the roles of technology and the Internet in marketing	1.7.1 Understand the roles of technology and the Internet in marketing	Foundation	Listening	Comprehends ideas and concepts related to the benefits of marketing [1.2.1]

Common Core Alignment:

READING

Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)

Craft & Structure: [CCSS.ELA-LITERACY.RI.11-12.4](#) - [CCSS.ELA-LITERACY.RI.11-12.5](#) - [CCSS.ELA-LITERACY.RI.11-12.6](#)



Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

WRITING
 Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.C](#) - [CCSS.ELA-LITERACY.W.11-12.1.D](#) - [CCSS.ELA-LITERACY.W.11-12.1.E](#) - [CCSS.ELA-LITERACY.W.11-12.2](#) - [CCSS.ELA-LITERACY.W.11-12.2.A](#) - [CCSS.ELA-LITERACY.W.11-12.2.B](#) - [CCSS.ELA-LITERACY.W.11-12.2.C](#) - [CCSS.ELA-LITERACY.W.11-12.2.D](#) - [CCSS.ELA-LITERACY.W.11-12.2.E](#) - [CCSS.ELA-LITERACY.W.11-12.2.F](#) - [CCSS.ELA-LITERACY.W.11-12.3](#) - [CCSS.ELA-LITERACY.W.11-12.3.A](#) - [CCSS.ELA-LITERACY.W.11-12.3.E](#)
 Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)
 Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)

SPEAKING & LISTENING
 Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) - [CCSS.ELA-LITERACY.SL.11-12.1.C](#) - [CCSS.ELA-LITERACY.SL.11-12.1.D](#) - [CCSS.ELA-LITERACY.SL.11-12.2](#) - [CCSS.ELA-LITERACY.SL.11-12.3](#)
 Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

LANGUAGE
 Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) - [CCSS.ELA-LITERACY.L.11-12.2](#) - [CCSS.ELA-LITERACY.L.11-12.2.B](#)
 Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)
 Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) - [CCSS.ELA-LITERACY.L.11-12.5](#) - [CCSS.ELA-LITERACY.L.11-12.6](#)

Unit 2: Exploring the benefits of DECA Membership

Terminology: Competency-based competition, DECA, DECA creed, International Career Development Conference (ICDC), Leadership, Southern Region Leadership Conference, State Career Development Conference (SCDC), State DECA advisor, Teamwork

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill group	Skill	Description
Define terminology	2.1.1 Prepare a list of terms with definitions	Foundation	Listening	Comprehends ideas and concepts related to DECA membership [1.2.1]
Explain benefits of DECA membership	2.2.1 Access state and national DECA Web sites	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
Explain leadership	2.3.1 Compare effective and ineffective leaders	Interpersonal Foundation	Reading Writing Teamwork Cultural Diversity	Discusses contributions and innovations made by women and/or minority groups [2.2.2] Draws conclusions from what is read [1.3.12] Analyzes data, summarizes results, and makes conclusions [1.6.2] Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
List leadership opportunities for DECA members	2.4.1 Differentiate among the various leadership opportunities offered by DECA	Interpersonal Personal Management	Speaking Teamwork Self-esteem	Contributes to group with ideas, suggestions, and effort [2.6.2] Identifies personality assets [3.5.6] Communicates a thought, idea, or fact



Roselle Public Schools

	membership	Foundation		in spoken form [1.5.5]
Explain DECA's competency-based competition	2.5.1 Participate in a mock DECA competition	Thinking Foundation	Speaking Writing Decision Making Problem Solving	Demonstrates decision-making skills [4.2.4] Demonstrates logical reasoning in reaching a conclusion [4.4.2] Adapts presentation to audience [1.5.1] Analyzes data, summarizes results, and makes conclusions [1.6.2]
List the different types of DECA competition	2.6.1 Compare and contrast DECA's individual events, team events, chapter events, written events, and entrepreneurship events	Foundation	Reading Writing	Applies information and concepts derived from printed materials [1.3.3] Analyzes data, summarizes results, and makes conclusions [1.6.2]
Explain state and international DECA competition	2.7.1 Discuss the requirements for state and national DECA competition	Foundation	Reading Speaking Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Communicates a thought, idea, or fact in spoken form [1.5.5] Applies information and concepts derived from printed materials [1.3.3]

Common Core Alignment:

READING

Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)

Craft & Structure: [CCSS.ELA-LITERACY.RI.11-12.4](#) - [CCSS.ELA-LITERACY.RI.11-12.5](#) - [CCSS.ELA-LITERACY.RI.11-12.6](#)

Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

WRITING

Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.C](#) - [CCSS.ELA-LITERACY.W.11-12.1.E](#) - [CCSS.ELA-LITERACY.W.11-12.2](#) -

Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)

Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)

SPEAKING & LISTENING

Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) - -

Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

LANGUAGE

Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) - [CCSS.ELA-LITERACY.L.11-12.2](#) - [CCSS.ELA-LITERACY.L.11-12.2.B](#)

Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)

Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) - [CCSS.ELA-LITERACY.L.11-12.5](#) - [CCSS.ELA-LITERACY.L.11-12.6](#)



Unit 3: An Introduction to Marketing

Terminology: Demographics, Geographic, Marketing concept, Marketing mix, Market segmentation, Mass marketing, Psychographics, Target marketing

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill group	Skill	Description
Define terminology	3.1.1 Prepare a list of terms with definitions	Foundation	Reading	Applies/Understands technical words that pertain to marketing [1.3.6]
Explain the importance of the marketing concept	3.2.1 Apply the marketing concept to a new product idea	Thinking Foundation	Writing Creative Thinking	Presents own opinion in written form in a clear, concise manner [1.6.14] Uses imagination to create something new [4.1.1]
List the elements of the marketing mix	3.3.1 Develop a marketing mix for a product	Thinking Foundation	Writing Problem Solving Reasoning	Demonstrates logical reasoning in reaching a conclusion [4.4.2] Uses logic to draw conclusions from available information [4.5.6] Presents own opinion in written form in a clear, concise manner [1.6.14]
Distinguish between mass marketing and market segmentation	3.4.1 3.4.2 Develop a mass marketing strategy Develop a segmented marketing strategy	Thinking Foundation	Writing Problem Solving Reasoning	Presents own opinion in written form in a clear, concise manner [1.6.14] Demonstrates logical reasoning in reaching a conclusion [4.4.2] Uses logic to draw conclusions from available information [4.5.6]
List ways that markets can be segmented	3.5.1 Differentiate among the types of market segmentation	Thinking Foundation	Reading Reasoning	Analyzes and applies what has been read to specific task [1.3.5] See relationship between two or more ideas, objects, or situations [4.5.5]
Discuss current marketing trends	3.6.1 Analyze marketing trends	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.5]

Common Core Alignment:

READING
 Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)
 Craft & Structure: [CCSS.ELA-LITERACY.RI.11-12.4](#) - [CCSS.ELA-LITERACY.RI.11-12.5](#) - [CCSS.ELA-LITERACY.RI.11-12.6](#)
 Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

WRITING
 Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.C](#) - [CCSS.ELA-LITERACY.W.11-12.1.D](#) - [CCSS.ELA-LITERACY.W.11-12.1.E](#) - [CCSS.ELA-LITERACY.W.11-12.2](#) - [CCSS.ELA-LITERACY.W.11-12.2.A](#) - [CCSS.ELA-LITERACY.W.11-12.2.B](#) - [CCSS.ELA-LITERACY.W.11-12.2.C](#) - [CCSS.ELA-LITERACY.W.11-12.2.D](#) - [CCSS.ELA-LITERACY.W.11-12.2.E](#) - [CCSS.ELA-LITERACY.W.11-12.2.F](#) - [CCSS.ELA-LITERACY.W.11-12.3](#) - [CCSS.ELA-LITERACY.W.11-12.3.A](#) - [CCSS.ELA-LITERACY.W.11-12.3.E](#)



Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)
 Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)
SPEAKING & LISTENING
 Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) - [CCSS.ELA-LITERACY.SL.11-12.1.C](#) - [CCSS.ELA-LITERACY.SL.11-12.1.D](#) - [CCSS.ELA-LITERACY.SL.11-12.2](#) - [CCSS.ELA-LITERACY.SL.11-12.3](#)
 Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)
LANGUAGE
 Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) - [CCSS.ELA-LITERACY.L.11-12.2](#) - [CCSS.ELA-LITERACY.L.11-12.2.B](#)
 Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)
 Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) - [CCSS.ELA-LITERACY.L.11-12.5](#) - [CCSS.ELA-LITERACY.L.11-12.6](#)

Unit 4: Special skills needed for Marketing careers

Terminology: Aptitude, Career, Career outlook, Dictionary of Occupational Titles (DOT), Internship, Lifestyle goals, Occupational Outlook Handbook, Values

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill group	Skill	Description
Define terminology	4.1.1 Prepare a list of terms with definitions	Foundation	Reading	Applies/Understands technical words that pertain to marketing careers [1.3.6]
Identify current employment opportunities in marketing	4.2.1 Analyze current employment opportunities	Thinking Foundation Personal Management	Reading Decision Making Career Awareness, Development, and Mobility	Applies information to new situations [1.3.5] Explores career opportunities [3.1.6] Generates options/alternatives [4.2.6]
Identify current employment trends and demands in marketing	4.3.1 Analyze trends in marketing employment	Personal Management Foundation	Reading Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4] Applies information to new situations [1.3.5]
List the benefits of a personal inventory assessment	4.4.1 Complete a personal inventory assessment	Personal Management Foundation	Reading Self-esteem	Identifies personality assets [3.5.6] Follows written directions [1.3.13]
Identify a personal career goal	4.5.1 Assess qualifications for a personal career goal	Thinking Personal Management	Career Awareness, Development,	Comprehends ideas and concepts related to personal career goals [4.5.2] Identifies education and training needed to achieve



Roselle Public Schools

			and Mobility Reasoning	goals [3.1.8]
List personal needs and wants	4.6.1 Match personal needs and wants with qualifications for a personal career goal	Personal Management	Career Awareness, Development, and Mobility	Meets defined goals and objects [3.1.9]
Explain the educational requirements of marketing	4.7.1 Summarize the educational requirements for marketing careers	Foundation Personal Management	Writing Career Awareness, Development, and Mobility	Analyzes data, summarizes results, and makes conclusions [1.6.2] Identifies education and training needed to achieve goals [3.1.8]
List career research resources	4.8.1 Compare career resources	Personal Management Foundation	Reading Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6] Comprehends written information, and applies it to a task [1.3.8] Develops skills to locate, evaluate, and interpret career information [3.1.4]
Identify short-term and long-term goals	4.9.1 Coordinate short-term goals with long-term goals	Foundation Personal Management	Reading Writing Career Awareness, Development, and Mobility	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Identifies education and training needed to achieve goals [3.1.8] Comprehends written information, and applies it to a task [1.3.8]
Distinguish among planning goals, specific goals, and realistic goals	4.10.1 Evaluate planning goals, specific goals, and realistic goals	Foundation Personal Management	Reading Writing Career Awareness, Development, and Mobility	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Identifies education and training needed to achieve goals [3.1.8] Comprehends written information, and applies it to a task [1.3.8]
Develop a plan to reach your career goals	4.11.1 Diagram the steps for reaching your career goals	Foundation Personal Management	Writing Career Awareness, Development, and Mobility	Organizes information in an appropriate format [1.6.10] Establishes and implements a plan of action [3.1.5]

Common Core Alignment:

READING

Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) -

Craft & Structure: [CCSS.ELA-LITERACY.RI.11-12.4](#) - [CCSS.ELA-LITERACY.RI.11-12.5](#) -

Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

WRITING

Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) -



Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)
 Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)
SPEAKING & LISTENING
 Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) -
LANGUAGE
 Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) - [CCSS.ELA-LITERACY.L.11-12.2](#) - [CCSS.ELA-LITERACY.L.11-12.2.B](#)
 Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)
 Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) - [CCSS.ELA-LITERACY.L.11-12.5](#) - [CCSS.ELA-LITERACY.L.11-12.6](#)

Unit 5: Your future in Marketing

Terminology: Bonus, Cover letter, Follow-up, Fringe benefits, Job interview, Job lead, Letter of inquiry, Networking, Nonverbal communication, Private employment agencies, Public employment agencies, References, Résumé, Salary, Wage, Work permits

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill group	Skill	Description
Define terminology	5.1.1 Prepare a list of terms with definitions	Foundation	Reading	Applies/Understands technical words that pertain to your future in marketing [1.3.6]
Explain the importance of a résumé	5.2.1 Prepare a résumé	Personal Management Foundation	Reading Writing Career Awareness, Development, and Mobility Self-esteem	Analyzes own knowledge, skills, and ability [3.1.2] Comprehends written specifications, and applies them to a task [1.3.9] Adapts notes to a proper form [1.6.1] Develops self-confidence and positive self-image through proper grooming [3.5.5]
Explain the purpose of a cover letter	5.3.1 Compose a cover letter	Personal Management Foundation	Reading Writing Self-esteem Career Awareness, Development, and Mobility	Creates a positive self-image by selling self in letter of application [3.5.2] Adapts notes to a proper form [1.6.1] Explores career opportunities [3.1.6] Comprehends written specifications, and applies them to a task [1.3.9]
Explain the purpose of a letter of inquiry	Compose a letter of inquiry	Foundation Personal management	Reading Writing Career Awareness, Development, and Mobility Self-esteem	Comprehends written specifications, and applies them to a task [1.3.9] Adapts notes to a proper form [1.6.1] Explores career opportunities [3.1.6]
Identify employment	Complete a traditional	Foundation	Speaking	Comprehends written specifications, and



Roselle Public Schools

leads from a variety of sources	employment application form Complete an online employment application form	Personal management	Self-esteem	applies them to a task [1.3.9] Completes form accurately [1.6.7]
Identify the standards of appearance and behavior	Model appropriate standards of appearance for an employment interview	Foundation Personal management	Speaking Self-esteem	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11] Creates self-confidence and positive self-image through proper grooming [3.5.3]
Explain the importance of nonverbal communication in the employment interview	Demonstrate appropriate body language for an employment interview	Foundation Personal management	Speaking Self-esteem	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11] Presents positive image of personal attitudes and abilities [3.5.7]
Explain the importance of the employment interview	Participate in mock employment interviews	Foundation Personal management	Speaking Self-esteem	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11] Presents positive image of personal attitudes and abilities [3.5.7]
Explain follow-up procedures	Compose a follow-up letter	Foundation Personal management	Writing Integrity Honesty Work ethics	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] Chooses ethical course of action [3.2.1]
Discuss employment compensation	Calculate different methods of employment compensation	Foundation	Arithmetic Mathematics	Calculates dollar amounts [1.1.7]



Common Core Alignment:

READING

Key Ideas and Details: [CCSS.ELA-LITERACY.RI.11-12.1](#) - [CCSS.ELA-LITERACY.RI.11-12.2](#) - [CCSS.ELA-LITERACY.RI.11-12.3](#)

Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RI.11-12.7](#) - [CCSS.ELA-LITERACY.RI.11-12.8](#)

WRITING

Text Types and Purposes: [CCSS.ELA-LITERACY.W.11-12.1](#) - [CCSS.ELA-LITERACY.W.11-12.1.A](#) - [CCSS.ELA-LITERACY.W.11-12.1.B](#) - [CCSS.ELA-LITERACY.W.11-12.1.C](#) -

Production and Distribution of Writing: [CCSS.ELA-LITERACY.W.11-12.4](#) - [CCSS.ELA-LITERACY.W.11-12.5](#) - [CCSS.ELA-LITERACY.W.11-12.6](#)

Research to Build and Present Knowledge: [CCSS.ELA-LITERACY.W.11-12.7](#) - [CCSS.ELA-LITERACY.W.11-12.8](#) - [CCSS.ELA-LITERACY.W.11-12.9](#)

SPEAKING & LISTENING

Comprehension and Collaboration: [CCSS.ELA-LITERACY.SL.11-12.1](#) - [CCSS.ELA-LITERACY.SL.11-12.1.A](#) - [CCSS.ELA-LITERACY.SL.11-12.1.B](#) - [CCSS.ELA-LITERACY.SL.11-12.1.C](#) - [CCSS.ELA-LITERACY.SL.11-12.1.D](#) -

Presentation of Knowledge and Ideas: [CCSS.ELA-LITERACY.SL.11-12.4](#) - [CCSS.ELA-LITERACY.SL.11-12.5](#) - [CCSS.ELA-LITERACY.SL.11-12.6](#)

LANGUAGE

Conventions of Standard English: [CCSS.ELA-LITERACY.L.11-12.1](#) - [CCSS.ELA-LITERACY.L.11-12.1.B](#) -

Knowledge of Language: [CCSS.ELA-LITERACY.L.11-12.3](#)

Vocabulary Acquisition and Use: [CCSS.ELA-LITERACY.L.11-12.4](#) - [CCSS.ELA-LITERACY.L.11-12.4.C](#) -

Glossary

Unit 1: Discovering the Importance of Marketing

1. Bartering – exchanging goods or services with others by agreeing on their value
2. Consumers – those people who actually use the good or service
3. Customers – people who buy goods and services
4. E-commerce – the exchange of goods, services, information, or other business through electronic means
5. Ethics – decisions and behavior based on honest and fair standards
6. Exchange – this takes place every time a good or service is sold in the marketplace
7. Goods – tangible things that can be bought and sold
8. Market – the prospective customers a business wants to serve and the location of those customers
9. Marketing – the creation and maintenance of exchange relationships
10. Services – intangible tasks of value that can be performed for a customer

Unit 2: Exploring the Benefits of DECA Membership

1. Competency-based competition – a series of events designed to evaluate a student's level of knowledge, skills, and abilities in a specific career path
2. DECA – an association of marketing students
3. DECA creed – a four-paragraph statement outlining the beliefs of DECA members



Roselle Public Schools

4. International Career Development Conference (ICDC) – the annual competition that includes all U.S. states, Canadian provinces, and delegates from other countries
5. Leadership – the ability to effectively manage and motivate the efforts of others
6. Southern Region Leadership Conference – the geographic conference that promotes motivation and builds leadership skills for DECA members
7. State Career Development Conference (SCDC) – the annual competition that includes all DECA chapters in Arkansas
8. State DECA advisor – the individual appointed to serve as the leader of the Arkansas DECA association
9. Teamwork – cooperative effort by the members of a team to achieve a common goal

Unit 3: An Introduction to Marketing

1. Demographics – the descriptive characteristics of the market, such as age, gender, race, income, and educational level
2. Geographic – dividing consumers into a market where they live
3. Marketing concept – a company's consumer orientation dedicated to satisfying customers' needs and wants in order to make a profit
4. Marketing mix – the four elements of marketing collectively known as the four *P*'s: product, price, place/distribution, and promotion
5. Market segmentation – a way of analyzing a market by specific characteristics in order to create a target market
6. Mass marketing – a marketing strategy aimed at a broad population of potential consumers rather than a narrow segment of the population
7. Psychographics – a way of segmenting a market according to people's interests and values
8. Target marketing – a clearly identified segment of the market to which a company wants to appeal

Unit 4: Special Skills Needed for Marketing Careers

1. Aptitude – ability or a potential for learning a certain skill
2. Career – the area of business or the business function in which you plan to work
3. Career outlook – the availability of jobs in any field
4. Dictionary of Occupational Titles (DOT) – publication that describes about 20,000 jobs and their relationships with data, people, and things
5. Internship – students direct work experience and exposure to various aspects of a career either with or without pay
6. Lifestyle goals – reflect your vision of how you see yourself living in the future
7. Occupational Outlook Handbook – U.S. Department of Labor publication that provides information on more than 200 occupations; updated every two years
8. Values – beliefs that guide the way people live

Unit 5: Your Future in Marketing

1. Bonus – special compensation paid to reward exceptional employment performance
2. Cover letter – a letter that introduces you and allows you to say why you can do a good job for the company
3. Follow-up – a short telephone call or letter sent a few days after an employment interview to thank the interviewer and restate your qualifications for an employment opening
4. Fringe benefits – nonmonetary forms of compensation that might include company paid insurance, paid vacation time, and special work environment facilities



Roselle Public Schools

5. Job interview – an opportunity to present yourself as the best applicant for an employment opening
6. Job lead – information about a possible job opening
7. Letter of inquiry – a letter written to determine whether a company has openings in a career area of your interest
8. Networking – finding contacts among people you know, including friends, family, former employers, and professional people you know personally
9. Nonverbal communication – expressing yourself through body language
10. Private employment agencies – these are not supported by tax dollars and must make a profit to stay in business
11. Public employment agencies – supported by state or federal taxes; offer free services to both job applicants and employers
11. References – people who know your work habits and personal traits well and will recommend you for the job
12. Résumé – a brief summary of personal information, skills, work experience, activities, and interests
13. Salary – compensation paid on a weekly, bi-weekly, or monthly basis regardless of hours worked
14. Wage – compensation paid on an hourly basis
15. Work permits – a legal document that you acquire from the state if you are under the age of 16 in order to be employed