

NORTHERN YORK COUNTY SCHOOL DISTRICT

Marketing II

7620

August 2004

Marketing II

I. PHILOSOPHY

Marketing II is a structured education program that integrates class studies with practical work application and a curriculum tied directly to a competitive nature. In addition, Marketing II may inspire students to study marketing at a more advanced level, which can lead to a challenging and lucrative career.

II. COURSE OF STUDY

A. Course Title: Grade Level: 12

C. Length of Course:

1. Frequency - 6 days per 6 day cycle
2. Duration - 44 minutes per period
3. Length - school year

D. Academic Level: All Levels

E. Credits: 1

F. Prerequisites: Marketing I

G. Textbook - Marketing, School Store Operations, Sports Marketing

H. Course Description:

This course presents students the opportunity to further understand the impact that marketing can have on individuals, as well as businesses and society. Students will be engage in market research activities and will work with area businesses in gathering information. The students will also transfer their marketing, merchandising, and entrepreneurial skills to the marketing of the school's student store. The students will also study the impact that marketing has on the sports industry.

Students enrolled in this course may also participate in DECA's Competitive Events Program. Students can compete in a marketing category at the district, state, and national levels.

In addition, the student can also participate as a Co-op student while enrolled in marketing. This of course is optional. This program dismisses students from school part of the day to receive on-the-job training in a field closely related to the field of marketing.

IV. Expected Levels of Achievement

Students are expected to achieve a grade of 70% - 100% to receive one academic credit.

A. The following grading system will apply:

93%	-	100%	=	A
85%	-	92%	=	B
77%	-	84%	=	C
70%	-	76%	=	D
Below 70%			=	F

V. Procedures for Evaluation

- A. Homework
- B. Tests
- C. Class participation
- D. Marketing Research Reports
- E. Projects

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Core Concept: Cooperative Education Overview for Marketing Students

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Career Education Standards 13.1.11	Career Awareness and Planning Evaluate opportunities for Career Preparation	<p>Students will interpret and comply with program policies and procedures outlined for the Co-op Program.</p> <p>Students will compile information and complete required documentation by PDE and Northern High School.</p> <p>Students will identify with the purposes of Child Labor Laws.</p> <p>Students will read supplemental material relative to participating in a Co-op Program.</p> <p>Students will participate in class discussion.</p>	<p>Training agreement and training plans completed by students.</p> <p>Program Policies reviewed and signed by parent.</p> <p>Weekly schedules updated and completed by students.</p>	<p>Program Guidelines</p> <p>Guidelines for Initiating a Cooperative Education Program (PDE)</p>

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Core Concept: DECA's Competitive Events Program

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standard	V. Marketing Research Analyze the role of marketing research in decision making.	<p>Students will develop an understanding of communication skills as well as analytical, critical thinking, teamwork, and finally time management through their participation in DECA's competitive events programs.</p> <p>Students will engage in a written and performance test to measure their achievements in a marketing category.</p> <p>Students will engage in individual or chapter written events.</p> <p>Students will participate in DECA's award programs at the district, state, and national levels.</p> <p>Students will utilize business leaders to compile marketing research reports.</p> <p>Students will view motivational videos presented by National DECA.</p> <p>Students will view a power point presentation developed specifically for their school's DECA Program.</p> <p>Students will present a power point presentation to students enrolled in the Driver's Ed Program as a means of recruiting students.</p>	<p>Assess student performance of competitive exams.</p> <p>Assess student performance of role play simulations presented in class. Simulation: Chamber of Commerce Luncheon Presented</p>	<p><u>DECA's Guide to Competitive Events</u></p> <p>Supplemental material form PDE</p> <p>Computer Lab</p>

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Core Concept: Research a market in conjunction with the operations of a student store.

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	<p>IV. The Marketing Mix Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</p> <p>V. Marketing Research Analyze the role of marketing research in decision making.</p>	<p>Students will describe how to reach their target market.</p> <p>Students will explain how to analyze their competition.</p> <p>Students will describe how to conduct effective market research.</p> <p>Students will identify the various methods used to collect primary and secondary data.</p> <p>Students will describe the role of the marketing mix in making buying decisions.</p> <p>Students will identify internal and external sources of information to help determine what to buy.</p> <p>Students will read material from chapter.</p> <p>Students will take notes from overhead.</p> <p>Students will participate in class discussion and relate material being presented to the student store.</p>	<p>Assess student performance of end of chapter activities.</p> <p>Assess student performance of case study presented in each chapter.</p> <p>Assess student performance of chapter exam.</p>	<p><u>School Store Operations: Thomson/South-Western</u></p> <p>DECA's Competitive Events Program</p>

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Core Concept: Make the Store Operational

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	IV. The Marketing Mix Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.	<p>Student will identify types of merchandise and strategies for managing the merchandise mix.</p> <p>Student will describe buying activities and explain strategies for pricing.</p> <p>Student will describe the stock handling process and the procedures for handling returns to vendors.</p> <p>Student will explain the methods used for calculating inventory.</p> <p>Student will describe causes of shrinkage and ways to prevent it.</p> <p>Student will read material presented in chapter.</p> <p>Student will participate in class discussion and relate material being presented to the student store.</p>	<p>Assess student performance of end of chapter activities.</p> <p>Assess student performance of case study presented.</p> <p>Assess student performance of chapter exam.</p>	<p><u>School Store Operations: Thomson/South-Western</u></p> <p>DECA's Competitive Events Program</p>

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Core Concept: Running The Store

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	IV. The Marketing Mix Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.	<p>The student will identify the procedures for handling cash.</p> <p>The student will describe the different types of checks.</p> <p>The student will explain the acceptance of credit and debit transactions.</p> <p>The student will explain procedures for maintaining the cash drawer.</p> <p>The student will discuss the steps for proper store maintenance.</p> <p>The student will explain the purposes of operating policies and procedures.</p> <p>The student will read information presented in text.</p> <p>The student will participate in class discussion and relate material presented to the student store.</p>	<p>Assess student performance of end of chapter activities.</p> <p>Assess student performance of case study presented.</p> <p>Assess student performance of chapter exam.</p>	<p><u>School Store Operations:</u> <u>Thomson/South-Western.</u></p> <p>DECA's Competitive Events Program</p>

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Core Concept: Promoting the Store

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	IV. Marketing Mix Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.	<p>The student will identify different types of sales promotion and explain the elements of a promotional strategy.</p> <p>The student will describe the components of visual merchandising and identify the stages involved in executing a display.</p> <p>The student will identify types of advertising.</p> <p>The student will describe the different types of special events.</p> <p>The student will read related material from text.</p> <p>The student will participate in class discussion and relate material being presented to the student store.</p>	<p>Assess student performance of end of chapter activities.</p> <p>Assess student performance of case study presented.</p> <p>Assess student performance of promotional strategies developed for the student store.</p> <p>Assess student performance of chapter exam.</p>	<p><u>School Store Operations: Thomson/South-Western</u></p> <p>Student Store: The Bear's Den</p>

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Core Concept: The Role of Marketing Today

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	I. Foundations of Marketing Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.	<p>Students will continue to focus on the definition of marketing and its critical role for business in today's economy.</p> <p>Students will learn why businesses need effective marketing in order to be successful.</p> <p>Students will describe the changing role of marketing.</p> <p>Students will review the seven key marketing functions.</p> <p>Students will take notes from overhead.</p> <p>Students will read material from text.</p> <p>Students will participate in class discussion.</p>	<p>Assess student performance of questions presented at end of chapter.</p> <p>Assess student performance of quizzes and tests presented for each chapter.</p>	<p><u>Textbook: Marketing: Thomson/South-Western: Copyright 2004</u></p> <p>Overhead</p>

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Core Concept: Marketing Impacts Society

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	I. Foundations of Marketing Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.	<p>Student will learn how marketing affects people and improves the standard of living.</p> <p>Students will learn the three most common criticisms of marketing.</p> <p>Students will be able to discuss how ethical issues affect marketers and the way in which companies operate today.</p> <p>Students will recognize the need for businesses to increase their awareness of social responsibility.</p> <p>Students will read material presented in text.</p> <p>Students will take notes from overhead.</p> <p>Students will participate in class discussion.</p> <p>Students will view video segment of Northern students promoting CMN as their civic project.</p> <p>Students will participate in the civic consciousness project.</p> <p>Students will view video segment of Abercrombie and Fitch.</p> <p>Students will view video segment on the New York Times Newspaper.</p>	<p>Assess student performance of questions presented at end of chapter.</p> <p>Assess student performance of quiz and test presented for this chapter.</p> <p>Assess student performance of worksheet presented for several of the videos shown.</p> <p>Assess student performance of the completion of a civic consciousness project submitted and reviewed for a state and national level of competition.</p>	<p><u>Marketing Textbook:</u> <u>Thomson/South-Western:</u> Copyright: 2004</p> <p>60 Minutes presents: Abercrombie & Fitch</p> <p>Dateline presents: Journalist for the New York Times</p> <p>DECA Guide</p>

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Core Concept: Facing the changes in today's consumer market

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	<p>I. Foundations of Marketing Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</p> <p>II. Consumers and Their Behavior Analyze the characteristics, motivations and behaviors of consumers.</p> <p>V. Marketing Research Analyze the role of marketing research in decision making.</p>	<p>Students will explain how marketing today differs from the way things were done in the past.</p> <p>Students will identify with the need for companies to identify its markets.</p> <p>Students will explain how companies are effective in reaching certain demographic areas.</p> <p>Students will identify with products that have made a come back to the marketplace after being removed for decades.</p> <p>Students will read articles tied to products that relate to nostalgia marketing.</p> <p>Students will research the impact that Coca-Cola and its advertising had on American culture.</p> <p>Students will recognize how other companies continuously meet the changing needs of consumers in today's marketplace. McDonald's and its Revitalization Plan. Sheetz and Rutter's Convenience Stores</p> <p>Students will read material from text. (note pages 87 and 88)</p> <p>Students will participate in class discussion.</p>	<p>Assess student performance of Lesson Review, page 90 of text.</p> <p>Assess student performance of worksheets related to articles presented on the convenience stores.</p> <p>Assess student performance of research completed on Coca-Cola and its advertising over the last fifty years.</p> <p>Assess student performance of project given on McDonalds and its revitalization plan.</p>	<p><u>Marketing Text: Thomson/South-Western: Copyright 2004</u></p> <p>Newspaper articles: <u>The Patriot Newspaper</u> and <u>The York Dispatch</u> dated <u>March 2004</u></p> <p>Computer Lab</p> <p>Video: Coca-Cola: The History of an American Icon.</p> <p>Overhead</p> <p>McDonald's Revitalization Plan</p> <p>Video: McDonalds and its advertising</p>

		<p>Students will view video: Coca-Cola: The History of an American Icon.</p> <p>Students will view video: McDonald's and its advertising over the last several decades.</p>		
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Core Concept: Understanding Consumer Behavior and how marketing begins with the customer

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Marketing Standards	II. Consumers and Their Behavior Analyze the characteristics, motivations, and behaviors of consumers.	<p>Students will describe the importance of understanding consumer behavior.</p> <p>Students will demonstrate and understanding of consumer wants and needs.</p> <p>Students will distinguish between different buying motives.</p> <p>Students will describe the five steps of the consumer decision making process.</p> <p>Students will describe the influences on the decision making process.</p> <p>Students will explain how consumers and businesses use routine, limited, and extensive decision-making.</p> <p>Students will read material presented in text.</p> <p>Students will participate in class discussion and take notes from overhead.</p>	<p>Assess student performance of the case study presented at the conclusion of the chapter.</p> <p>Assess student performance of the quiz and test presented at the conclusion of the chapter.</p>	<p><u>Marketing Text:</u> <u>Thomson/South-</u> <u>Western.</u> Copyright 2004</p>

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Core Concept: The role of promotion in marketing

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standards	<p>IV. The Marketing Mix Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</p> <p>III. External Factors Analyze the influence of external factors on marketing.</p>	<p>Students will explain the four major factors that affect the promotional mix.</p> <p>Students will describe the seven steps in the promotional planning process.</p> <p>Students will explain the advantages and disadvantages of advertising as a type of promotion.</p> <p>Students will define organizational advertising and product advertising and distinguish between the two types.</p> <p>Students will describe the ways in which advertising is regulated by the government.</p>	<p>Assess student performance of marketing concepts presented at the end of the chapter. Pages 422 and 423.</p> <p>Assess student performance of marketing terms and marketing concepts presented at the end of the chapter. Page 447.</p> <p>Assess student performance of chapter test presented at the end of the chapter.</p>	<p><u>Marketing Text:</u> <u>Thomson/South-</u> <u>Western</u></p>

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Core Concept: Understanding the role of marketing in today's sports

<u>NUMBER</u>	<u>STANDARD/BENCHMARK</u>	<u>STUDENT PERFORMANCE/ LEARNING EXPERIENCES</u>	<u>PROCEDURES FOR ASSESSMENT</u>	<u>RESOURCES</u>
Marketing Standard	I. Foundations of Marketing Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.	<p>Students will begin to understand the tremendous exposure and impact of the sports industry.</p> <p>Students will be able to explain how the marketing concept applies to sports franchises.</p> <p>Students will discuss how marketing is used to enhance the image of the sports industry.</p> <p>Students will be able to discuss and visualize the amount of energy and emotions that are tied to the sports industry.</p> <p>Students will begin to understand the importance of marketing a sports franchise.</p> <p>Students will identify how unethical behavior of athletes affects the sports industry.</p> <p>Students will begin to recognize the importance of selecting the right athlete to endorse a product.</p> <p>Students will be able to identify with career opportunities in the sports industry.</p> <p>Students will learn the importance of marketing the super bowl and the impact it has on the advertising industry and to its host city.</p>	<p>Assess student performance of Pretests/Activities 1-4.</p> <p>Assess completed worksheets presented with articles on the Giant Center, Marketing the Flyers, Bearing the Weight of a New Job, Scoring a Goal with the N.H.L.</p> <p>Assess completed research project on product endorsements.</p> <p>Assess completed project, "Entertainment Unlimited."</p> <p>Assess completed project, "Marketing the Super Bowl"</p>	<p><u>Teacher's Text/ Sports and Entertainment Marketing/ Thomson/South-Western: Copyright 2001</u></p> <p>Newspaper articles: <u>The Patriot Newspaper</u> and the <u>York Daily Record and USA Today</u></p> <p><u>Newsweek Magazine</u> 2003</p> <p><u>York College Alumni Magazine</u></p> <p>Marketing Ed Resource Center, Test Bklt 655</p> <p>Overhead</p> <p>Computer Lab</p> <p>Videos</p>

		<p>Students will participate in class discussion.</p> <p>Students will refer to notes that have been outlined on overhead.</p> <p>Read articles relative to the marketing of sports: XGames, Super Bowl, Giant Center, Marketing the Flyers, Baseball Strike/Player Greed</p> <p>View video that promotes the image of baseball; The Ten Greatest Moments in Baseball History</p> <p>View Video presented by 20/20: Pete Rose</p> <p>Read article on Pete Rose, Kobe Bryant</p> <p>View video segment: Kobe Bryant</p> <p>Read articles relating to career opportunities in the sports industry: “Bearing the Weight of a New Job.,” “76ers,” Scoring a Goal with the N.H.L.”</p> <p>View short video segment, Jerry McGuire, a sports agent.</p> <p>View video segments critiquing Super Bowl Commercials</p>		
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