

Marketing I Curriculum Maps

[Unit of Study: DECA Marketing](#)

[Unit of Study: Stock Market](#)

[Unit of Study: Components of Marketing](#)

[Unit of Study: DECA Competitions](#)

[Unit of Study: Cash Register Operations](#)

[Unit of Study: Cashiering/Marketing Math](#)

[Unit of Study: School Store](#)

[Unit of Study: Selling](#)

[Unit of Study: DECA Community Service](#)

Grade: 9 - 12 Subject: Marketing I	Unit of Study: DECA Marketing
Big Idea/Rationale	Students will understand what DECA is all about and their roles in the organization.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will be able to explain the organization and goals of DECA. • Students will understand their roles in this organization.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What does DECA stand for? • What are the three levels of competition? • What do the 4 points of the DECA diamond represent? • What are the five ways to join DECA? • What are the positions on the DECA organizational chart? • What are the tangible and intangible benefits of being a DECA member? • What are the responsibilities in regard to mandatory regional competition? • Why do we need to fundraise? • What can we use our fundraising money for?
Content (Subject Matter)	<ul style="list-style-type: none"> • Fundraising introductions and activities • Class discussions • PowerPoint Presentations • Manual introduction
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.A.11: Apply active listening skills to obtain and clarify information. • 9.1.8.C.1: Determine an individual’s responsibility for personal actions and contributions to group activities. • 9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities. • 9.1.12.C.5: Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. • 9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
Materials and Resources	<ul style="list-style-type: none"> • Use of PowerPoint Presentations • Multi Media Cart
Notes	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: Stock Market
Big Idea/Rationale	Understanding basic concepts of the stock market.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Explain reasons for investing in stock market. • Recognize positive signs for investing. • Recognize negative signs that indicate not to invest. • Recognize basic investment terms. • Demonstrate ability to work as a team.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Why do companies sell stock? • Why do people invest in stock? • Who is considered the owner of a corporation? • What is an indication that one might want to invest in a company? • What is an indication that one should not invest in a company? • Where can a potential investor obtain information about a company? • What is a ticker symbol? • Why is the stock market risky? • What is the best way to invest your money?
Content (Subject Matter)	<ul style="list-style-type: none"> • DECA, Inc. Guidelines • Class discussions • PowerPoint Presentation • Internet Research
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.A.2: Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities. • 9.4.12.A.11: Apply active listening skills to obtain and clarify information. • 9.4.12.A.16: Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions. • 9.4.12.A.17: Employ critical thinking and interpersonal skills to resolve conflicts. • 9.4.12.A.19: Conduct technical research to gather information necessary for decision-making. • 9.4.12.A.23: Operate Internet applications to perform tasks. • 9.4.12.A.32: Describe the nature and types of business organizations to build an understanding of the scope of organizations. • 9.4.12.A.45: Employ leadership skills to accomplish goals and objectives. • 9.4.12.A.47: Employ teamwork skills to achieve collective goals and use team members' talents effectively.

	<ul style="list-style-type: none"> • 9.4.12.A.68: Employ planning and time management skills and tools to enhance results and complete work tasks. • 9.1.4.B.1: Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. • 9.1.8.C.1: Determine an individual’s responsibility for personal actions and contributions to group activities. • 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
Materials and Resources	<ul style="list-style-type: none"> • Use of PowerPoint Presentations • Stock Market Game Website
Notes	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: Components of Marketing
Big Idea/Rationale	Students will understand how the functions of marketing, utilities and fixed costs per unit are applied in the business world.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will be able to explain the components of marketing education. • Students will apply these components to various projects throughout the school year.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the functions of marketing? • What is the difference between a good and a service? • How are the 5 economic utilities applied to marketing products? • How is the marketing of a product beneficial to the company selling it? • How is the marketing of a product beneficial to the customer? • How can a fixed cost per unit decrease when production increases due to marketing activities? • How do we determine the fixed cost per unit of product produced?
Content (Subject Matter)	<ul style="list-style-type: none"> • Teacher introduction • Class discussion • Textbook reading (Marketing Essentials, 2nd edition, pp. 3-13) • Small group work • Handouts • Workbook sheets
Skills/ Benchmarks (CCSS Standards)	9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. 9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
Materials and Resources	Use of PowerPoint Presentation
Notes	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: DECA Competitions
Big Idea/Rationale	Students will react spontaneously to a hypothetical situation related to business and marketing career clusters.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will be able to use problem-solving skills to resolve customer issues. • Students will be able to come up with a plan or solution to a given marketing situation.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is the proper way to introduce yourself in a business situation? • Why is proper attire necessary? • Why is it important to keep customers happy? • Why is eye contact important in business? • How can non-verbal communication indicate negativity? • How can "thinking outside the box" set you apart from everyone else? • Why is it important to have back-up plans?
Content (Subject Matter)	<ul style="list-style-type: none"> • Teacher introduction • Class discussion • Teacher prepared PowerPoint • Role playing
Skills/ Benchmarks (CCSS Standards)	9.4.12.A.5 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. 9.4.12.A.7 Evaluate and use information resources to accomplish specific occupational tasks. 9.4.12.A.10 Interpret verbal and nonverbal cues/behaviors to enhance communication. 9.4.12.A.11 Apply active listening skills to obtain and clarify information. 9.4.12.A.54 Identify and demonstrate positive work behaviors and personal qualities needed to succeed. SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Materials and Resources	Use of PowerPoint Presentations
Notes	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: Cash Register Operations
Big Idea/Rationale	Operate cash register accurately and account for cash in drawer
Enduring Understanding (Mastery Objective)	Students will be able to perform x-readings on each register, enter sales transactions accurately, and make change using the count-forward method.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do you get an x-reading on each register? • What supplies do you need when working with registers? • Where can you find the x-reading forms? • How should the cash be arranged in the cash drawer? • How much is the opening bank? • After counting each coin and bill, how do you calculate the extension? • Why is it important to know if your cash drawer is proven, over, or short?
Content (Subject Matter)	Teacher-generated information sheets
Skills/ Benchmarks (CCSS Standards)	9.4.12.D.6 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice. 9.4.12.D.7 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. 9.4.12.D.9 Evaluate and use information resources to accomplish specific occupational tasks. 9.4.12.D.12 Interpret verbal and nonverbal cues/behaviors to enhance communication. 9.4.12.D.13 Apply active listening skills to obtain and clarify information. 9.4.12.D.15 Listen to and speak with diverse individuals to enhance communication skills.
Materials and Resources	Electronic cash registers
Notes	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: Cashiering/Marketing Math
Big Idea/Rationale	<ul style="list-style-type: none"> • Mastering marketing math and store operations are essential in the retail world. Customers are more likely to maintain loyalty to a business if their employees are competent and well trained.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Students will demonstrate different methods of making change: count forward, change-computation method, odd-cent method, coin dispensing method. • Students will be able to arrange the cash drawer properly. • Students will be able to define <i>change fund</i>. • Students will be able to determine value of rolled coins • Students will demonstrate ability to verify change funds • Students will be able to determine sales tax and discounts. • Students will be able to determine multiple pricing. • Students will be able to describe various types of sales transactions. • Students will be able to determine credit card fees.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Why is it important to arrange the cash drawer properly? • Why is it necessary to know the value of rolled coins? • When would it be important to know how to use the count forward method of making change? • Why is it important for the cash drawer to be proven? • Why are retail establishments charged credit card fees? • Why is it important to understand tax and discount applications?
Content (Subject Matter)	<ul style="list-style-type: none"> • Packets <ul style="list-style-type: none"> ○ Arranging the Change ○ Making Change • Marketing Essentials Textbook, Chapter 18, pp. 229-241 • Web Site: www.funbrain.com - Change Maker • Handouts • Teacher demonstration • One on one change making practice • x-readings • hands on cashiering in school store • group discussions
Skills/ Benchmarks (CCSS Standards)	<p>9.4.12.O.(2).1 Develop an understanding of how science and mathematics function to provide results, answers, and algorithms for engineering activities to solve problems and issues in the real world.</p> <p>9.4.12.O.(2).2 Apply science and mathematics when developing plans, processes, and projects to find solutions to real world problems.</p> <p>9.4.12.O.(2).4 Use scientific and mathematical problem-solving skills and abilities to develop realistic solutions to assigned projects, and illustrate how</p>

	<p>science and mathematics impact problem-solving in modern society.</p> <p>9.4.12.O.(2).5 Demonstrate critical thinking abilities and skills needed to review information, to explain statistical analyses, and to translate, interpret, and summarize research and statistical data collected and analyzed as the result of an investigation.</p> <p>9.4.12.A.5 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.</p> <p>9.4.12.A.7 Evaluate and use information resources to accomplish specific occupational tasks.</p> <p>9.4.12.A.10 Interpret verbal and nonverbal cues/behaviors to enhance communication.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.54 Identify and demonstrate positive work behaviors and personal qualities needed to succeed.</p>
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Use of PowerPoint Presentations • Interactive Web Site (funbrain.com - Change Maker) • Century 21 Cart (interactive aspect)
<p>Notes</p>	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: School Store
Big Idea/Rationale	Safety/health consciousness increase the profitability of a business and the reliability of the staff
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Employees who are healthy and follow safety rules will maintain good attendance, show up for their shift, and ensure a smooth transition from one shift to another • Employees who are aware of unsafe or dangerous practices will be able to alert management so that the situation can be corrected • Injuries to employees and/or customers generate unwanted publicity and are costly
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What areas of the school store might cause injury? • What practices must be followed to avoid transmitting germs near food? • What practices must be followed when decorating store/display cases to avoid accidents? • What practices must be followed when using the helium tank? • What lifting techniques should be used to avoid injury?
Content (Subject Matter)	<ul style="list-style-type: none"> • List of instructor-created rules
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.N.45 Plan day-to-day activities required for continued business operations. • 9.4.12.N.46 Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments. • 9.4.12.N.47 Demonstrate knowledge of employee rights and responsibilities and employers obligations to maintain workplace safety and health. • 9.4.12.N.52 Demonstrate knowledge of safety health and environmental controls used to enhance productivity in the workplace.
Materials and Resources	<ul style="list-style-type: none"> • School Store • Oven • Cookie Trays/Liners • Gloves • Pot Holders • Helium Tank
Notes	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: Selling
Big Idea/Rationale	<p>A properly trained salesperson is an asset to any company. Salespeople need to keep the wants and needs of the customer in mind in order to be successful. Too many salespeople give the name a bad reputation due to pressure selling rather than feature/benefit selling.</p>
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Feature/benefit selling aids in satisfying customers. • Satisfied customers will return to a store. • Communication skills play a large role in selling.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Why is feature benefit selling beneficial to the customer? • What are positive characteristics of successful salespeople? • What are 3 types of sales positions? • What is selling? • What are the twin goals of selling? • Why is it important to understand the buying motives of the customer? • What are the 8 steps of a sale?
Content (Subject Matter)	<ul style="list-style-type: none"> • Textbook reading • Completion of handouts for each step of the sale • 8 steps are: <ul style="list-style-type: none"> ○ preapproach ○ approach ○ determining needs ○ presenting the product ○ handling objections ○ closing the sale ○ suggestion selling ○ reassurance and follow up • Class discussions • PowerPoint Presentations • Student/Customer sales demonstrations
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.4.12.A.5 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication. • 9.4.12.A.7 Evaluate and use information resources to accomplish specific occupational tasks. • 9.4.12.A.10 Interpret verbal and nonverbal cues/behaviors to enhance communication. • 9.4.12.A.11 Apply active listening skills to obtain and clarify information. • 9.4.12.A.54 Identify and demonstrate positive work behaviors and

	personal qualities needed to succeed.
Materials and Resources	<ul style="list-style-type: none">• Use of PowerPoint Presentations• Marketing Essentials Textbook• Possible sample presentations• Teacher Prepared Handouts• Faculty and Staff of High School
Notes	

Grade: 9 - 12 Subject: Marketing I	Unit of Study: DECA Community Service
Big Idea/Rationale	Civic consciousness involvement develops values, ethics, and concern for others resulting in personal growth by being involved in their community environment. Inspiring students to improve the world around them.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • One's character and ethics are constantly being challenged and are ever-changing and evolving. • The importance of connecting with civic life and of becoming confident and contributing adult leaders within their communities and the world.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How do family, school, community and workplace influence an individual's character and ethics? • What marketing functions are exhibited when conducting a community project? <ul style="list-style-type: none"> ○ Promotion ○ Pricing ○ Product/service management ○ Channel Management ○ Marketing Information Management ○ Selling • How do DECA community service projects build partnerships between students, teachers, schools, businesses and communities?
Content (Subject Matter)	<ul style="list-style-type: none"> • Community Service Projects change from year to year • PowerPoint presentations - teacher developed • Charity Materials • Class discussion
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country. • 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. • 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. • 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project. • 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. • 9.1.8.C.1 Determine an individual's responsibility for personal actions

	<p>and contributions to group activities.</p> <ul style="list-style-type: none">• 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.• 9.4.12.A.11 Apply active listening skills to obtain and clarify information.
Materials and Resources	<ul style="list-style-type: none">• 21st Century cart• PowerPoint presentation• Video presentations
Notes	