

**PROGRAM CONCENTRATION: Marketing, Sales & Service**  
**CAREER PATHWAY: Marketing Communications & Promotion**  
**COURSE TITLE: Marketing Principles**

**COURSE DESCRIPTION:** Marketing Principles is the **foundational course** for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.

In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.

## **FOUNDATIONAL KNOWLEDGE**

**MKT-MP-1 Examine marketing principles in relation to the free enterprise system and the global environment.**

- a. Define marketing.
- b. Explain the relationship between marketing and the economy.
- c. Obtain an understanding of basic marketing terminology (market segmentation, target marketing, marketing positioning, etc.)
- d. Explain key terms related to the global environment.

### ***Academic Standards:***

*ELA10C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of convention and grammar in both written and spoken formats.*

*SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.*

## **ECONOMICS IN MARKETING**

**MKT-MP-2 Integrate social-studies skills into marketing, sales and service to obtain an understanding of customers and the economic environment in which they function.**

- a. Analyze basic economic concepts and describe the impact of economics on marketing.

- b. Identify the major types of economic resources and explain the importance of each to marketing.
- c. Analyze the types of economic utilities (e.g., form, time, place, possession, and information) and their effect on production.
- d. Distinguish between various economic systems and the effects on what will be produced, how it will be produced, and for whom it will be produced.
- e. Explain how traditional, command, market, and mixed economic systems affect private ownership and the role of government.
- f. Identify various measurements used to analyze an economy and how they relate to the marketing process.
- g. Explain the concepts of supply and demand.

**Academic Standards:**

*ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.*

*SSEF4 The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce.*

*SSEMI3 The student will explain how markets, prices and competition influence economic behavior.*

**MARKETING CONCEPTS**

**MKT-MP-3 Acquire foundational knowledge of marketing concepts to understand the scope and impact of marketing on the economy.**

- a. Examine marketing functions and categorize related activities for each marketing function.
- b. Compare and contrast the effects of marketing activities.
- c. Analyze and identify elements of the marketing mix.
- d. Distinguish among geographic, demographic, psychographic, and behavioral segmentation.
- e. Relate the marketing concept to customers' needs and wants.

**Academic Standards:**

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.*

**MARKETING AND BUSINESS**

**MKT-MP-4 Implement, modify, and improve business and marketing systems to facilitate business activities.**

- a. Analyze the primary functions of business.
- b. Describe the role of marketing in various types of businesses.
- c. Explain the major functions of managing the marketing process.
- d. Relate the role of stockholders to management policies.
- e. Demonstrate an understanding of trends and developments in marketing.
- f. Discuss ethical issues in business as they relate to marketing.

**Academic Standards:**

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*SSEMA1 The student will illustrate the means by which economic activity is measured.*

*SSEF5 The student will describe the roles of government in a market economy.*

**INTERNATIONAL BUSINESS/MARKETING**

**MKT-MP-5 Acquire foundational knowledge of international business and marketing concepts to understand the scope and impact on the economy.**

- a. Define international business/marketing.
- b. Explain why nations engage in international trade.

- c. Describe how international trade affects the economic interdependence of nations.

**Academic Standards:**

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*SSEMA4 The student will explain why individuals, businesses and governments trade goods and services.*

*SSEMA5 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.*

*SSEMA6 The student will explain how changes in exchange rates can impact the purchasing power of individuals in the United States and in other countries.*

**DISTRIBUTION AND LOGISTICS**

**MKT-MP-6 Utilize distribution knowledge to manage supply-chain activities.**

- a. Identify channels of distribution and factors that influence the length/width of each channel.
- b. Explain the marketing functions of transportation and storage.
- c. Interpret common buying and shipping terms.
- d. Explain the receiving process.
- e. Compare and contrast manual and computerized inventory control systems.
- f. Analyze how distribution affects the cost of products.
- g. Identify the distinguishing characteristics of retailers, wholesalers, agents, and brokers.

**Academic Standards:**

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.*

*SSEMI3 The student will explain how markets, prices and competition influence economic behavior.*

## **FINANCE IN MARKETING**

### **MKT-MP-7 Employ financial knowledge and skill to facilitate marketing decisions.**

- a. Explain the nature and scope of finance in marketing.
- b. Describe the difference between business finance and customer credit.
- c. Identify problems involving simple and compound interest, discounts, sales tax, and credit charges related to financial transactions.
- d. Identify the types and purposes of credit.
- e. Describe the various types of financial records that should be analyzed in making marketing decisions.
- f. Relate profit, cash flow, and sales to the financial plan.

#### **Academic Standards:**

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*MM3P1 Students will solve problems (using appropriate technology).*

*MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.*

*SSEPF4 The student will evaluate the costs and benefits of using credit.*

*SSEMA1 The student will illustrate the means by which economic activity is measured.*

## **MARKETING RESEARCH**

### **MKT-MP-8 Acquire foundational knowledge of marketing information and research to understand its scope on business and marketing decisions.**

- a. Define the role of marketing information management.
- b. Describe the types of marketing research (advertising, product, market, and sales).
- c. Trace the steps in designing and conducting research.
- d. Contrast the differences in primary and secondary data.
- e. Define methods used to collect primary and secondary data.
- f. Demonstrate knowledge of the terms population, sample, bias, and error.
- g. Relate trends and limitations in marketing research.

**Academic Standards:**

*ELA11W3 The student uses research and technology to support writing.*

*ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*MM3P1 Students will solve problems (using appropriate technology).*

*SCSh3 Students will identify and investigate problems scientifically.*

**PRODUCT AND SERVICE PRICING**

**MKT-MP-9 Utilize pricing strategies to maximize return and meet customers' perception of value.**

- a. Explain the nature and scope of pricing.
- b. Distinguish between market share and market position.
- c. Compare and contrast markup, markdown, sale prices, and discount dollars and percentages.
- d. Identify key price mix strategies.
- e. Explain pricing policies in relation to product life cycle.

**Academic Standards:**

*MM3P1 Students will solve problems (using appropriate technology).*

*MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.*

**PRODUCT/SERVICE DEVELOPMENT AND PLANNING**

**MKT-MP-10 Employ processes and techniques to develop, maintain, and improve a product/service mix to utilize market opportunities.**

- a. Analyze the purpose of product/service planning in marketing.
- b. Examine how businesses determine products/services to produce and sell.
- c. Detail the procedure of positioning products/services.
- d. Identify key product mix strategies and explain the significance of brands in product planning.
- e. Explain the significance of brand names in product planning.

**Academic Standards:**

*ELA11W3 The student uses research and technology to support writing.*

*ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

## **PRODUCT AND SERVICE SELLING**

### **MKT-MP-11 Employ processes and techniques to sell goods, services and ideas.**

- a. Explain the purpose and importance of personal selling.
- b. Differentiate between types of customer buying motives.
- c. Identify customer service techniques.
- d. List and explain the steps involved in a sales presentation.
- e. Determine ethical standards for sales representatives who work on commission sales.

#### **Academic Standards:**

*ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrates solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

*MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.*

*SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.*

## **PRODUCT AND SERVICE PROMOTION**

### **MKT-MP-12 Utilize promotional knowledge and skill for communicating information to achieve a desired marketing outcome.**

- a. Explain the purposes of promotion.
- b. Identify the types of promotion including personal selling, advertising, and public relations.
- c. Define promotional mix and promotional mix strategies.
- d. Identify the types of advertising media and media costs.
- e. Define cooperative advertising.
- f. Distinguish between publicity and public relations.

- g. Analyze the impact of media on the public.
- h. Determine the legalities and ethics of what can and cannot be said in promoting/advertising a product or service.

**Academic Standards:**

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrates solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

**CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.