

PROGRAM CONCENTRATION: Marketing, Sales & Services
COURSE TITLE: Basic Skills of Marketing – Sixth Grade

COURSE DESCRIPTION:

The “Basic Skills of Marketing” is the middle school introductory course to Marketing. This course will insure that students learn the fundamentals about our free enterprise system and how marketing is imperative to our economy. Students will gain knowledge about basic marketing concepts, and they will develop skills that allow them to use the marketing information through project-based instruction. This course will encourage entrepreneurial interests and develop entrepreneurial abilities thereby fostering the idea of self-employment as an income generating option. Students will develop basic personal and social skills through their development of portfolios and their delivery of presentations. Participation in DECA will reinforce the students’ business and marketing skills as well as develop skills in leadership, competition and community service.

Important Note: The foundational skills in marketing will build from sixth to eighth grade thus allowing for greater depth of concentration in high school marketing courses. Standards MSMSS6-5, MSMSS6-6 and MSMSS6-7 should be incorporated throughout the course.

MSMSS6-1: Students will define marketing and show how marketing fits into their daily lives.

- a. Define the terms marketing and market.
- b. Illustrate the difference between a good/product and a service.
- c. Explain the difference between a target market and a universal market.
- d. Explain the term marketing mix.
- e. Distinguish between a customer and a consumer.
- f. Determine the difference between a need and a want.
- g. List and define the four P’s of marketing.

SAMPLE TASKS:

- a. Students will make a list of all the goods and services that their family has purchased in the last month, and they will make the following differentiations: Was the item a good or a service? Was the item targeted to them? Was the item a need or a want? Were they the customers or the consumers?
- b. Students will create a visual presentation to demonstrate how “Marketing Touches Everyone’s Life on a Daily Basis”.
- c. Students will demonstrate their understanding of the 4P’s of marketing. They will choose a company from which they frequently buy (i.e., McDonalds, Nike, etc...). Students will identify that company’s target market and marketing mix.

ACADEMIC STANDARDS:

ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA6R3: The student reads aloud, accurately, familiar material in a variety of genres, in a way that makes meaning clear to the listeners.

ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA6W2: The student demonstrates competence in a variety of genres.

ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.

NATIONAL STANDARDS:

Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.

Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.

Standard 4: Use communication skills to facilitate information flow in marketing sales and service.

MSMSS6-2: Students will investigate and implement basic economic concepts.

- a. Define economics.
- b. Explain how economics is foundational to marketing.
- c. Define a free market economy.
- d. Explain marketing's role in a free market economy.
- e. List and explain the three types of businesses.
- f. Explain the concept of supply and demand.
- g. Explain marketing's role in supply and demand.
- h. Explain the effect of supply and demand on price.

SAMPLE TASKS:

- a. Using the internet students will locate a local example of each type of business ownership. On a poster, they will show the following: a picture of the business, the location of the business, the hours of operation, a list of goods sold and a list of services offered.
- b. Students write a paper comparing the Free Market Economy in this country to any other economic system in the world. The paper should show at least three positives and three negatives of each economic system.
- c. Students will be given a chart listing 10 products. They will determine how these products are affected by supply and demand by identifying whether supply and demand is high or low and as a result whether the price is high or low. In addition, they will write a brief statement describing how each product is affected by supply and demand.

ACADEMIC STANDARDS:

SS6E1: The student will analyze different economic systems.

ELA6RC3: The student will acquire new vocabulary in each content area and uses it correctly.

ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

M6P4: Students will make connections among mathematical ideas and to other disciplines.

M6P3: Students will communicate mathematically.

M6P1: Students will solve problems (using appropriate technology).

M6P5: Students will represent mathematics in multiple ways.

NATIONAL STANDARDS:

Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service

Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service

Standard 4: Use communication skills to facilitate information flow in marketing sales and service

Standard 6: Apply technological tools in marketing, sales and service to expedite work flow

MSMSS6-3: Students will examine the relationship between entrepreneurship and marketing.

- a. Define the terms entrepreneur and entrepreneurship.
- b. Identify entrepreneurial businesses.
- c. Recognize the value of entrepreneurs to our society/economy.
- d. Explain how our free enterprise system encourages entrepreneurial activities.
- e. List the personality traits and the skills needed by an entrepreneur.
- f. List the benefits and risks involved in being an entrepreneur.
- g. Define start-up capital and determine ways to generate capital to start a business.
- h. Define and explain the profit formula.

SAMPLE TASKS

- a. Students will create a visual presentation that shows the characteristics, personality traits and skills needed by an entrepreneur.
- b. Students will interview an entrepreneur in their community. They will prepare a list of questions to ask the entrepreneur. Upon completion, the student will write a brief essay on the entrepreneur.
- c. Students will divide into small groups and develop a product that they can produce in class with a start-up capital of fifty cents per member. The product must be targeted to their classmates. Students will make an oral presentation to a panel of judges to determine which group had the largest profit.

ACADEMIC STANDARDS:

SS6E4: The student will explain personal money management choices in terms of income, spending, credit, saving and investing.

SS6E1: The student will analyze different economic systems.

ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

M6P3: Students will make connections among mathematical ideas and to other disciplines.

M6P4: Students will communicate mathematically.

M6P5: Students will solve problems (using appropriate technology).

M6P6: Students will represent mathematics in multiple ways.

NATIONAL STANDARDS:

Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.

Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.

Standard 4: Use communication skills to facilitate information flow in marketing sales and service.

Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.

MSMSS6-4: Students will conduct market research and explain the value of market research to a business.

- a. Define the term marketing research.
- b. Define data.
- c. Provide examples of primary and secondary data.
- d. Develop a survey using the 4 P's of marketing.
- e. Administer the survey.

- f. Collect and interpret survey results.
- g. Define a test market.
- h. Conduct a test market.
- i. Define a focus group.
- j. Using the data collected, develop a bar graph to show results.
- k. List the three parts of the communication process
- l. Explain the difference between open-ended questions and close-ended questions.
- m. Determine the impact of non-verbal communication.
- n. Defend the need to conduct marketing research.
- o. List the benefits of the marketing research to a company.

SAMPLE TASKS

- a. Students will develop a survey using closed ended questions to make determinations about their product or service. The survey should be administered to a focus group of their peers. Students will develop a bar graph to demonstrate the results.
- b. Students working from a teacher generated list of emotions (i.e. anger & fear) will create a collage of pictures showing examples of non-verbal forms of communication.
- c. As a class, students will brainstorm to develop a research survey of products they would most like to sell in the school store. The products may include snacks and school supplies. The survey must include specific questions and choices:
 - What products do you like the most? (rank from most liked to least liked)
 - What do you like about your choices? (taste, color, popularity, cost, size, etc.)
 - What do you not like about your choices? (taste, color, cost, size, etc.)
 - What are you willing to pay for your top choice?

ACADEMIC STANDARDS:

- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- ELA6W2: The student demonstrates competence in a variety of genres.*
- ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.*
- ELA6W3: The student uses research and technology to support writing.*
- ELA6LSV2: The student listens to and views forms of text and media in order to gather and share information, persuade others and express and understand ideas.*
- S6CS8: Students will investigate the characteristics of scientific knowledge and how it is achieved.*
- S6CS9: Students will investigate the features of the process of scientific inquiry.*
- M6D1: Students will pose questions, collect data, represent and analyze the data and interpret the results.*

NATIONAL STANDARDS:

- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.*
- Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*
- Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*
- Standard 6: Apply technological tools in marketing, sales and service to expedite work flow.*
- Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.*

MSMSS6-5: The student will use technology to develop and deliver formal presentations

- a. Demonstrate skills utilizing available technology.
- b. Determine the steps in making an effective, properly sequenced presentation using available technology
- c. Demonstrate knowledge of and/or skills needed in using current technology

SAMPLE TASKS:

- a. Develop and deliver a formal presentation using at least three types of technology.
- b. Research and give a presentation on the most current technology used in marketing.
- c. Exhibit the steps in making a properly sequenced presentation.

ACADEMIC STANDARDS:

ELA6W2: The student demonstrates competence in a variety of genres.

ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.

M6P1: Students will solve problems (using appropriate technology).

M6D1: Students will pose questions, collect data, represent and analyze the data and interpret the results.

NATIONAL STANDARDS:

Standard 4: Use communication skills to facilitate information flow in marketing sales and service.

Standard 6: Apply technological tools in marketing, sales and service to expedite work flow.

Standard 12: Employ technical skills to understand and perform marketing, sales and service activities.

MSMSS6-6: Students will understand and be able to participate in DECA, the professional student organization for marketing students.

- a. Develop leadership skills by engaging in local chapter meetings and local and state leadership activities/conferences.
- b. Utilize Roberts Rules of Order.
- c. Explain the importance of working cooperatively with others to plan/conduct DECA meetings.
- d. Participate in School Service activities.
- e. Participate in DECA competitions.
- f. Develop a community service campaign and make a formal presentation detailing the plan.

SAMPLE TASKS:

- a. Students will film a DECA meeting and then critique any Roberts Rules of Order errors.
- b. Students will develop a DECA school service project and present the project to the administration for approval.
- c. Students will attend or participate in a local/regional DECA competition.
- d. Students will decide on and participate in a community service project. The participants will present the outcome in a power point at a DECA meeting.

ACADEMIC STANDARDS:

- ELA6R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA6R3: The student reads aloud, accurately, familiar material in a variety of genres, in a way that makes meaning clear to the listeners.*
- ELA6RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- ELA6W2: The student demonstrates competence in a variety of genres.*
- ELA6LSV1: The student participates in student-to-teacher, student to student, and group verbal interactions.*

NATIONAL STANDARDS:

- Standard 1: Integrate social-studies skills into marketing, sales and service to better understand customers and the economic environment in which they function.*
- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales and service.*
- Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*
- Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*
- Standard 5: Apply problem-solving and critical thinking skills to help grow the business and to resolve workplace conflict.*
- Standard 6: Apply technological tools in marketing, sales and service to expedite work flow.*
- Standard 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*
- Standard 8: Implement safety, health and environmental controls to enhance productivity in marketing, sales and service.*
- Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.*
- Standard 10: Exhibit ethical behavior in marketing, sales and service to create goodwill and trust.*
- Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales and service careers.*
- Standard 12: Employ technical skills to understand and perform marketing, sales and service activities.*

MSMSS6-7: Students will develop a career portfolio.

- a. Use an online career development program (GCIS, Career Cruising, etc.) to determine interests, abilities and attitudes.
- b. Create a student profile/resume.
- c. Obtain a general letter of recommendation from a teacher and a community leader.
- d. Participate in a dress for success activity and document the importance of appropriate dress in business settings.
- e. Participate in a mock interview.
- f. Define networking and determine its importance in the job-finding process.
- g. Implement the community service event developed in standard 6/element f and document the results.
- h. Assess the personal, social, technical (business and marketing) and leadership skills developed as a result of participating in a DECA leadership event/conference and DECA competitive events.

- i. Assess your interests/abilities and determine if you are suited for a career as an entrepreneur or whether you are more suited for traditional employment (i.e., work for an established company/business).

SAMPLE TASKS:

Students will create a career portfolio that includes but is not limited to the aforementioned documents:

- Students will complete a personality profile and use the information to create a Poster entitled: **“Marketing Me.”** The poster will include 1- A picture that represents the student in a marketing job that fits the outcome of his profile (i.e. product) 2 A picture of a company that employs individuals in their desired career path (i.e. place) 3- The salary for this career and a picture depicting the lifestyle possible (house, car, etc.) in this salary range (i.e. price) 4- Present the project to the teacher and the class (i.e. promotion).
- Students will divide into small groups and each group will be responsible for recommending one person in the community who is involved in the field of marketing to serve on the marketing advisory committee. Students will make contact and offer the invitation to serve. Each group will develop a profile of their member and present to it the class.
- Students will create a mobile depicting various career choices in marketing and create a career profile for each of the careers. Students will then select the career that interests them most. They will present their mobile to the class and discuss their career choice.

ACADEMIC STANDARDS:

- ELA 6R1: The student demonstrates comprehension and shows evidence of warranted and responsible explanation of a variety of literary and informational texts.*
- ELA6W3: The student uses research and technology to support writing*
- ELA6LSV2: The student listens to and views forms of text and media in order to gather and share information, persuade others and express and understand ideas*
- SS6E4: The student will explain personal money management choices in terms of income, spending, credit, saving and investing*

NATIONAL STANDARDS:

- Standard 3: Apply language arts skills to enhance business opportunities in marketing, sales and service.*
- Standard 4: Use communication skills to facilitate information flow in marketing sales and service.*
- Standard 9: Employ leadership and teamwork skills to facilitate work flow in marketing, sales and service.*
- Standard 10: Exhibit ethical behavior in marketing, sales and service to create goodwill and trust.*
- Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales and service careers.*
- Standard 12: Employ technical skills to understand and perform marketing, sales and service activities.*

READING STANDARD COMMENT:

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines.

Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAEMRC-1: Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas.
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books.
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context.
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

WRITING:

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

CTAEW-1: The student demonstrates competence in a variety of genres.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

CTAEW-2: The student uses research and technology to support writing.

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

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 (NASDCTE), 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.