

**PROGRAM CONCENTRATION:** Marketing, Sales & Services

**COURSE TITLE:** Exploring Marketing Education – Seventh grade

**COURSE DESCRIPTION:** The seventh grade “Exploring Marketing Education” course connects foundational business and marketing concepts to general business and marketing activities. The course is designed to give students a basic understanding of the marketing concept and the seven functions of marketing. As a result of engaging in the student organization, DECA, students will continue to develop their technical skills in marketing, as well as their leadership and presentation skills. Through the continuation of the career portfolio project, students will examine career opportunities in marketing and management and explore the necessary job skills needed to obtain positions in this field.

**IMPORTANT NOTE:** Standards MSMSS7-3, MSMSS 7-4 AND MSMSS 7-5 should be incorporated throughout the course.

**MSMSS7-1: Review foundational knowledge of business and marketing concepts and apply the concepts to general business and marketing activities.**

- a) Discuss the manner in which marketing affects business, society, and the economy.
- b) Explain the benefits of the free market economy.
- c) Determine the value of entrepreneurs and entrepreneurship in our economy.
- d) Determine the economic factors that impact employment opportunities.

**SAMPLE TASKS:**

- a. Students will construct a chart showing the types of business ownership. Under each type, the student will list three businesses in the local community.
- b. Using file cards, yarn, and a coat hanger have students create a mobile that contains the traits of successful entrepreneurs.
- c. Students will imagine that they have decided to become entrepreneurs. Have them answer the following questions in a written report:
  - a. What kind of product would they sell?
  - b. Would they market the product to consumers or businesses? Why?
  - c. What type of ownership would they choose? Why?
  - d. In their report, they should also include the advantages and disadvantages of being an entrepreneur and the possibilities of success.
- d. Have the student imagine they are in charge of a country. Which type of economy would they choose to run the country? Students should make a chart that describes the type of economy and their reasons for choosing it.

**ACADEMIC STANDARDS:**

*SS7E1: The student will analyze different economic systems.*

*S7CS1: Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits on their own efforts to understand how the world works.*

*M7P4: Students will make connections among mathematical ideas and other disciplines.*

**NATIONAL STANDARDS:**

*Standard 1: Integrate social-studies skills into marketing, sales, and service to better understand customers and the environment in which they function.*

**MSMSS7-2: Acquire foundational knowledge of marketing concepts to understand the functions of marketing.**

- a) Develop a graphic which depicts the functions of marketing.
- b) Relate the importance of the financing function to marketing and business.
- c) Identify the activities used to gather marketing information in the information management function.
- d) Discover the methods of distribution used by businesses to provide products and services to their customers.
- e) Illustrate how businesses develop and improve products as part of the product management function.
- f) Discuss the importance of the pricing function to a business.
- g) Demonstrate how the promotion function informs, expresses, and persuades through oral and written communication.
- h) Demonstrate the personal communication techniques used in the selling function (customer service, sales presentations, e-commerce, use of the telephone and product demonstrations).

**SAMPLE TASKS:**

- a. Students will create a spoke shaped graphic organizer for the functions with the title “Marketing Functions” in the center and a function at the end of each spoke. As the functions are discussed, the function will be entered. The purpose is to show how all of the functions are interrelated.
- b. Using old magazines and construction paper, students will create a scrapbook on the marketing functions. They should find pictures which illustrate each function and have a separate page for each of the functions.
- c. Using the classified section in the local newspaper or an on-line job search site, students will find at least one job for each of the seven functions. Using the ads, they will then create a poster about the seven functions. In their poster they will identify which function appears to have the most career opportunities and why they believe this is the case.
- d. Students will choose one of the functions of marketing, find a job in this function and print the job description. They will write a report that describes the job and lists the qualifications. In their report, students need to explain why they would or would not like the job. Students may use the following Web sites to help them locate information about jobs: ([www.monster.com](http://www.monster.com); [www.ajb.dni.us](http://www.ajb.dni.us); <http://www.gcic.peachnet.edu>; [www.careercruising.com](http://www.careercruising.com); [www.careervoyages.gov](http://www.careervoyages.gov); [www.dol.gov](http://www.dol.gov), and <http://www.acinet.org/acinet/>).

**ACADEMIC STANDARDS:**

- M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*
- M7P4: Students will make connections among mathematical ideas and to other disciplines.*
- M7P5: Students will represent mathematics in multiple ways.*
- SS7E4: The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.*
- ELA7R2: The student understands and acquires new vocabulary and uses it correctly in reading and writing.*
- ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- S7CS3: Students will have the computation and estimation skills necessary for analyzing data*

NATIONAL STANDARDS:

*Standard 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*

**MSMSS7-3: Utilize foundational knowledge of presentation skills to gauge the impact of communication and promotion on products and services in the market place.**

- a) Review the steps in a formal presentation.
- b) Explain how presentations inform, express and persuade.
- c) Explain the important role of presentations in promoting products and services.
- d) Develop a formal presentation which explains/promotes Standards 1, 2 or 4 in this course.
- e) Show mastery of technology in all presentations.

SAMPLE TASKS:

- a) Using available technology, students will develop a presentation, on a marketing career which interests them. If possible, the presentation should use at least one visual special effect and one sound effect.

ACADEMIC STANDARDS:

*ELA7W3: The student uses research and technology to support writing.*

*ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions*

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*M7P1: Students will solve problems (using appropriate technology).*

*M7P4: Students will make connections among mathematical ideas and to other disciplines.*

NATIONAL STANDARDS:

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

*Standard 4: Use communications skills to facilitate information flow in marketing, sales and service.*

*Standard 6: Apply technological tools in marketing, sales, and service to expedite workflow.*

**MSMSS7-4: Utilize foundational knowledge of the co-curricular student organization, DECA, to increase technical skills in marketing and business and further develop social skills.**

- a) Determine the personal skills (such as leadership, confidence. etc.), social skills (such as poise, team work, etc.) and educational benefits (related to business and marketing) of DECA to marketing education students.
- b) Define the term co-curricular and explain the benefits of the co-curricular student organization, DECA, to the Marketing Education Program.
- c) Participate in a DECA leadership event/conference or a regional/state DECA competitive event.
- d) Identify effective group interaction strategies.
- e) Develop a community service project to expand leadership, teamwork, and service learning skills.

**ACADEMIC STANDARDS:**

- ELA7LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions*
- S7CS1: Students will explore the importance of curiosity, honesty, openness, and skepticism and will exhibit these traits in their own efforts to understand how the world works.*
- ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- M7P1: Students will solve problems (using appropriate technology)*

**NATIONAL STANDARDS:**

*Standard 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service activities*

**MSMSS7-5: Utilize foundational knowledge of career portfolios to further develop a career plan.**

- a) Explain how the career decision making process is developmental.
- b) Differentiate between a job and a career (i.e., education and/or training needed, experience required, etc.)
- c) List sources of information on careers and employment trends.
- d) Explain how personal interests and abilities impact lifelong learning.
- e) Develop a career plan including high school programs/courses and postsecondary degrees.
- f) Assess the skills developed and/or enhanced as a result of participating in a DECA leadership conference and a competitive events conference.
- g) Implement a community service project and assess the skills developed and/or enhanced as a result.

**SAMPLE TASKS:**

- a. Using the school's media center or a computer lab, students will research marketing management positions and develop a career ladder. In the ladder, students should list the educational requirements for each position and the salary range. Stress to the students the importance of continuing education for advancement in responsibility and salary.
- b. Ask the students to visit two different types of businesses and get copies of the businesses' job applications. In class, students should complete the applications. For a class discussion, discuss the similarities and differences in the applications.
- c. For this activity, students will interview two employed adults. For the interview, students should ask the following questions:
  - a. How did they learn of the opening at the current employment site?
  - b. What were the company's requirements for applying for the job?
  - c. Did they submit a resume and cover letter?
  - d. What kinds of questions were they asked during the interview?

**ACADEMIC STANDARDS:**

- ELA7RC3: The student acquires new vocabulary in each content area and uses it correctly.*
- ELA7W3: The student uses research and technology to support writing.*
- SS7E4: The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.*

### NATIONAL STANDARDS:

*Standard 11: Implement employability and career-development skills to obtain and progress in marketing, sales, and service careers.*

### **MSMSS7-6: Utilize elements of the marketing functions to develop a new product.**

- a. Develop a new product that can be marketed to peers
- b. Describe the importance of the marketing functions to the development of a new product.

### SAMPLE TASKS:

This task is a culmination task and will use all of the standards.

1. Have students form groups. (Try to limit groups to a maximum of five members.) These groups will represent companies. During this part of the activity, students will brainstorm and develop their company name, logo, motto, and mission statement.
2. The class will brainstorm ideas for product categories and the class will determine the best category.
3. Each group decides on a product from the category selected above and writes a product description.
4. In an essay, groups explain how they will use each of the functions in marketing their product.
5. Groups develop product surveys and conduct their survey.
6. Groups observe their target market using the product.
7. Groups write reports on how to use the data from the survey.
8. Graphs are constructed to display survey results visually.
9. Groups work individually to develop a promotion for their products.
10. Groups will present their products to buyers at a trade show.
  - a. The trade show can be held in the classroom, media center, or any facility that can accommodate this activity.
  - b. For this activity, each group will need a table to display their product. A science fair type board is suggested for the promotional display. Group members should be prepared to present the features and benefits of their chosen product to the buyers.
  - c. It is suggested that the buyers be other teachers. Acting as buyers from a large chain store, the buyers will move from booth to booth and listen to the presentations. They will then select three products for possible purchase. For each product they may order up to 500 units.

### ACADEMIC STANDARDS:

*ELA7LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*S7CS3: Students will have the computation and estimation skills necessary for analyzing data*

*SSEIN1: The student will explain why individuals, businesses and governments trade goods and services.*

*M7D1: Students will pose questions, collect data, represent and analyze the data, and interpret results.*

### NATIONAL STANDARDS:

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

*Standard 4: Use communication skills for 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 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 (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.