

PROGRAM CONCENTRATION: Marketing, Sales and Services

COURSE TITLE: Pathways in Marketing – Eighth Grade

COURSE DESCRIPTION:

The eighth grade course, Pathways in Marketing, introduces the five curriculum pathways in Marketing, Sales and Services and leads students to understand the different careers available in each pathway. The project-based tasks require students to differentiate among the various marketing venues. The study of the Career Pathways also provides students with a basic understanding of the terms associated with each pathway. Foundational concepts in marketing are reviewed by asking students to draw conclusions about concepts covered in the sixth and seventh grade courses. Students continue to participate in the student organization, DECA, An Association of Marketing Students.

Foundational Business and Marketing Concepts

MSMSS8-1: Students will review foundational knowledge of business and marketing concepts and apply the concepts to general business and marketing activities.

- a) Develop a presentation illustrating how marketing affects our businesses, our economy and our overall society.
- b) Promote the benefits of the free market economy in your school.
- c) Develop questions and interview entrepreneurs, using the knowledge gained in sixth and seventh grade concerning entrepreneurship.
- d) Develop a report which details the economic factors that impact employment opportunities.

SAMPLE TASKS:

- a. Create a presentation (puppet show, rap, song, poem, skit, etc.) that explains how marketing impacts the economy and present it to the class or another group.

ACADEMIC STANDARDS:

SS6E1: The student will analyze different economic systems.

SS8E2: The student will explain the benefits of free trade.

SS8E1: The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS6CG6: The student will compare and contrast various forms of government.

SS6CG1: The student will compare and contrast various forms of government.

ELA8C1: 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.

ELA8RC2: The student participates in discussions related curricular learning in all subject areas.

NATIONAL STANDARDS:

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

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

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

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

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

Hospitality, Travel, and Tourism Marketing

MSMSS8-2: Students will determine the marketing opportunities in Georgia provided through the hospitality industry (travel, lodging and tourism).

- a. Determine the importance of the hospitality industry (travel, lodging and tourism) to Georgia's economy.
- b. Provide examples that illustrate all parts of the hospitality industry in Georgia.
- c. Differentiate between business and leisure travel.
- d. Compare and contrast the different forms of transportation and the associated costs (bus, airline, boat, public transportation, private vehicle) available for travelers.
- e. Differentiate between the different types of recreational facilities.
- f. Develop a graphic highlighting the job opportunities in the hospitality industry.

SAMPLE TASKS:

- a. Design a travel brochure about a city or venue of interest.
- b. Develop media illustrating Georgia's historical venues.
- c. Create a chart that diagrams the duties of the Georgia Hospitality Association, the Georgia Chamber of Commerce, and /or the Georgia Department of Industry and Trade.
- d. Setup a community forum and invite speakers from the Visitor's Bureau, the Chamber of Commerce and/or the Economic Development Commission in your city to discuss the benefits tourism and trade on the local economy.
- e. Plan a mock business trip to a conference center outside your local area.

ACADEMIC STANDARDS:

ELA8C1: 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.

ELA8W3: The student uses research and technology to support writing.

M8D1: Students will apply basic concepts of set theory.

S8CS6: Students will communicate scientific ideas and activities clearly.

SS8E3: The student will evaluate the influence of Georgia's economic growth and development.

SS8G2: The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports help drive the state's economy.

SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

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

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 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*
- Standard 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service.*
- 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.*

Sports and Entertainment Marketing

MSMSS8-3: Students will investigate and determine the role of management and financial planning in the sports and entertainment industries.

- a. Distinguish between sports marketing and entertainment marketing.
- b. Discuss the importance of the sports and entertainment industries to Georgia's economy.
- c. Compare the governance organizations for sports at the high school, college, and professional levels.
- d. Investigate the financial aspects of a sports marketing and/or entertainment marketing event and calculate the actual dollars needed.
- e. Compare and contrast local entertainment venues.
- f. Develop a graphic highlighting the job opportunities in the sports and entertainment industry.

SAMPLE TASKS:

- a. Prepare and present a two week promotion plan for a sports or entertainment event.
- b. Research and discuss trends in the sports and entertainment industries.
- c. Create a sports or entertainment activity that can be held at your school.
- d. Illustrate the levels of governance in sports management (Examples NCAA, GHSA, etc).

ACADEMIC STANDARDS:

- ELA8C1: 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.*
- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA8W3: The student uses research and technology to support writing.*
- M8D1: Students will apply basic concepts of set theory.*

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 7: Implement, modify, and improve business and marketing systems to facilitate business activities.*
- Standard 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service.*
- 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.*

Fashion Marketing

MSMSS8-4: Students will interpret marketing opportunities within the fashion industry.

- a. Distinguish between fashion, mass fashion and high fashion.
- b. Investigate characteristics of a successful designer (Vera Wang, Ralph Lauren, etc.) including their signature style, niche market and tie-in markets.
- c. Outline theories of fashion.
- d. Determine trends in fashion over the past several decades.
- e. Illustrate careers available in the fashion industry.
- f. Identify domestic and international fashion centers.
- g. Distinguish between mark up and mark down and determine their effect on price.

SAMPLE TASKS:

- a. Create a prototype of a fashion display (free standing shadow box) that centers on a season of the year and a chosen clothing line.
- b. Design a visual that illustrates “what’s hot” and “what’s not” in the fashion industry.
- c. Research a fashion designer and prepare a presentation about the successful marketing strategies used by the designer.
- d. Prepare a game based on fashion careers.
- e. Discuss the effect of mark up and mark down on the price of specified items.

ACADEMIC STANDARDS:

- ELA8C1: 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.*
- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA8W3: The student uses research and technology to support writing.*
- S8CS6: Students will communicate scientific ideas and activities clearly.*
- SS8G1: The student will describe Georgia with regard to physical features and location.*
- SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.*
- SS8CG5: The student will analyze the role of local governments in the state of Georgia.*
- S8CS3: Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.*
- SS8E2: The student will explain the benefits of free trade.*
- SS8E3: The student will evaluate the influence of Georgia's economic growth and development.*
- M6A2: Students will consider relationships between varying quantities.*

NATIONAL STANDARDS:

- Standard 2: Solve mathematical problems to obtain information for decision making in marketing, sales, and service.*
- 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 9: Employ leadership and teamwork skills to facilitate workflow in marketing, sales, and service.*

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.

Entrepreneurship

MSMSS8-5: Students will apply their knowledge of entrepreneurship by engaging their classmates in a career exploration project in entrepreneurship.

- a. Develop a plan for a marketing research project which informs all the students in the school about entrepreneurship as a career option.
- b. Develop and host a focus group involving a cross section of students in the school.
- c. Create and administer a research survey involving a cross section of students in the school.
- d. Interpret the results of a research survey.
- e. Relate the results of the survey to the school.

SAMPLE TASKS:

- a. Create a survey on marketing and entrepreneurship careers to determine which ones students in your school are most interested.
- b. Interpret the results of your survey.
- c. Using the results of your survey, invite individuals from identified areas to participate in a forum.
- d. Host a forum and invite community leaders and business owners from the fields of marketing, management, and entrepreneurship to share information about their careers.
- e. Host a forum that includes DECA members from the local high school.

ACADEMIC STANDARDS:

SS8E3: The student will evaluate the influence of Georgia's economic growth and development.

ELA8C1: 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.

ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.

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

NATIONAL STANDARDS:

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

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Marketing Careers

MSMSS8-6: Students will utilize knowledge of marketing career areas to conduct research on a chosen marketing occupation and present the findings to the class.

- a. Identify current employment opportunities and the education needed in various pathways in marketing.

SAMPLE TASKS:

- a. Research current employment opportunities in marketing and chosen pathways.
- b. Determine the pathway and career that interests you most and develop a presentation detailing the reasons for your choice.
- c. Conduct an informational interview with a person who works in a field of interest. Prepare a report listing the pros and cons of working in this field as a result of the interview.
- d. Participate in a Dress for Success Day that exemplifies professional dress in the marketing workplace.

ACADEMIC STANDARDS:

ELA8C1: 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.

ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA8W3: The student uses research and technology to support writing.

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

NATIONAL STANDARDS:

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STUDENT ORGANIZATION: DECA

MSMSS8-7: Students will understand and explore the opportunities offered by DECA, the co-curricular organization for Marketing students.

- a. Differentiate among the various leadership opportunities available to DECA members.
- b. Compare and contrast DECA competitive events.

- c. Attend and participate in DECA competitive events and/or a DECA leadership conference
- b. Determine how DECA can help students decide on careers of interest to them.
- c. Explain how DECA helps students set personal and professional goals, build confidence, develop problem-solving skills and learn to work as a contributing member of a team.

SAMPLE TASKS:

- a. Create and participate in DECA Week activities.
- b. Hold and participate in a local competitive event. This event can be held as a countywide activity.
- c. Participate in a community service activity sponsored by DECA.
- d. Participate in a DECA function at the high school level.
- e. Design a recruitment brochure about DECA.
- f. Hold a special recruitment activity for students, business leaders, and alumni members.
- e. Prepare an electronic portfolio that includes a resume and cover letter for a marketing job.
- f. Participate in a mock job interview.
- g. Create a visual that compares and contrast proper and improper dress in the workplace.

ACADEMIC STANDARDS:

ELA8C1: 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.

ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.

ELA8W3: The student uses research and technology to support writing.

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Presentation Skills

MSMSS8-8 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) Demonstrate how presentations inform, express and persuade.

- c) Explain the important role of presentations in promoting products and services.
- d) Demonstrate mastery of technology in all presentations.

SAMPLE TASKS:

- a. Develop a formal presentation that illustrates and promotes the marketing pathways and DECA.

ACADEMIC STANDARDS:

- ELA8C1: 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.*
- ELA8RC2: The student participates in discussions related to curricular learning in all subject areas.*
- ELA8W3: The student uses research and technology to support writing.*

NATIONAL STANDARDS:

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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.