

Course Title	Content Area	Grade Level	Credit (if applicable)		
Marketing I	Business (CTE)	10th -12th	0.5 BPS High School Credit		
Course Description					
Marketing I is a dynamic course that explores the essential role marketing plays in the business world and everyday life. Students will learn how companies develop products, conduct market research, set prices, create promotions, and build strong brands through both traditional and digital channels. The course covers a wide range of marketing areas including advertising, social media, public relations and consumer behavior. Through creative projects and real-world case studies, students will gain hands-on experience in planning and executing marketing campaigns. This course is ideal for students interested in business, entrepreneurship, or creative strategy, and provides a strong foundation for future studies or careers in the field of Marketing.					
Aligned Core Resources		Connection to the BPS Vision of the Graduate			
Cengage <i>Marketing, 4th ed, Burrow and Fowler, 2015</i> MBA Research Standards: Marketing Pathway https://www.mbaresearch.org/wp-content/uploads/2022/10/Marketing-Cluster_all.pdf		Meaningfully contribute to a global society COLLABORATION • Demonstrates ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work and value the individual contributions made by each team member SOCIAL AND CROSS-CULTURAL SKILLS • Leverage social and cultural differences to create new ideas and increase both innovation and quality of work Effectively communicate in a global society... COMMUNICATION • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact MEDIA LITERACY • Understand both how and why media messages are constructed, and for what purpose Demonstrate Academic Knowledge and Skills... CRITICAL THINKING AND PROBLEM SOLVING • Collect, assess and analyze relevant information • Reason effectively. Use systems thinking • Make sound judgments and decisions. • Identify, define and solve authentic problems and essential questions. • Reflect critically on learning experience, processes and solutions • Transfer knowledge to other situations			
Additional Course Information: Knowledge/Skill Dependent courses/prerequisites		Link to Equity Audit			
N/A		Marketing I Equity Curriculum Review			
Standard Matrix					
Instructional Area & Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Product/Service Management (PM) Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization	X		X	X	
Channel Management (CM) Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels	X				X
Marketing-Information Management (IM) Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making	X	X			

business decisions					
Market Planning (MP) Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience	X	X			X
Pricing (PI) Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value	X		X		
Promotion (PR) Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome	X			X	
Selling (SE) Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities					X
Communication Skills (CO) Understands the concepts, strategies, and systems used to obtain and convey ideas and information				X	
Customer Relations (CR) Understands the techniques and strategies used to foster positive, ongoing relationships with customers		X		X	X
Marketing (MK) Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives	X	X	X	X	X

Unit Links

[Unit 1: The Marketing Environment](#)
[Unit 2: Market Segmentation & Understanding the Customer](#)
[Unit 3: Pricing & Product/Service Management](#)
[Unit 4: Promotion & Public Relations](#)
[Unit 5: Selling, Customer Relations & Channel Management](#)

Unit Title	
Unit 1: The Marketing Environment	
Relevant Standards:	
Marketing (MK): Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives Product/Service Management (PM): Nature/scope, branding, product-mix strategies Channel Management (CM): Nature and scope of distribution and channel function	
Essential Question(s)	Enduring Understanding(s)
- How do businesses create mutually beneficial exchanges with customers to achieve their goals and satisfy customer needs? - How do companies develop and manage products or services throughout their life cycles to meet changing market demands and maintain a competitive edge? - How does a brand's identity and product mix strategy influence its ability to connect with target audiences and achieve business objectives? - How do businesses strategically select and manage distribution channels to ensure products reach the right customers at the right time and place?	- Successful marketing involves strategically using various tools and techniques to understand customer needs, communicate value, and facilitate exchanges that result in both customer satisfaction and the achievement of organizational objectives. - Effective product/service management is an ongoing process of innovation, adaptation, and strategic decision-making to ensure products remain relevant, competitive, and profitable across their introduction, growth, maturity, and decline stages. - A strong brand identity, combined with a well-defined product mix strategy, is critical for differentiating products, building customer loyalty, and effectively reaching target audiences within a competitive marketplace. - Effective channel management involves a thorough understanding of different distribution channels, their functions, and the key players within them to optimize the flow of goods and services from producer to consumer, ultimately enhancing market reach and customer satisfaction.
Demonstration of Learning	Pacing for Unit
- Interactive poster or digital infographic on the 4Ps and 7 Functions - Group analysis of a business scenario using marketing terminology	Days 1-9
Family Overview (link below)	Integration of Technology:
Family Overview Link English and Spanish	- Google Workspace - Canva /Adobe Express
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Marketing, Goods, Services, Utility, Market, Consumer Market, Organizational Market, Market Share, Target Market, Marketing Mix, 4Ps (Product, Price, Place, Promotion), 7 Functions of Marketing, Marketing Environment	- Print/digital marketing mix graphic organizers - Sample ads, packaging, and product photos (Adweek) - Real-world case examples (articles or video clips)
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions
- Economics: Supply/demand, utility, economic systems - Civics: Legal/ethical business behavior - Language Arts: Vocabulary development, persuasive writing for marketing	- Believing marketing is only advertising - Confusing the 4Ps with the 7 functions - Thinking marketing is only relevant for large businesses or social media
Connections to Prior Units	Connections to Future Units
N/A	- Forms the foundation for all other units - Understanding 4Ps is essential for segmentation, pricing, promotion, and channel decisions in Units 2–5
Differentiation through Universal Design for Learning	

Engagement

- Offer choice: Allow students to select a marketing function they find interesting to research or present.
- Make it relevant: Use real-world examples and ask students to connect one function or “P” to their own experiences.

Representation

- Provide visuals: Supply charts, images, and infographics illustrating the 4Ps and 7 functions.
- Use varied formats: Offer both spoken and written explanations, including video clips explaining marketing roles.

Action & Expression

- Flexible demonstration: Let students create posters, slide decks, or short videos demonstrating understanding of one marketing function.
- Scaffolded tasks: Provide graphic organizers breaking down how each of the 4Ps applies to a sample product.

Teacher Actions that Support Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	Provide a short video with visuals and narration defining marketing, followed by matching terms to definitions and sentence frames: “Marketing helps ___ by ___.”	Use a guided reading on the scope of marketing, followed by small-group discussion with sentence stems: “The scope of marketing includes ___, which is important because ___.”	Assign a short written explanation or presentation where students explain marketing’s role in a chosen business using academic language and examples.
LT2	Use visuals and icons to label the 7 functions (e.g., distribution, pricing) with short definitions and speaking frames: “This is ___; it helps businesses by ___.”	Conduct a card sort activity using function names, descriptions, and examples; students explain matches orally using structured prompts.	Ask students to categorize and describe the 7 functions in writing, using domain-specific vocabulary and applying examples from case studies.
LT3	Introduce the 4Ps with real product images; students complete fill-in-the-blank sentences: “This is the ___; it means ___.”	Guide students in describing how a familiar product uses each of the 4Ps using sentence starters and a graphic organizer.	Assign a writing task where students apply the 4Ps to a new product idea and justify their choices using academic vocabulary and reasoning.

Lesson Sequence	Learning Target	Success Criteria/Assessment
1-2	Learning Target 1 I can explain the purpose and scope of marketing in the business world.	• I can define marketing and its purpose • I can identify how marketing connects businesses and consumers • I can describe how a business uses marketing to achieve goals
3-5	Learning Target 2 I can describe and categorize the 7 functions of marketing.	• I can list the 7 functions • I can match each function to examples • I can analyze how a company uses multiple functions to support a campaign
6-9	Learning Target 3 I can identify and explain the 4Ps of the marketing mix.	• I can define each of the 4Ps • I can compare product and service examples using the 4Ps • I can apply the 4Ps to create a simple marketing plan for a product.

Unit Title	
Unit 2: Market Segmentation & Understanding the Customer	
Relevant Standards: Bold indicates priority	
Marketing-Information Management (IM): Research methods, sampling, data collection, ethics	
Market Planning (MP): Situation analysis, segmentation, SWOT analysis, target selection	
Essential Question(s)	Enduring Understanding(s)
- What role does data play in understanding consumer needs and preferences, and how can businesses effectively use this data to improve their marketing strategies? - How do marketers analyze a business's current situation and identify potential target markets for products or services? - How can understanding a company's strengths, weaknesses, opportunities, and threats (SWOT) contribute to developing effective marketing strategies for a specific target audience?	- Businesses leverage data analytics to gain deep insights into consumer behavior and preferences, enabling them to create personalized and effective marketing strategies that drive customer engagement and satisfaction. - Marketers conduct thorough situational analysis to assess internal and external factors impacting a business, and then apply segmentation techniques to identify and understand specific groups of consumers most likely to be receptive to a product or service. - A SWOT analysis provides a framework for strategically aligning a company's internal capabilities and external market factors to develop targeted marketing strategies that capitalize on strengths and opportunities while mitigating weaknesses and threats, ultimately leading to a competitive advantage.
Demonstration of Learning	Pacing for Unit
- Create a customer profile for a brand - Conduct a SWOT analysis on a local business and present findings	Days 10-18
Family Overview (link below)	Integration of Technology:
Family Overview Link English and Spanish	- Google Forms: Create and analyze a simple customer survey - Canva: Create visual customer personas - Canva: SWOT analysis for brands
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Market Segmentation, Target Market, Demographics, Psychographics, Geographics, Behavioral Segmentation, SWOT Analysis, PEST Analysis, Disposable Income, Discretionary Income, Market research, Customer Profile	- Sample survey questions and templates - Case study data sets or customer research articles - SWOT analysis template
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions
- Math/Data: Collecting and analyzing survey data - Psychology/Sociology: Consumer behavior, needs, and motivations - ELA: Interviewing, interpreting responses, organizing written findings	- Thinking customers fall into only one type of segmentation - Confusing a SWOT analysis with a business plan or general summary - Assuming market research is too complex for small businesses
Connections to Prior Units	Connections to Future Units
- Applies the 4Ps and functions to more strategic planning - Builds on Unit 1's concept of "target market" by using real data	- Segmentation and customer understanding influence pricing (Unit 3), promotion (Unit 4), and selling (Unit 5) - SWOT sets the stage for developing strategic marketing plans
Differentiation through Universal Design for Learning	
Engagement	
- Personal connection: Encourage students to select a product/service they use and segment its customer base. - Collaborative choice: Let teams choose survey topics based on shared interests or passions.	

Representation

- Data visualization: Present survey results using bar graphs, pie charts, and infographics to make patterns clearer.
- Multimodal supports: Provide written, audio, and visual instructions for conducting market research and completing SWOT.

Action & Expression

- Multiple options: Students can demonstrate findings via report, infographic, or short video explaining their customer research
- Use scaffolding tools: Provide sentence starters or question prompts for SWOT categories to support deeper analysis.

Teacher Actions that Support Multilingual/English Learners ([CELP standards](#))

	Emerging	Expanding	Bridging
LT1	Introduce terms like "demographics" and "psychographics" using images of diverse people and related products. Have students match product images to categories like "teens" or "families" using basic visuals. Provide phrases such as "This product is for _____ because it has _____" to describe a market segment.	Guide students through graphic organizers to categorize segmentation variables and apply them to case studies. Students analyze and discuss segmentation strategies, using sentence stems like "This product targets _____ because _____." Students write a paragraph explaining how a company segments its market, using simplified marketing examples.	Students analyze a real company's segmentation strategies and suggest improvements, supporting their ideas with evidence. Students research a new market opportunity and create a detailed segmentation plan. Students research and present on current trends in market segmentation (e.g., personalization, micro-segmentation).
LT2	Provide a pre-written, highly visual survey to gather customer preferences. Students practice asking a few simple questions to a partner, recording responses using a pre-made sheet with visuals. Students use tally marks to count responses and create simple bar graphs.	Provide question templates and guide students to create simple surveys for a product. Guide students to organize survey results using graphic organizers and identify trends (e.g., "Most people prefer _____"). Students practice short interviews with peers, taking notes on key responses, using a simplified guide.	Students design and conduct a small customer research project, including question design, data collection, analysis, and presentation of findings. Challenge students to analyze the methodology and potential biases in presented research studies or data. Students use their research to make product improvement or marketing campaign recommendations.
LT3	Begin with a SWOT analysis for something familiar like a school club or a local store, focusing on identifying simple strengths (e.g., "good players"), weaknesses (e.g., "needs more practice"). Provide a list of potential SWOT elements and have students match them to the correct category in a pre-made template with visuals for each quadrant. Provide frames like "A strength is _____" or "An opportunity is _____" to help students express ideas verbally or in writing.	Provide a SWOT template with guiding questions for each quadrant and work in small groups to complete an analysis for a familiar product or service. Guide students to explain the relationships between SWOT elements (e.g., "Our strength in _____ helps us use the opportunity of _____") using sentence stems. Provide simplified articles or case studies about a company for students to analyze and complete a SWOT analysis.	Students research a real-world company or product, conduct a comprehensive SWOT analysis, and propose strategic actions based on their findings. Students use their SWOT analysis to develop specific marketing objectives and strategies (e.g., how to leverage strengths to seize opportunities). Students present their SWOT analysis and defend their interpretations, including discussing the limitations of the analysis.

Lesson Sequence	Learning Target	Success Criteria/Assessment
10-12	Learning Target 1: I can explain and apply market segmentation strategies.	• I can define demographic, geographic, psychographic, and behavioral segmentation • I can categorize customer groups based on segmentation • Recommend segments for a product based on data
13-15	Learning Target 2 I can conduct basic customer research	• I can list tools used in marketing research (surveys, interviews, etc.) • I can create simple surveys or interviews to collect customer information • I can analyze findings and suggest product or marketing changes
16-18	Learning Target 3 I can complete a basic SWOT analysis	• I can define strengths, weaknesses, opportunities, and threats • I can identify SWOT elements from a real or fictional business • I can use SWOT findings to make recommendations for a

		business strategy
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Unit Title	
Unit 3: Pricing & Product/Service Management	
Relevant Standards: Bold indicates priority	
Pricing (PI): Nature and scope of pricing, ethical considerations, technology	
Product/Service Management (PM): Product-life cycle, product mix, quality assurance	
Essential Question(s)	Enduring Understanding(s)
- How do businesses determine the "right" price for a product or service, considering both profitability and customer value? - What ethical considerations must marketers address when setting and adjusting prices, particularly in relation to fairness and transparency? - How does technology influence pricing strategies, and what are the implications for businesses and consumers? - How do the different stages of the product life cycle impact marketing decisions, from introduction to decline? - How do companies strategically manage their product mix to meet diverse customer needs and achieve overall business objectives? - Why is quality assurance essential in product/service management, and how does it contribute to customer satisfaction and brand reputation?	- Effective pricing strategies involve a delicate balance between covering costs, achieving profitability, and reflecting the perceived value of a product or service to attract and retain customers in a competitive market. - Ethical pricing practices are crucial for building trust with consumers and fostering a positive brand image, requiring marketers to prioritize fairness, honesty, and transparency in their pricing strategies. - Technology plays a significant role in modern pricing, enabling businesses to gather data, analyze pricing trends, implement dynamic pricing models, and personalize offers, while also raising new ethical and competitive considerations for both businesses and consumers. - A product's life cycle (introduction, growth, maturity, decline) dictates the optimal marketing strategies for each stage, requiring adjustments in pricing, promotion, distribution, and product features to maximize success and manage market changes. - Businesses strategically manage their product mix by adding, modifying, or removing products to cater to evolving customer needs, expand market share, and enhance the overall profitability and growth of the company. - Quality assurance ensures that products and services consistently meet or exceed customer expectations, contributing to customer satisfaction, brand loyalty, and a positive brand reputation, which are vital for long-term business success.
Demonstration of Learning	Pacing for Unit
- Develop a pricing strategy for a new product - Analyze the product life cycle of a well-known item	Days 19-27
Family Overview (link below)	Integration of Technology:
Family Overview Link English and Spanish	- Google Sheets: Build pricing strategy models - Canva/Slides: Create product mix diagrams
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Price Skimming, Life cycle pricing, Odd Pricing, Freemium Pricing, Price Lining, Price Anchoring, Subscription Pricing, Dynamic Pricing, Leader Pricing, Geographic Pricing, Bundling, Suggested Retail Pricing, Cost-Based Pricing, Value-Based Pricing, Competition-Based Pricing, Product Life Cycle, Product Mix, Product Line, Brand, SKU	- Sample pricing scenarios and formulas - Cost, markup, and breakeven practice sheets - Product line examples and brand portfolios
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions
Math: Percentages, markup, pricing	Believing price should always equal cost plus a markup

calculations	● Thinking high price = high quality or low price = bad product		
● Technology: Pricing tools and software	● Not recognizing how customer perception impacts pricing decisions		
● Ethics/Philosophy: Fair pricing and consumer trust			
Connections to Prior Units	Connections to Future Units		
● Builds on customer needs (Unit 2) and marketing mix (Unit 1)	● Understanding pricing logic helps clarify promotional offers (Unit 4) and negotiation strategies in selling (Unit 5)		
● Uses data from segmentation and SWOT to inform pricing strategy	● Product life cycle ties directly to timing in promotional planning		
Differentiation through <i>Universal Design for Learning</i>			
Engagement			
● Gamify learning: Use pricing scenarios and problem-solving challenges to spark competition and curiosity.			
● Real-world relevance: Let students choose a product to price—perhaps one they’re creating or care about.			
Representation			
● Interactive simulations: Use spreadsheets or online tools to visualize how pricing affects revenue and profit			
● Visual schemas: Provide lifecycle diagrams and typologies of pricing strategies in easy-to-interpret formats.			
Action & Expression			
● Choice in deliverable: Students can present a pricing plan via slide deck, written proposal, or recorded pitch.			
● Provide scaffolded examples: Include completed pricing tables or lifecycle analysis sample to model expectations.			
Teacher Actions that Support Multilingual/English Learners (<i>CELP standards</i>)			
	Emerging	Expanding	Bridging
LT1	Use labeled visuals and sentence frames (e.g., “Businesses choose a price by looking at ___ and ___.”) to guide basic understanding.	Provide a guided worksheet comparing cost-based, competition-based, and value-based pricing with fill-in-the-blank and comparison prompts.	Ask students to analyze a real pricing strategy and write a brief explanation with reasoning (e.g., why a luxury product might use value-based pricing).
LT2	Provide matching cards with terms (e.g., price gouging, fair pricing) and pictures to build ethical pricing vocabulary.	Use real-world scenarios where students discuss whether pricing is fair, using sentence frames to express opinions and justifications.	Assign a short written or spoken reflection where students evaluate the ethics of a company’s pricing decision and recommend improvements.
LT3	Provide a diagram of the product life cycle with visuals and have students label and describe each stage using a word bank.	Assign a group activity where students match marketing strategies (e.g., increase ads, lower price) to the correct life cycle stage.	Ask students to choose a product, identify its current life cycle stage, and write how the company should adjust marketing strategies.
LT4	Use a sentence builder chart with sentence starters like “In the ___ stage, businesses should ___.”	Provide case studies of products and guide students through decision-making using structured response prompts (e.g., “This product is in the growth stage. It should ___ because ___.”)	Ask students to evaluate two products in different life cycle stages and explain how marketing decisions should differ.
Lesson Sequence	Learning Target	Success Criteria/Assessment	
19-21	Learning Target 1 I can explain how businesses determine pricing.	● I can list common pricing strategies (cost-based, value-based, competition-based)	
		● I can compare pricing strategies and ethical implications	
		● I can recommend pricing for a product based on goals and costs	
22-23	Learning Target 2 I can describe the role of business ethics in pricing.	● I can define business ethics and give examples of ethical and unethical pricing practices	
		● I can explain why ethical pricing is important for maintaining trust, legal compliance, and customer relationships.	
		● I can analyze a pricing scenario to determine if it follows ethical standards and recommend ethical pricing strategies for a business.	
24-25	Learning Target 3 I can describe the product life cycle and its marketing impact.	● I can identify the stages (introduction, growth, maturity, decline)	
		● I can match marketing strategies to life cycle stages	

		• I can create a marketing campaign aligned to a product's life cycle stage
26-27	Learning Target 4 I can identify the impact of product life cycles on marketing decisions	• I can identify the four stages of the product life cycle: introduction, growth, maturity, and decline. • I can describe how marketing strategies (pricing, promotion, distribution) change during each stage of the product life cycle. • I can evaluate a real or fictional product's stage in the life cycle and propose marketing decisions that fit that stage.

Unit Title	
Unit 4: Promotion & Public Relations	
Relevant Standards: Bold indicates priority	
Promotion (PR): Role of promotion, promotional mix, advertising, PR, ethics, channels Marketing-Information Management (IM): Pretesting, evaluating communication effectiveness	
Essential Question(s)	Enduring Understanding(s)
- How do marketers effectively combine different promotional tools (advertising, public relations, personal selling, sales promotion, digital marketing) to achieve specific marketing objectives for a product or service? - How can marketers ensure their promotional efforts are ethical and responsible, particularly when using persuasive techniques and reaching diverse audiences? - How do businesses leverage various communication channels (traditional and digital) to deliver promotional messages that resonate with their target audience? Marketing-Information Management (IM) - Why is it crucial to pretest marketing communications before launching a campaign, and what methods can be used to gather effective feedback? - How do marketers evaluate the effectiveness of their communication efforts, and what metrics are essential for measuring campaign success?	- A successful promotional strategy involves a synergistic blend of communication tools, carefully selected and integrated to reach the target audience, influence their perceptions, and drive desired actions in a cost-effective manner. - Ethical promotion prioritizes truthfulness, transparency, respect for consumer privacy, and cultural sensitivity, building trust and safeguarding a brand's reputation while adhering to industry regulations and societal expectations. - Optimizing promotional reach and effectiveness requires selecting and utilizing appropriate communication channels that align with the target audience's preferences and deliver messages in a clear, consistent, and engaging manner. - Pretesting marketing communications minimizes risks and enhances campaign effectiveness by identifying potential areas of confusion, unintended negative perceptions, and opportunities for refinement before a campaign is fully deployed. - Measuring communication effectiveness involves establishing clear objectives, tracking key performance indicators (KPIs) such as brand awareness, engagement, conversion rates, and return on investment (ROI), allowing for continuous improvement of marketing strategies.
Demonstration of Learning	Pacing for Unit
- Write a press release - Design a promotional campaign - Sales pitch of a marketing campaign using digital tools	Days 28-38
Family Overview (link below)	Integration of Technology:
Family Overview Link English and Spanish	- Canva/Adobe Express: Create sample ads and promotional content - Adobe Express: Record 30-second promotional pitches - EdPuzzle: Watch and analyze ads with embedded questions
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Promotion, Product Promotion, Institutional Promotion, Promotional Mix, Advertising, Public Relations, Press Release, Publicity, Personal Selling, Sales Promotion, Direct Marketing, Social Media, Digital Marketing, Communication Channels, Branding, Trade Promotions, Consumer Promotions, Coupons, Premiums, Incentives, Sponsorships, Promotional Tie-In, Product Placement, Loyalty Marketing Programs,	- Samples of advertising across platforms - Social media mockup templates - Promotional mix handout - Storyboard templates for ad creation
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions

• Art/Design: Graphic design, color theory in ad creation • Digital Media/Tech: Social media, video creation, email campaigns • Language Arts: Copywriting, persuasive techniques	• Believing promotion equals just social media or ad • Assuming every product needs the same promotional mix • Not understanding the role of ethics and truth in marketing messages		
Connections to Prior Units	Connections to Future Units		
• Builds on understanding of product, customer segment, and pricing strategies • Enhances strategic planning through communication-focused activities	• Strong promotion supports selling (Unit 5) • Promotion also ties back into channel strategies and customer service expectations		
Differentiation through <i>Universal Design for Learning</i>			
Engagement • Creative choice: Allow students to choose the medium of their promotional campaigns—social media post, video, or print ad • Peer review: Incorporate peer feedback loops where students share drafts and suggest improvements.			
Representation • Multimedia inputs: Provide examples of diverse ads (video, audio, print) so students encounter multiple formats. • Deconstruct ads: Analyze real-world campaigns, offering guided questions and annotated examples.			
Action & Expression • Flexible production formats: Students can use Canva, slide decks, recorded audio/video, or storyboards to create ads • Scaffolded planning: Provide storyboard templates and checklists to support promotional content creation.			
Teacher Actions that Support Multilingual/English Learners (<i>CELP standards</i>)			
	Emerging	Expanding	Bridging
LT1	Provide a sentence frame chart (e.g., “Promotion helps businesses by _____.”) with visuals of the 4Ps.	Guide students in a group discussion using prompts that compare promotion to the other 3Ps.	Have students write a paragraph or record a video explaining promotion’s role in the marketing mix using tier-2 academic vocabulary.
LT2	Use an image-to-word matching activity showing examples of ads, sales promotions, social media, etc.	Assign a sort-and-label activity with short descriptions where students categorize types of promotion.	Ask students to describe and justify when a business should use each promotion type in written or spoken format.
LT3	Provide visuals of ethical/unethical ad scenarios and have students complete sentence frames (e.g., “This ad is ethical because _____.”)	Conduct a guided small-group discussion where students evaluate sample promotions for truthfulness and fairness.	Have students analyze a real-world campaign and write a short analysis explaining whether it meets ethical standards.
LT4	Display icons/logos of technology tools (e.g., Canva, social media, email) and ask students to identify how they are used in promotion.	Use a jigsaw activity where students each explore a tool or platform and report back to their group with structured language support.	Assign students to research a specific digital tool and present its benefits and challenges in a promotional context.
LT5	Provide a visual planning template with labeled sections for students to plug in promotion types using sentence starters.	Support small groups in co-creating a promotional mix for a shared product using sentence frames and checklists.	Ask students to independently design and present a promotional mix using digital tools and justify their choices for different target audiences.
Lesson Sequence	Learning Target	Success Criteria/Assessment	
28	Learning Target 1 I can explain the purpose of promotion and its role in the marketing mix	• I can define promotion and its goals • I can describe how businesses use multiple forms of promotion • I can evaluate a brands promotion strategy and suggest improvements	

29-31	Learning Target 2 I can identify types of promotions	• I can list different types of promotional methods such as advertising, sales promotions, personal selling, public relations, and direct marketing. • I can describe the characteristics and purpose of each type of promotion and when they are used. • I can select appropriate types of promotions for a specific product or service and justify my choices based on the target audience and goals.
32	Learning Target 3 I can describe the use of business ethics in promotion	• I can define business ethics and give examples of ethical and unethical promotional practices. • I can explain why honesty, transparency, and social responsibility are important in promotional messages.
33-34	Learning Target 4 I can explain the role of public relations in promotion and write a press release.	• I can define public relations and explain how it is used to shape a company's image. • I can identify key parts of a press release (headline, lead, body, boilerplate). • I can describe what a publicity crisis is and give an example. • I can write a press release using correct format and tone • I can write and present a strategic press release that demonstrates an understanding of audience, tone, and purpose.
35	Learning Target 5 I can describe the use of technology in the promotional function	• I can identify common technologies used in promotion, such as social media platforms, email marketing tools, and design software. • I can explain how technology helps businesses reach, engage, and track their audiences more effectively. • I can apply a digital tool to create or simulate a promotional message for a target market.
36-38	Learning Target 6 I can design a promotional mix	• I can list types of promotion (advertising, PR, personal selling, etc.) • I can choose appropriate promotion types for a target market • I can create a campaign using at least 3 types of promotions.

Unit Title	
Unit 5: Selling, Customer Relations & Channel Management	
Relevant Standards: Bold indicates priority	
Selling (SE): Selling process, customer service, product knowledge, ethical/legal aspects Customer Relations (CR): Techniques to foster positive relationships Channel Management (CM): Distribution channels, channel-member relationships, coordination	
Essential Question(s)	Enduring Understanding(s)
- How do effective salespeople guide customers through the selling process while providing excellent service and demonstrating product expertise? - What ethical and legal responsibilities do salespeople have when interacting with customers and representing a company? - How do businesses develop and maintain strong, positive relationships with customers to foster loyalty and encourage repeat business? - What specific techniques and strategies can be employed to effectively resolve customer conflicts and complaints, ultimately strengthening the customer relationship? - How do businesses strategically choose and manage their distribution channels to ensure products and services reach the intended customers efficiently and effectively? - What role do relationships between channel members play in the overall success of a distribution network, and how can businesses foster positive and cooperative relationships?	- Successful selling involves a systematic approach to understanding customer needs, demonstrating the value of a product or service through strong product knowledge, and building rapport through exceptional customer service. - Salespeople are entrusted with building positive customer relationships based on trust, which requires adhering to ethical principles and legal guidelines throughout all stages of the selling process. - Building lasting customer relationships requires proactive communication, understanding and responding to customer feedback, offering personalized experiences, and building trust through transparency and accountability. - Successfully resolving customer conflicts and complaints requires active listening, empathetic responses, finding mutually acceptable solutions, and leveraging these interactions as opportunities to enhance customer loyalty and trust. - Effective channel management involves selecting appropriate distribution channels and intermediaries, developing clear channel objectives, and optimizing the flow of goods and information to achieve ideal market exposure and satisfy customer buying requirements. - Strong, collaborative relationships between channel members are essential for a healthy and efficient distribution system, requiring clear communication, fair practices, and strategies to minimize and resolve potential channel conflict.
Demonstration of Learning	Pacing for Unit
- Role-play a sales scenario using professional techniques Capstone Project: Students will develop a marketing plan for a product or service of their choice, incorporating research, segmentation, product management, pricing, promotion, and distribution strategy.	Days 39-45
Family Overview (link below)	Integration of Technology:
Family Overview Link English and Spanish	Creating a Marketing Plan using Canva or other design and presentation software
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)
Personal Selling, Customer Experience, CRM (Customer Relationship Management), Distribution Channels, Wholesaler, Retailer, Intermediaries	DECA Role Plays Customer service role-play scenarios Case studies (e.g., retail or e-commerce businesses)
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions
Theater/ELA: Role-playing, delivering	Believing that "selling" is manipulative or aggressive

sales pitches	- Assuming products get to stores in a straight line from the manufacturer - Thinking customer service is only handled by specific departments		
- Geography: Logistics in global and regional distribution - Technology: CRM software, e-commerce platforms			
Connections to Prior Units		Connections to Future Units	
- Requires understanding of product, pricing, promotion, and segmentation to effectively sell - Builds on communication skills from Unit 4		- Capstone project: Develop a full marketing plan including sales and distribution - Prepares students for future coursework in entrepreneurship, management, or advanced marketing	
Differentiation through <i>Universal Design for Learning</i>			
Engagement - Role-play scenarios: Offer choice in roles (seller, customer, manager) and contexts (retail, e-commerce) for selling experiences. - Simulated environments: Use CRM software simulations or mock retail setups to contextualize learning.			
Representation - Visual mapping: Provide flowcharts and diagrams to illustrate distribution channels and customer-service interactions. - Accessible prompts: Offer scripts or guided prompts for customer-service scenarios for different skill levels.			
Action & Expression - Multiple formats: Students can role-play live, record video interactions, or write reflective analysis of their selling approach. - Tiered scaffolds: Offer checklists or rubrics clarifying key components for selling and service interactions.			
Teacher Actions that Support Multilingual/English Learners (<i>CELP standards</i>)			
	Emerging	Expanding	Bridging
LT1	Provide a labeled diagram or sequence chart with sentence starters to describe each step of the selling process (e.g., “First, the seller…”).	Use a sentence frame activity where students explain the purpose of each step in the process using guided questions.	Ask students to write or present a scenario comparing two different selling approaches and analyze customer response.
LT2	Match images and phrases (e.g., “follow-up call,” “loyalty card”) to build oral vocabulary about relationship-building.	Conduct a guided discussion on examples of how businesses build clientele, using sentence starters and key vocabulary.	Lead a small-group project where students evaluate different client-building strategies and present findings with support for their claims.
LT3	Provide role-play scripts using simple customer service phrases for pair practice.	Use think-pair-share to reflect on a customer service experience and how it affected buying decisions.	Ask students to draft a brief reflection analyzing how excellent customer service can impact customer loyalty in a business scenario.
LT4	Use labeled visuals of a supply chain with audio support and drag-and-drop sequencing tasks.	Use a cloze paragraph activity where students fill in vocabulary about distribution roles (e.g., wholesaler, retailer).	Assign students to explain the distribution process for a selected product in writing or a recorded video using academic language.
LT5	Use a fill-in-the-blank marketing plan template with visuals and icons to scaffold content.	Support collaborative planning using graphic organizers and sentence stems to structure each section of the plan.	Have students deliver a formal multimedia presentation of their marketing plan, adapting tone and structure for a professional audience.
Lesson Sequence	Learning Target	Success Criteria/Assessment	
39	Learning Target 1 I can describe the selling process and the role of customer relationships.	- I can list the steps of the selling process - I can explain the importance of follow-up and customer satisfaction - I can conduct a role-play demonstrating effective selling and service	
39	Learning Target 2 I can explain key factors in building a clientele	- I can define what a clientele is. - I can identify common strategies used to build and maintain a customer base (e.g., follow-ups, relationship-building, referrals) - I can explain how trust, communication, and consistency contribute to long-term customer relationships.	

40	Learning Target 3 I can explain the role of customer service as a component of selling relationships	• I can define customer service and describe its purpose. • I can identify basic customer service actions (e.g., answering questions, resolving complaints, being polite). • I can explain how positive customer service builds trust and encourages repeat business. • I can describe the link between customer service and customer loyalty.
40	Learning Target 4 I can explain how products move through distribution channels	• I can Identify types of distribution (direct, indirect) • I can describe the roles of retailers, wholesalers, agents • I can diagram a full channel of distribution for a selected product
41-45	Learning Target 5 I can develop and present a comprehensive marketing plan for a new product or service that demonstrates my understanding of the marketing environment, segmentation, product planning, pricing, promotion, selling, and distribution.	• I can identify and define each part of the marketing plan (e.g., target market, 4Ps, SWOT). • I can describe my product or service and explain why it solves a problem or meets a need. • I can list marketing strategies that apply to my idea. • I can develop a customer profile and use segmentation to justify my target market. • I can create a pricing strategy that aligns with costs, customer value, and competitors. • I can design a promotional mix tailored to my audience. • I can describe how the product will be distributed and sold. • I can apply marketing functions and research insights to make strategic decisions. I can present my plan clearly with visuals, data, and persuasive communication. • I can defend my choices using marketing vocabulary and concepts. • I can reflect on feedback and revise my plan accordingly.