



**Foundational CTE Courses**

Career Exploration (22151)    Employability (22152)    Entrepreneurship (12053)    Workplace Technology Skills (10004)    Leadership & Service (22101)

**Cluster Courses**

Marketing Principles (12164)    Marketing Strategies (12152)    Marketing Research (12167)

**Pathways/Courses**

**Marketing Management  
Pathway**

**Merchandising  
Pathway**

**Marketing Communications  
Pathway**

International Business & Marketing (12056)  
  
Sports and Entertainment Marketing

Principles of Selling (12202)

Marketing Communication (12199)

**Dual Credit Courses**

Visit [www.sdmylife.com](http://www.sdmylife.com) for a full list of dual credit courses in the Marketing Career Cluster.

**Academic CTE Courses**

Probability & Statistics (02201)    Psychology (04254^)  
Sociology (04258^)  
Economics (04201^)  
US Government (04151^)

**Capstone CTE Courses**

Entrepreneurship Experience (80026)    Senior Experience (80019^)  
Youth Apprenticeship (80020)    Service Learning Experience (22104)    Youth Internships (80018^)

## Marketing Principles

|                                  |  |
|----------------------------------|--|
| Career Cluster                   | Marketing  |
| Course Code                      | 12164  |
| Prerequisite(s)                  | Recommended pre-requisite for all other Marketing courses  |
| Credit                           | 0.5  |
| Program of Study and Sequence    | Foundational Course - <b>Marketing Principles</b> - Pathway Course   |
| Student Organization             | DECA, Future Business Leaders of America (FBLA)  |
| Coordinating Work-Based Learning | Job Shadow; mentoring; guest speakers; tours; informational interviews.  |
| Industry Certifications          | N/A  |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/prepping-for-college/dual-credit">https://sdmylife.com/prepping-for-college/dual-credit</a>  |
| Teacher Certification            | Business Management & Administration Cluster Endorsement;<br>Business Marketing & Management Pathway Endorsement;<br>Marketing Cluster Endorsement; *Marketing Education |
| Resources                        | N/A  |

### Course Description

Marketing Principles introduces students to the basic concepts of modern marketing. Course content includes general marketing principles of product planning and production, distribution, pricing and promotions.

### Program of Study Application

Marketing Principles is a cluster course in the Marketing career cluster. Successful completion of this course would prepare a student to enter any of the pathways within the cluster.

## Course Standards

### MP 1: Students will understand the fundamental concepts of marketing.

| <i>Webb Level</i>                | <i>Sub-indicator</i>   |
|----------------------------------|--|
| One<br>Recall and<br>Recognition | MP 1.1 Define marketing, the marketing process and the involved stakeholders.          |
| One<br>Recall and<br>Recognition | MP 1.2 Define marketing concept (i.e. production, product, sales, societal marketing). |
| Two<br>Skill/Concept             | MP 1.3 Understand different marketing functions within the organization.               |
| Two<br>Skill/Concept             | MP 1.4 Define ethical marketing and discuss the impact on society.                     |
| Three<br>Strategic Thinking      | MP 1.5 Explain marketing's importance in a global economy.                             |
| One<br>Recall and<br>Recognition | MP 1.6 Understand various marketing careers.   |

### MP 2: Students will understand the relationships among product, price, promotion, and place.

| <i>Webb Level</i>           | <i>Sub-indicator</i>   |
|-----------------------------|--|
| Two<br>Skill/Concept        | MP 2.1 Explain the promotional mix, its concepts and strategies. |
| Two<br>Skill/Concept        | MP 2.2 Distinguish factors involved in price planning.           |
| Three<br>Strategic Thinking | MP 2.3 Analyze product planning and development.                 |
| Two<br>Skill/Concept        | MP 2.4 Identify and evaluate the channels of distribution.       |

### MP 3: Students will understand the concept of a market and market identification.

| <i>Webb Level</i>                | <i>Sub-indicator</i>  |
|----------------------------------|---|
| One<br>Recall and<br>Recognition | MP 3.1 Define market and terms related to the concept of market.            |
| Two<br>Skill/Concept             | MP 3.2 Understand various ways used to segment a market.                    |
| Three<br>Strategic Thinking      | MP 3.3 Identify potential target markets for various products and services. |
| Two<br>Skill/Concept             | MP 3.4 Understand how market segmentation is evolving and increasing.       |

### MP 4: Students will understand the concept of marketing research and how it relates to marketing.

| <i>Webb Level</i> | <i>Sub-indicator</i>                                       |
|-------------------|--|
| One               | MP 4.1 Define market research, its importance and purpose. |

|                        |  |
|------------------------|--|
| Recall and Recognition |  |
| Two Skill/Concept      | MP 4.2 Identify various research data from primary to secondary and quantitative to qualitative. |
| Two Skill/Concept      | MP 4.3 Discuss the benefits of marketing research.   |

**MP 5: Students will explain the importance and function of a marketing plan.**

| <i>Webb Level</i>          | <i>Sub-indicator</i>  |
|----------------------------|---|
| One Recall and Recognition | MP 5.1 Identify marketing goals, objectives and strategies.   |
| Three Strategic Thinking   | MP 5.2 Analyze current successful and unsuccessful examples of marketing activities.                              |
| One Recall and Recognition | MP 5.3 Understand the process and purpose of a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. |
| Four Extended Thinking     | MP 5.4 Create a marketing plan.   |

Proposed



## Marketing Communication

|                                  |  |
|----------------------------------|--|
| Career Cluster                   | Marketing  |
| Course Code                      | 12199  |
| Prerequisite(s)                  | Marketing Principles recommended   |
| Credit                           | 0.5  |
| Program of Study and Sequence    | Marketing Principles – <b>Marketing Communication</b> – Capstone Experience  |
| Student Organization             | DECA, Future Business Leaders of America (FBLA)  |
| Coordinating Work-Based Learning | Field trip, mentoring, guest speaker   |
| Industry Certifications          | N/A  |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/prepping-for-college/dual-credit">https://sdmylife.com/prepping-for-college/dual-credit</a>  |
| Teacher Certification            | Business Management & Administration Cluster Endorsement; Marketing Cluster Endorsement; Sales, Merchandising, & Marketing Research Support Pathway Endorsement; *Business Education; *Marketing Education |
| Resources                        | N/A  |

### Course Description

Marketing Communication introduces the student to the basic concepts of marketing communications and links this communication to strategic planning, product and pricing decisions, and distributions and promotional decisions. Examples of marketing communication activities include advertising, direct marketing, public relations, sales promotion, personal selling, and digital marketing.

### Program of Study Application

Marketing Communications is a pathway course in the Marketing career cluster, Marketing Communications pathway.

## Course Standards

### MC 1: Students will understand the concept of integrated marketing communication (IMC).

| <i>Webb Level</i>                | <i>Sub-indicator</i>   |
|----------------------------------|--|
| One<br>Recall and<br>Recognition | MC 1.1 Define the concept of integrated marketing communication.   |
| Two<br>Skill/Concept             | MC 1.2 Understand the role of IMC in developing effective marketing plans.                                   |
| Three<br>Strategic Thinking      | MC 1.3 Assess the evolving ways marketing information is delivered and accessed by businesses and consumers. |
| Three<br>Strategic Thinking      | MC 1.4 Explore various career opportunities within the advertising and communication industries.             |

### MC 2: Students will understand the communication process in relation to promotional programs.

| <i>Webb Level</i>           | <i>Sub-indicator</i>   |
|-----------------------------|--|
| Two<br>Skill/Concept        | MC 2.1 Detail the steps in the overall communication process for promotional programs. |
| Three<br>Strategic Thinking | MC 2.2 Establish communication goals and objectives.                                   |

### MC 3: Students will understand development of an integrated promotional mix.

| <i>Webb Level</i>                | <i>Sub-indicator</i>  |
|----------------------------------|---|
| One<br>Recall and<br>Recognition | MC 3.1 Identify the elements of integrated promotional mix.   |
| Two<br>Skill/Concept             | MC 3.2 Understand the role and importance of various promotional mix elements in achieving marketing communication goals. |

### MC 4: Students will understand the integrated marketing communication message strategy and its execution.

| <i>Webb Level</i>    | <i>Sub-indicator</i>   |
|----------------------|--|
| Two<br>Skill/Concept | MC 4.1 Determine the purpose and desired outcomes of the IMC message.  |
| Two<br>Skill/Concept | MC 4.2 Determine how the message fits with your desired target market. |

### MC 5: Students will determine media strategy and its objectives.

| <i>Webb Level</i>           | <i>Sub-indicator</i>   |
|-----------------------------|--|
| Three<br>Strategic Thinking | MC 5.1 Identify various media vehicles to deliver the IMC message. |
| Two<br>Skill/Concept        | MC 5.2 Determine media objectives to achieve communication goals.  |

### MC 6: Students will evaluate the integration and implementation of the IMC plan.

| <i>Webb Level</i> | <i>Sub-indicator</i> |
|-------------------|----------------------|
|-------------------|----------------------|

|                             |   |
|-----------------------------|---|
| Three<br>Strategic Thinking | MC 6.1 Analyze an example of a marketing communication implementation plan with objectives, timelines, and checkpoints. |
|-----------------------------|---|

Proposed

## Marketing Strategies

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Marketing   |
| Course Code                      | 12152   |
| Prerequisite(s)                  | Marketing Principles  |
| Credit                           | 0.5   |
| Program of Study and Sequence    | Marketing Principles – <b>Marketing Strategies</b> – Additional pathway course or Capstone Experience                     |
| Student Organization             | DECA, Future Business Leaders of America (FBLA)   |
| Coordinating Work-Based Learning | Job shadowing, guest speakers, field trips, informational interview, mentoring  |
| Industry Certifications          | N/A   |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/prepping-for-college/dual-credit">https://sdmylife.com/prepping-for-college/dual-credit</a> |
| Teacher Certification            | Marketing Cluster Endorsement; *Marketing Education   |
| Resources                        | N/A   |

### Course Description

This course will present strategies for optimal marketing of products and services. This class examines how marketing variables influence the decisions made by marketing managers. The course emphasizes product planning, promotion and distribution, digital and social media marketing, and pricing based on theories of consumer behavior and market segmentation.

### Program of Study Application

Marketing Strategies is a pathway course in the Marketing career cluster, all pathways.



## Course Standards

**MS 1: Students will understand the foundations of marketing strategy and their integration into the overall organizational goals and objectives.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>  |
|--------------------------|---|
| Two Skill/Concept        | MS 1.1 Understand the role of marketing strategy.   |
| Two Skill/Concept        | MS 1.2 Examine alignment of marketing plan with an organization's mission, vision, strategic plan, and ethical standards. |
| Three Strategic Thinking | MS 1.3 Identify opportunities and challenges within industry.   |
| Three Strategic Thinking | MS 1.4 Explore careers in marketing.  |

**MS 2: Students will learn how to establish marketing competitive advantage.**

| <i>Webb Level</i>          | <i>Sub-indicator</i>   |
|----------------------------|--|
| One Recall and Recognition | MS 2.1 Define competitive advantage.   |
| Three Strategic Thinking   | MS 2.2 Analyze primary and secondary competitors.                            |
| Two Skill/Concept          | MS 2.3 Describe the importance of differentiation.                           |
| Two Skill/Concept          | MS 2.4 Discuss positioning strategies and how to create value for customers. |

**MS 3: Students will learn how to apply segmentation and targeting techniques to marketing decision making.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>                                  |
|--------------------------|---|
| Two Skill/Concept        | MS 3.1 Identify and describe various market segments. |
| Three Strategic Thinking | MS 3.2 Define and identify target market(s).          |

**MS 4: Students will learn how to design an effective marketing mix for a product or service.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>  |
|--------------------------|---|
| Two Skill/Concept        | MS 4.1 Describe product line(s) or services for the target market(s). |
| Two Skill/Concept        | MS 4.2 Create a marketing message for a chosen target market.         |
| Three Strategic Thinking | MS 4.3 Determine pricing objectives and strategies.                   |
| Three Strategic Thinking | MS 4.4 Understand various strategies and levels of distribution.      |

**MS 5: Students will learn how to evaluate the efficiency and effectiveness of marketing plans.**

| <i>Webb Level</i> | <i>Sub-indicator</i> |
|-------------------|----------------------|
|-------------------|----------------------|

|                                  |   |
|----------------------------------|---|
| One<br>Recall and<br>Recognition | MS 5.1 Identify components of marketing plans and planning.                       |
| Two<br>Skill/Concept             | MS 5.2 Understand the marketing management process.                               |
| Two<br>Skill/Concept             | MS 5.3 Establish performance standards and budget to evaluate the marketing plan. |
| Three<br>Strategic Thinking      | MS 5.4 Evaluate the marketing plan based on performance standards.                |

Proposed



## Sports and Entertainment Marketing

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Marketing   |
| Course Code                      | TO BE ASSIGNED  |
| Prerequisite(s)                  | Marketing Principles  |
| Credit                           | 0.5-1   |
| Program of Study and Sequence    | Foundation Course – Marketing Principles - <b>Sports and Entertainment Marketing</b> - Capstone Course  |
| Student Organization             | DECA, FBLA  |
| Coordinating Work-Based Learning | Job shadowing, guest speakers, field trips, informational interview, mentoring  |
| Industry Certifications          | N/A   |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/prepping-for-college/dual-credit">https://sdmylife.com/prepping-for-college/dual-credit</a>                     |
| Teacher Certification            | Marketing Cluster Endorsement; *Marketing Education Pathway Endorsement; *Sales, Merchandising, and Marketing Research Support Career Pathway |
| Resources                        | N/A   |

### Course Description

Sports and Entertainment Marketing helps students develop a thorough understanding of marketing concepts and theories through sports and entertainment events. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options.

### Program of Study Application

Sports and Entertainment Marketing is a pathway course in the Marketing career cluster, sports and entertainment marketing pathway.

## Course Standards

### SEM 1: Summarize the significance and components of sports and entertainment as a viable industry.

| <i>Webb Level</i>         | <i>Sub-indicator</i>  |
|---------------------------|---|
| Two<br>Skill/Concept      | SEM1 1.1 Discuss the components of the marketing mix as it relates to sports and entertainment marketing. <ul style="list-style-type: none"> <li>• Define sports and event marketing, marketing, exchange, producer, consumer, etc.</li> <li>• Describe the “Four Ps” of sports and entertainment marketing.</li> <li>• Explain the marketing functions and activities.</li> </ul>  |
| Four<br>Extended Thinking | SEM1 1.2 Validate the sports and entertainment industry as a valuable segment of the economy. <ul style="list-style-type: none"> <li>• Describe activities to market non-sports products using sports.</li> <li>• Explain reasons for using sports as a medium for promotion.</li> <li>• Distinguish the different roles of people in sports.</li> <li>• Investigate the history of sports and entertainment as a factor in economic growth and marketing.</li> </ul> |
| Four<br>Extended Thinking | SEM1 1.3: Organize the components of the sports and entertainment industry. <ul style="list-style-type: none"> <li>• Dissect components of the event triangle: event, sponsor, and fan.</li> <li>• Diagram the exchanges developed in the event triangle.</li> <li>• Separate the effects of media broadcasting on the event triangle.</li> </ul>   |

### SEM 2: Explore careers in the sports and entertainment industry.

| <i>Webb Level</i>    | <i>Sub-indicator</i>   |
|----------------------|--|
| One<br>Recall        | SEM 2.1 Identify career opportunities in the field.                |
| Two<br>Skill/Concept | SEM 2.2 Research a career in the sports and entertainment industry |

### SEM 3: Explain the organizational structure within the sports and entertainment industry.

| <i>Webb Level</i>    | <i>Sub-indicator</i>   |
|----------------------|--|
| Two<br>Skill/Concept | SEM 3.1 Distinguish between the different types of organizational structures such as sport governing bodies, sport providing entities, and sport spectacle organization (e.g. NBA, PGA, entertainment group) within the sports and entertainment industry. |
| Two<br>Skill/Concept | SEM 3.2 Explain the advantages and disadvantages of operating as a for-profit or not-for-profit organization.  |
| Two<br>Skill/Concept | SEM 3.3 Compare the differences in goals between different levels of events and relative benefits to the community. (ie: a national football team and a little league team.)   |

### SEM 4: Explain how marketing management is an important tool in developing marketing strategies.

| <i>Webb Level</i>    | <i>Sub-indicator</i>  |
|----------------------|---|
| Two<br>Skill/Concept | SEM 4.1 Explain marketing management as it relates to sports and entertainment marketing. |

|                          |  |
|--------------------------|--|
| Two Skill/Concept        | SEM 4.2 Describe the levels of management and illustrate the levels on organizational charts.                                |
| One Recall               | SEM 4.3 Identify management functions such as marketing, accounting, and IT.   |
| Three Strategic Thinking | SEM 4.4 Analyze the marketing manager's role in decision making as it relates to a sports team, cultural event, or festival. |
| Three Strategic Thinking | SEM 4.5 Evaluate the skills and characteristics of sports and entertainment marketing managers.                              |

**SEM 5: Explain how market analysis is applied in the sports and entertainment industry.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>   |
|--------------------------|--|
| One Recall               | SEM 5.1 Identify the types of market segmentation.   |
| One Recall               | SEM 5.2 Identify niche markets in the sports and entertainment industry.                                     |
| Three Strategic Thinking | SEM 5.3 Develop a market segmentation analysis.  |
| One Recall               | SEM 5.4 Describe external factors and how they affect the sports and entertainment industry.                 |
| One Recall               | SEM 5.5 Outline the steps in developing a market research project as it relates to sports and entertainment. |

**SEM6: Interpret the importance of product planning in sports and entertainment.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>   |
|--------------------------|--|
| Three Strategic Thinking | SEM 6.1 Explain the value of product research and development. <ul style="list-style-type: none"> <li>• Explain the issues related to product selection and brand naming.</li> <li>• Classify demographic and geographic information in sports and entertainment.</li> <li>• Understand the importance of market research and analysis in market segmentation</li> </ul> |
| Three Strategic Thinking | SEM 6.2 Explain how fans and the audience can be involved in different types of events. <ul style="list-style-type: none"> <li>• Identify and define types of events.</li> <li>• Discuss media distribution of events.</li> <li>• Identify ways for fans or the audience to be involved in events.</li> </ul>  |
| Three Strategic Thinking | SEM 6.3 Evaluate considerations involved in facility design. <ul style="list-style-type: none"> <li>• Examine operating procedures for a facility.</li> <li>• Evaluate support activities in operating a sports or entertainment facility.</li> <li>• Examine various facility designs.</li> </ul>   |
| Two Skill/Concept        | SEM 6.4 Compare ticket sales policies in the sports and entertainment industry. <ul style="list-style-type: none"> <li>• Contrast the benefits of group, corporate, season and pre-season ticket sales.</li> <li>• Compare ticket pricing strategies for separate target markets.</li> <li>• Identify the components of ticket design.</li> </ul>                        |

**SEM 7: Examine sponsorships in the sports and entertainment industry.**

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Two<br>Skill/Concept        | SEM 7.1 Research the role and components of sponsorships. <ul style="list-style-type: none"> <li>Describe reasons a company would be involved in an event or sports property.</li> <li>Use goals of sponsorship to develop and assess effective sponsorships.</li> <li>Identify and discuss the desire for event exclusivity-importance in sponsorship.</li> </ul>  |
| Three<br>Strategic Thinking | SEM 7.2 Identify why businesses sponsor a sports or entertainment property or event. <ul style="list-style-type: none"> <li>Determine sponsorship goals and objectives and their use in sponsorships.</li> <li>Recognize major goals of sponsorship.</li> <li>Discuss SWOT (Strengths, Weaknesses, Opportunities, and Threats) concept and evaluation applications in sponsorship.</li> </ul>   |
| Four<br>Extended Thinking   | SEM 7.3 Appraise the impact of sponsorship in sports and entertainment. <ul style="list-style-type: none"> <li>Question the importance and use of marketing plans in sports.</li> <li>Identify and describe target marketing efforts of sponsors to fans or audiences at events.</li> <li>Explain the components and costs associated with sponsorship proposals.</li> <li>Identify types of sponsorship sales and relationship development.</li> <li>Assess the importance of sponsorship in concessions, event planning, advertising, and facility design.</li> </ul> |

**SEM 8: Create promotional tools used in sports and entertainment.**

| <i>Webb Level</i>           | <i>Sub-indicator</i>   |
|-----------------------------|--|
| Four<br>Extended Thinking   | SEM 8.1 Create promotional tools in sports and entertainment. <ul style="list-style-type: none"> <li>Create an advertising campaign.</li> <li>Measure the value of advertising in sports and entertainment.</li> </ul>   |
| Four<br>Extended Thinking   | SEM 8.2 Generate ideas for public relations as an element of the promotional mix. <ul style="list-style-type: none"> <li>Generate media sources for public relations and advertising.</li> <li>Evaluate using publicity in sports and entertainment.</li> <li>Create a media kit for a sports team.</li> </ul>   |
| Two<br>Skill/Concept        | SEM 8.3 Identify the steps in the event planning process. <ul style="list-style-type: none"> <li>Identify the time, money and personnel needed to execute an event.</li> <li>Evaluate the differences between traditional and nontraditional methods of event sales promotion.</li> <li>Judge the value of event sales promotion tools in sports and entertainment.</li> </ul> |
| Three<br>Strategic Thinking | SEM 8.4 Determine the components of a sports or entertainment marketing plan. <ul style="list-style-type: none"> <li>Explore existing marketing plans and their application in business.</li> <li>Develop an outline for a conventional marketing plan.</li> <li>Create a marketing plan for a sports or entertainment company.</li> </ul>                                     |

**SEM 9: Discuss the importance of ethics and analyze the legal aspects of the sports and entertainment industry.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>   |
|--------------------------|--|
| Two Skill/Concept        | SEM 9.1 Discuss ethical issues that may arise in the sports and entertainment industry.                                    |
| Two Skill/Concept        | SEM 9.2 Explain risk management and its relationship to the sports and entertainment industry.                             |
| One Recall               | SEM 9.3 Identify purposes, types and terms of contracts including copyrights, trademarks, and licensing.                   |
| Three Strategic Thinking | SEM 9.4 Explain the impact of the Americans with Disabilities Act (ADA) on sports and entertainment events and facilities. |

**SEM 10: Calculate revenues and expenses to evaluate profitability.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>  |
|--------------------------|---|
| One Recall               | SEM 10.1 Identify revenue sources and expenses in the sports and entertainment industry.                            |
| Two Skill/Concept        | SEM 10.2 Create a budget with all the components of financial transparency, such as price levels, and market depth. |
| Three Strategic Thinking | SEM 10.3 Analyze financial statements.  |

**SEM 11: Create a plan for a sporting or entertainment event.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>  |
|--------------------------|---|
| Two Skill/Concept        | SEM 11.1 Determine the personnel needs for an event.  |
| Two Skill/Concept        | SEM 11.2 Determine the financial resources required for each activity or task for an event. |
| Two Skill/Concept        | SEM 11.3 Discuss the need for security and emergency plans.                                 |
| One Recall               | SEM 11.4 Describe the types of indoor and outdoor security.                                 |
| Three Strategic Thinking | SEM 11.5 Analyze the security and safety needs of a venue.                                  |
| Two Skill/Concept        | SEM 11.6 Design a sports or entertainment event, including a marketing plan and budget.     |
| Three Strategic Thinking | SEM 11.7 Create evaluation metrics to determine success and discuss changes needed.         |

## Principles of Selling

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Marketing   |
| Course Code                      | 12202   |
| Prerequisite(s)                  | Marketing Principles recommended  |
| Credit                           | 0.5   |
| Program of Study and Sequence    | Marketing Principles – <b>Principles of Selling</b> – Other pathway course or Capstone Experience   |
| Student Organization             | DECA – Family, Career and Community Leaders of America (FCCLA) – Future Business Leaders of America (FBLA)  |
| Coordinating Work-Based Learning | Tours, Job Shadows, Informational Interviews  |
| Industry Certifications          | N/A   |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/prepping-for-college/dual-credit">https://sdmylife.com/prepping-for-college/dual-credit</a>   |
| Teacher Certification            | Business Management & Administration Cluster Endorsement;<br>Marketing Cluster Endorsement; Finance Cluster Endorsement;<br>Banking Services & Business Finance Pathway Endorsement;<br>Insurance, Securities & Investments Pathway Endorsement;<br>*Business Education; *Marketing Education |
| Resources                        | N/A   |

### Course Description

Principles of Selling offers students an overview of the sales career and sales process. Topics include principles of selling, consumer and business buying behavior, the sales process and customer relationship management.

### Program of Study Application

Principles of Selling is a pathway course in the Marketing career cluster, Professional Sales pathway.



## Course Standards

### PS 1: Students will understand the role of sales.

| <i>Webb Level</i>                | <i>Sub-indicator</i>                                      |
|----------------------------------|---|
| One<br>Recall and<br>Recognition | PS 1.1 Identify and explore sales career opportunities.   |
| One<br>Recall and<br>Recognition | PS 1.2 Identify the promotional mix.                      |
| Two<br>Skill/Concept             | PS 1.3 Identify the role of sales in the promotional mix. |

### PS 2: Students will understand the unique challenges of ethical decisions in sales.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Four<br>Extended Thinking   | PS 2.1 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.                 |
| Two<br>Skill/Concept        | PS 2.2 Evaluate alternative responses to workplace situations based on legal responsibilities and employer policies.    |
| Two<br>Skill/Concept        | PS 2.3 Evaluate alternative responses to workplace situations based on personal or professional ethical responsibility. |
| Three<br>Strategic Thinking | PS 2.4 Identify and explain personal and long-term workplace consequences of unethical or illegal behaviors.            |

### PS 3: Students will understand consumer and business buying behavior.

| <i>Webb Level</i>    | <i>Sub-indicator</i>   |
|----------------------|--|
| Two<br>Skill/Concept | PS 3.1 Differentiate between consumer needs and wants.   |
| Two<br>Skill/Concept | PS 3.2 Identify the consumer decision-making process.  |
| Two<br>Skill/Concept | PS 3.3. Understand the difference between business to consumer and business to business sales. |
| Two<br>Skill/Concept | PS 3.4 Understand unique aspects of business buying behavior.                                  |

### PS 4: Students will understand the sales process.

| <i>Webb Level</i>           | <i>Sub-indicator</i>   |
|-----------------------------|--|
| Two<br>Skill/Concept        | PS 4.1 Understand the steps in the sales process.                      |
| Two<br>Skill/Concept        | PS 4.2 Explain lead generation and qualification.                      |
| Three<br>Strategic Thinking | PS 4.3 Identify and utilize needs assessment.                          |
| Three<br>Strategic Thinking | PS 4.4 Demonstrate the sales presentation.                             |
| Three                       | PS 4.5 Identify customer concerns and strategies to handle objections. |

|                          |  |
|--------------------------|--|
| Strategic Thinking       |  |
| Three Strategic Thinking | PS 4.6 Identify when and how to close a sale.                          |
| Two Skill/Concept        | PS 4.7 Determine the importance of follow up within the sales process. |

**PS 5: Students will identify the importance of customer relationship management (CRM).**

| <i>Webb Level</i>        | <i>Sub-indicator</i>  |
|--------------------------|---|
| Two Skill/Concept        | PS 5.1 Understand the customer relationship management concept. |
| Three Strategic Thinking | PS 5.2 Explore available CRM technologies.                      |

Proposed

## Marketing Research

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Marketing   |
| Course Code                      | 12167   |
| Prerequisite(s)                  | Marketing Principles recommended  |
| Credit                           | 0.5   |
| Program of Study and Sequence    | Foundation Course – Marketing Principles – <b>Marketing Research</b> – pathway course   |
| Student Organization             | DECA, Future Business Leaders of America (FBLA)   |
| Coordinating Work-Based Learning | Mentoring; job shadow; informational interviews   |
| Industry Certifications          | N/A   |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/prepping-for-college/dual-credit">https://sdmylife.com/prepping-for-college/dual-credit</a>     |
| Teacher Certification            | Marketing Cluster Endorsement; Sales, Merchandising & Marketing Research Support Pathway Endorsement;<br>*Marketing Education |
| Resources                        | N/A   |

### Course Description

Marketing Research describes the process of acquiring, classifying and interpreting primary and secondary marketing data. The course of study focuses on the system (planning, collecting, processing and implementing information) for conducting research to determine marketing strategies and decisions.

### Program of Study Application

Marketing Research is a pathway course within the Marketing career cluster, all career pathways.

## Course Standards

### MR 1: Students will understand marketing research as a career and marketing discipline.

| <i>Webb Level</i>                | <i>Sub-indicator</i>   |
|----------------------------------|--|
| One<br>Recall and<br>Recognition | MR 1.1 Identify and explore career opportunities in marketing research.                              |
| Two<br>Skill/Concept             | MR 1.2 Understand the use of marketing research in making informed business and marketing decisions. |
| Two<br>Skill/Concept             | MR 1.3 Understand the concept of big data and its implications in business.                          |
| Four<br>Extended Thinking        | MR 1.4 Apply ethical reasoning to a variety of situations to make ethical decisions.                 |

### MR 2: Students will understand the marketing research process.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Three<br>Strategic Thinking | MR 2.1 Assess marketing information needs to develop a marketing information management system.                         |
| Two<br>Skill/Concept        | MR 2.2 Understand various research data from primary to secondary and quantitative to qualitative.                      |
| Four<br>Extended Thinking   | MR 2.3 Design quantitative and qualitative marketing research activities to ensure adequacy of data collection efforts. |
| Four<br>Extended Thinking   | MR 2.4 Analyze secondary marketing data to ensure accuracy and adequacy of information for decision making.             |
| Four<br>Extended Thinking   | MR 2.5 Implement primary marketing research strategy to test hypotheses and/or to resolve issues.                       |
| Three<br>Strategic Thinking | MR 2.6 Correlate marketing data that aid in the decision-making process.  |
| Four<br>Extended Thinking   | MR 2.7 Apply statistical methods to aid in data interpretation.   |

### MR 3: Students will report research findings for use in making strategic marketing decisions.

| <i>Webb Level</i>           | <i>Sub-indicator</i>   |
|-----------------------------|--|
| Three<br>Strategic Thinking | MR 3.1 Report findings to communicate research information with various stakeholders.                  |
| Four<br>Extended Thinking   | MR 3.2 Manage marketing information to analyze, predict and recommend successful marketing strategies. |



## International Business and Marketing

|                                  |   |
|----------------------------------|---|
| Career Cluster                   | Marketing   |
| Course Code                      | 12056   |
| Prerequisite(s)                  | Marketing Principles recommended  |
| Credit                           | 0.5 to 1.0  |
| Program of Study and Sequence    | Marketing Principles– <b>International Business and Marketing</b> – additional pathway course or Capstone Experience  |
| Student Organization             | DECA – Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA)   |
| Coordinating Work-Based Learning | Job shadow, mentoring, informational interviews, internships  |
| Industry Certifications          | N/A   |
| Dual Credit or Dual Enrollment   | <a href="https://sdmylife.com/prepping-for-college/dual-credit">https://sdmylife.com/prepping-for-college/dual-credit</a>   |
| Teacher Certification            | Business Management & Administration Cluster Endorsement; Business Marketing & Management Pathway Endorsement; Marketing Cluster Endorsement; Finance Cluster Endorsement; Banking Services & Business Finance Pathway Endorsement; Insurance, Securities & Investments Pathway Endorsement; Sales, Merchandising & Marketing Research Support Pathway Endorsement; *Business Education; *Marketing Education |
| Resources                        | N/A   |

### Course Description

International Business and Marketing will introduce students to the tools and terminology needed to explore and understand marketing practices in a global environment. The scope and challenge of international marketing, the dynamic environment of international business, and ways to develop global marketing strategies will be examined.

### Program of Study Application

International Business and Marketing is a pathway course in the Marketing career cluster, Marketing Management pathway.

## Course Standards

### IBM 1: Students will understand the scope of international business.

| <i>Webb Level</i>                | <i>Sub-indicator</i>  |
|----------------------------------|---|
| One<br>Recall and<br>Recognition | IBM 1.1 Define international business.  |
| One<br>Recall and<br>Recognition | IBM 1.2 Identify, explore, and research career opportunities in international business. |

### IBM 2: Students will understand ethical challenges unique to international marketing.

| <i>Webb Level</i>         | <i>Sub-indicator</i>   |
|---------------------------|--|
| Four<br>Extended Thinking | IBM 2.1 Apply ethical reasoning to a variety of international situations to make ethical decisions.          |
| Two<br>Skill/Concept      | IBM 2.2 Understand the role of international law and evaluate alternative responses to workplace situations. |

### IBM 3: Students will understand the factors included in an international marketing plan.

| <i>Webb Level</i>           | <i>Sub-indicator</i>  |
|-----------------------------|---|
| Two<br>Skill/Concept        | IBM 3.1 Research and identify current international business trends and innovations. <ul style="list-style-type: none"><li>• Understand the role of culture in international business and marketing</li></ul>                             |
| Two<br>Skill/Concept        | IBM 3.2 Explain economic factors that affect international market entry.  |
| Three<br>Strategic Thinking | IBM 3.3 Understand environmental factors and conduct an environmental scan for an international market.   |
| Three<br>Strategic Thinking | IBM 3.4 Identify different market entry strategies and the risk and return associated with each.  |
| Three<br>Strategic Thinking | IBM 3.5 Identify different modifications used within the marketing mix to effectively market internationally. <ul style="list-style-type: none"><li>• Understand the role of collecting, analyzing, and applying marketing data</li></ul> |