



## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	<b>Marketing II</b> 11-12 1 Marketing I
<b>Course Description</b>	In this course students will learn about the power of advertising, the advertising industry, analyzing customers, and planning, creating and placing advertisements. Students learn about what it takes to be successful in selling, technology used in selling, preparations to sell, developing and closing the sale, and retail selling.
<b>District-approved Materials and/or Resources</b>	Virtual Business  Text Books – <ul style="list-style-type: none"><li>- Advertising Text Book (South-Western)</li><li>- Selling Text Book (South-Western)</li><li>- Sports and Entertainment Marketing Text Book (Glencoe Marketing Series)</li></ul>

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p><b>Advertising</b></p>	<p>Resources that will support instruction</p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- PowerPoint</li> <li>- Superbowl Commercials 2007</li> <li>- Sell n Spin Video</li> <li>- Optimus (field trip)</li> <li>- Local Businesses</li> <li>- Advertising Text Book (South-Western)</li> <li>-</li> </ul>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p>1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.</p> <p>1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology.</p> <p>1.B.I.2 – Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</p> <p>1.B.I.5 – Analyze overall <b>themes</b> and discover <b>coherence</b>.</p> <p>3.A.I.1 – Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).</p> <p>3.C.I.1 – Compose informational writing (e.g., narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence.</p> <p>3.C.I.4 – Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.</p> <p>3.C.I.5 – Demonstrate the proper <b>format</b>/conventions for business letters.</p> <p>3.C.I.9 – Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.</p> <p>4.B.I.1 – Communicate effectively the intended message.</p> <p>4.B.I.2 – Use effective verbal and nonverbal feedback (response) strategies to adjust message.</p> <p>4.B.I.3 – Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)</p> <p>4.B.I.4 – Use language that is clear, audible, and appropriate.</p> <p>4.B.I.5 – Use appropriate grammar, word choice, and pacing.</p> <p>4.B.I.6 – Demonstrate effective use of visual aids and available technology.</p> <p>4.B.I.7 – Rehearse presentations to overcome communication anxiety and apprehension.</p>	

4.B.I.9 – Recognize and assume differing roles within a group.

4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.

5.A.J.1 – Survey a subject and select a topic.

5.A.J.2 – Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic or problem (e.g., fact/opinion, example/evidence).

5.B.J.1 – Identify information most pertinent to task.

5.B.J.2 – Develop simple conclusions based on inductive and/or deductive reasoning.

6.B.I.4 – Simplify simple arithmetic expressions with rational numbers using the field properties and the order of operations.

10.B.J.3 – Create a survey from a critical question and decide which sampling technique to use for the survey.

15.B.J.1 - Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.

15.C.J.7 - Analyze the effects of competition on the price, quality, and quantity produced of a good.

15.D.J.1 - Define transaction costs and provide examples.

16.A.I.2 - Describe the value of interviewing a person who witnessed an event in the past.

17.A.J.2 - Explain the advantages for retailers to locate in malls rather than in dispersed locations (e.g., malls bring many large and small stores together in close proximity and take advantage of sharing costs for parking lots, lighting, and other utilities while providing convenience and time efficiency for customers).

17.C.I.2 - Explain the different land use areas within cities in Illinois and the United States (e.g., residential, commercial, recreational).

18.B.J.1 - Analyze a local social issue by collecting and interpreting data.

18.B.J.3 - Assess the effect of technology on the status and role of individuals.

21.A.J.5 – Design a group activity including rules and safety procedures.

26.A.I.2 - Understand how the primary tools, support tools and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.

26.A.I.3 - Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.

29.A.J.1 - Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ol style="list-style-type: none"> <li>1. The power of advertising: Needs and wants. The consumer is in charge. Advertising and the economy</li> <li>2. The advertising industry: The evolution of advertising. The advertising industry. Advertising agencies. Regulations and ethics.</li> <li>3. Analyzing customers: Understanding the consumer. Targeting the consumer. Testing the message.</li> <li>4. Planning the advertising campaign: Develop and advertising plan. Set objectives and budget. Complete the advertising plan.</li> <li>5. Creating the advertisement: Select a strategy. Write the message. Put the ad in print. Put the ad on television.</li> <li>6. Placing the advertisement: Develop the media plan. Use support media. Direct marketing and press releases.</li> </ol>	
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>- Apprentice Project</li> <li>- 30 radio ad</li> <li>- 30 commercial (non-acting)</li> <li>- Commercial evaluation with hired cast and producers.</li> <li>- Billboard Design (print ad)</li> <li>- Advertising Agency Research Paper</li> </ul>	<p>Other Evidence</p>

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p><b>Selling</b></p>	<p>Resources that will support instruction</p> <ul style="list-style-type: none"> <li>- Selling Text Book (South-Western)</li> <li>- Internet</li> <li>- PowerPoint</li> <li>- Local Businesses</li> <li>- Fannie May</li> <li>- Guest Speaker (Larry Alton – Charter One Bank)</li> </ul>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p>1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.</p> <p>1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology.</p> <p>1.B.I.2 – Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</p> <p>1.B.I.5 – Analyze overall <b>themes</b> and discover <b>coherence</b>.</p> <p>3.A.I.1 – Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).</p> <p>3.C.I.1 – Compose informational writing (e.g., narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence.</p> <p>3.C.I.4 – Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.</p> <p>3.C.I.9 – Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.</p> <p>4.B.I.1 – Communicate effectively the intended message.</p> <p>4.B.I.2 – Use effective verbal and nonverbal feedback (response) strategies to adjust message.</p> <p>4.B.I.3 – Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)</p> <p>4.B.I.4 – Use language that is clear, audible, and appropriate.</p> <p>4.B.I.5 – Use appropriate grammar, word choice, and pacing.</p> <p>4.B.I.6 – Demonstrate effective use of visual aids and available technology.</p> <p>4.B.I.7 – Rehearse presentations to overcome communication anxiety and apprehension.</p> <p>4.B.I.8 – Demonstrate composure while confronting or rebutting opposing views.</p> <p>4.B.I.9 – Recognize and assume differing roles within a group.</p> <p>4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible</p>	

	<p>solutions to attempt consensus.</p> <p>5.A.J.2 – Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic or problem (<b>e.g.</b>, fact/opinion, example/evidence).</p> <p>5.B.J.1 – Identify information most pertinent to task.</p> <p>15.C.J.7 - Analyze the effects of competition on the price, quality, and quantity produced of a good.</p> <p>15.D.J.1 - Define transaction costs and provide examples.</p> <p>16.A.I.2 - Describe the value of interviewing a person who witnessed an event in the past.</p> <p>18.B.J.1 - Analyze a local social issue by collecting and interpreting data.</p> <p>18.B.J.3 - Assess the effect of technology on the status and role of individuals.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Successful selling: Selling as a career. Attributes for success. Communications for success.</li> <li>2. Technology and selling: Telemarketing and customer data. The internet and multimedia. Use technology for follow-up.</li> <li>3. Preparing to sell: The psychology of selling. Knowledge for selling. Prospecting for sales.</li> <li>4. Developing the sale: The pre-approach. Meeting a need. Handling objections.</li> <li>5. Closing and beyond: Closing and the sales process. Methods of closing. After the sale.</li> <li>6. Retail selling: The basics of retail selling. The sales process in retail selling. Other skills for retail selling.</li> </ol>	
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>- Personal selling presentation</li> <li>- Product description evaluation</li> <li>- Report of target audience.</li> </ul>	<p>Other Evidence</p>

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p><b>Sports and Entertainment Marketing</b></p>	<p>Resources that will support instruction</p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- PowerPoint</li> <li>- Superbowl Commercials 2007</li> <li>- Optimus (field trip)</li> <li>- Local Businesses</li> <li>- Sports and Entertainment Marketing Text Book (Glencoe Marketing Series)</li> <li>- Kane County Cougars</li> <li>- Chicago Rush</li> </ul>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p>1.A.I.3 – Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.</p> <p>1.A.I.4 – Identify and analyze the meanings of specialized vocabulary/terminology.</p> <p>1.B.I.2 – Relate reading with information from other sources (<b>e.g.</b>, prior knowledge, personal experience, other reading) using a variety of strategies.</p> <p>1.B.I.5 – Analyze overall <b>themes</b> and discover <b>coherence</b>.</p> <p>3.C.I.4 – Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.</p> <p>3.C.I.5 – Demonstrate the proper <b>format</b>/conventions for business letters.</p> <p>3.C.I.9 – Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.</p> <p>4.B.I.1 – Communicate effectively the intended message.</p> <p>4.B.I.2 – Use effective verbal and nonverbal feedback (response) strategies to adjust message.</p> <p>4.B.I.3 – Use a variety of verbal and nonverbal cues (<b>e.g.</b>, pauses, posture change, location, tone of voice.)</p> <p>4.B.I.4 – Use language that is clear, audible, and appropriate.</p> <p>4.B.I.5 – Use appropriate grammar, word choice, and pacing.</p> <p>4.B.I.6 – Demonstrate effective use of visual aids and available technology.</p> <p>4.B.I.10 – Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.</p> <p>5.A.J.1 – Survey a subject and select a topic.</p> <p>5.A.J.2 – Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic or problem (<b>e.g.</b>, fact/opinion, example/evidence).</p>	



	<p>5.B.J.1 – Identify information most pertinent to task.</p> <p>5.B.J.2 – Develop simple conclusions based on inductive and/or deductive reasoning.</p> <p>10.B.J.3 – Create a survey from a critical question and decide which sampling technique to use for the survey.</p> <p>17.C.I.2 - Explain the different land use areas within cities in Illinois and the United States (e.g., residential, commercial, recreational).</p> <p>18.B.J.1 - Analyze a local social issue by collecting and interpreting data.</p> <p>18.B.J.3 - Assess the effect of technology on the status and role of individuals.</p> <p>21.A.J.5 – Design a group activity including rules and safety procedures.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ol style="list-style-type: none"> <li>1. What is sports and entertainment marketing? Marketing basics. Sports marketing. Entertainment marketing. Recreation marketing.</li> <li>2. College and amateur sports: Marketing college athletics. Economic impact of college athletics. Amateur sports.</li> <li>3. Professional sports: Big league sports. Attracting a professional team. Agents, managers, and ethics.</li> <li>4. Marketing products and services through sports” Using sports to market products. Sponsorship. Promotion. Endorsements.</li> <li>5. Public images: public relations. Fans. Publishing and speaking engagements.</li> <li>6. Advancing the cause: Community service. Sports camps. Workshops.</li> <li>7. Sports marketing: Marketing firms. The global market. Careers in sports marketing.</li> <li>8. Entertainment Industry: Entertainment profits. Distribution of entertainment. Marketing and music theater. Awards and annual events. Entertainment marketing careers.</li> <li>9. Marketing Entertainment: Customized entertainment. Entertainment technology and marketing. World entertainment marketing.</li> <li>10. Recreation Marketing: Recreational sports. Travel and tourism. Resorts and theme parks. Recreation marketing careers.</li> </ol>	
<p><b>Assessments</b></p>	<p>- Final Project – combine forms of marketing to create a marketing plan for a professional sports team.</p>	<p>Other Evidence</p>