



# Rhinebeck Marketing Elective Course Curriculum 2009

Created by teachers from the Rhinebeck School District

# Rhinebeck Prioritized Curriculum Marketing

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# Rhinebeck Prioritized Curriculum

## Marketing

### INTRODUCTION

This Curriculum is designed to be a resource for teachers of the Marketing elective in the Rhinebeck Central School District. It is an attempt to summarize the essential knowledge and skill students are expected to acquire at the end of the course of study. This document is correlated with the New York State learning Standards, aligned with the New York State Career Development and Occupational Standards, and enhanced with practical ideas from Rhinebeck classroom teachers. This is a living document. We encourage teachers to refine the document as further information and resources become available.

### NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES STANDARDS

#### **Standard 1 – Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills aptitudes and abilities to future career decisions. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

#### **Standard 2- Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand and their potential application in the world of work.

#### **Standard 3 – Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. These skills include the ability to read, write, listen, speak, as well as perform arithmetical and mathematical functions, plan, organize, perform in interpersonal settings, and to use technology effectively.

### KEY COMPONENTS

The following key components appear at each grade level:

- **ESSENTIAL KNOWLEDGE and SKILLS** - Each list of essential knowledge and skills express what students are expected to know and be able to do at that grade level or in that course. Each list is aligned with the New York State Core Curriculum and resource guide for Career Development and Occupational Studies.
- **VOCABULARY/CONCEPTS** - These vocabulary words and concepts correlate to the Career Development and Occupational Studies Curriculum.
- **GUIDING QUESTIONS** - These questions, written by teachers, help define the focus of each topic. This is not an inclusive list, but rather a starting point.
- **CLASSROOM IDEAS** - These ideas, generated by classroom teachers, are not required activities, but rather some ideas to try. Teachers are encouraged to add their own ideas.
- **ASSESSMENT IDEAS** - These ideas, generated by classroom teachers, often correspond to the classroom ideas. They are not required, but rather are some examples of alternative assessments to try. They may, in some instances, replace paper and pencil tests. In other instances, they may supplement the traditional forms of assessment. Again, teachers are encouraged to add their own ideas.

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### ***Introduction to Marketing***

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<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> <li>• Define marketing</li> <li>• Identify the nine functions of marketing</li> <li>• Define economic utility</li> <li>• Name the five economic utilities and distinguish those related to marketing.</li> <li>• Discuss the reason for studying marketing.</li> <li>• Describe the trend in future employment opportunities for those trained in marketing.</li> <li>• Define the marketing terms presented.</li> </ul>	Marketing Products Goods Services Exchange Utility Form utility Place utility Time utility Possession utility Information utility	<ul style="list-style-type: none"> <li>• What is marketing?</li> <li>• What are the nine functions of marketing?</li> <li>• Is one of the marketing utilities more important than the others? Why?</li> <li>• Which of the five economic utilities are related to marketing?</li> <li>• What is concept of form utility?</li> <li>• How can marketing help lower prices?</li> <li>• What is marketing's role in developing new and improved products?</li> <li>• Why is the study of marketing helpful in any career?</li> <li>• What do Department of Labor projections predict for marketing jobs?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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## Marketing

### ***Basic Marketing Concepts***

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<ul style="list-style-type: none"> <li>• State the marketing concept.</li> <li>• Distinguish between customers and consumers and explain why the difference is important.</li> <li>• Describe what constitutes value for customers and consumers alike.</li> <li>• Define what constitutes a market.</li> <li>• Suggest two basic ways to identify a business' potential customers and market a product to them.</li> <li>• Describe ways a market may be segmented.</li> <li>• Explain how to construct a customer profile.</li> <li>• Identify the four P's of the marketing mix and how they are used to reach customers.</li> <li>• Define positioning and illustrate its use.</li> <li>• Define the marketing terms presented.</li> </ul>	<p><b>Marketing Concept</b> Customers Consumers Value</p> <p><b>Target Marketing</b> Marketing mix Positioning</p> <p><b>Market</b> Mass-marketing Market segmentation Geographics Demographics Psychographics Customer profile</p>	<ul style="list-style-type: none"> <li>• What is the marketing concept?</li> <li>• What is the difference between companies that are sales oriented and those that are marketing oriented?</li> <li>• To a marketer, why might it be significant that the consumer of a product and the customer are not the same?</li> <li>• What are today's companies doing to develop customer loyalty to their products?</li> <li>• What must a business know in order to respond to customers' needs and wants?</li> <li>• What is mass-marketing?</li> <li>• What is market segmentation, and how is it used by businesses?</li> <li>• What are the general types of data developed using geographics, demographics, psychographics, and product benefits?</li> <li>• How are the four P's used in target marketing?</li> <li>• What is positioning? What are some techniques used to position products?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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### ***Free Enterprise System***

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<ul style="list-style-type: none"> <li>• Identify the basic principles of free enterprise system.</li> <li>• Explain role competition plays in such a system.</li> <li>• Discuss importance of profit in such a system.</li> <li>• Describe various roles government plays in free enterprise system.</li> <li>• Explain how supply and demand interact to set prices.</li> <li>• Define the marketing terms presented.</li> </ul>	Free enterprise system Competition Price competition Non-price competition Monopoly Risk Profit Licensing agreement Demand Supply equilibrium Surpluses shortages	<ul style="list-style-type: none"> <li>• What are the four basic principles of a free enterprise system?</li> <li>• Why is competition an essential part of the free enterprise system?</li> <li>• What role does profit play in free enterprise?</li> <li>• What happens when businesses are not profitable?</li> <li>• How does the Small Business Administration support and encourage free enterprise?</li> <li>• What are a few government regulatory agencies that protect consumers and workers?</li> <li>• What do the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914 have in common?</li> <li>• What might the Federal Reserve do if it sees prices going up too fast?</li> <li>• What three major businesses make our government a competitor in the marketplace?</li> <li>• How do supply and demand interact to determine price in a free enterprise system?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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### ***World Economies***

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<ul style="list-style-type: none"> <li>• Define economy.</li> <li>• Identify the factors of production necessary to create goods and services.</li> <li>• List the three basic economic questions answered by all economies.</li> <li>• Explain how command and market economies answer the three questions.</li> <li>• Explain why all economies are mixed.</li> <li>• Compare/contrast the economic approaches of capitalist, socialist, and communist societies.</li> <li>• Identify the goals of any economy.</li> <li>• Identify the various measurements used to analyze an economy.</li> <li>• Describe the four phases of the business cycle.</li> <li>• Define the marketing terms presented.</li> </ul>	Economy Resources Capital Entrepreneurship Factors of production Infrastructure Scarcity Market economy Command economy Capitalism Socialist Communist Privatization Productivity Gross domestic product (GDP) Gross national product (GNP) Standard of living Inflation Consumer price index (CPI) Business cycle	<ul style="list-style-type: none"> <li>• Would a part-time worker be considered an economic resource in the US? What resource?</li> <li>• How is the infrastructure of a country related to the factors of production?</li> <li>• What economic principle forces everyone (nations, businesses, and people) to make economic choices?</li> <li>• What are the two broad categories that economists have classified all economic systems?</li> <li>• Which economic system does the gov't let the market answer the three basic economic questions?</li> <li>• Why were there always shortages of consumer goods in the former Soviet Union?</li> <li>• How do businesses try to increase productivity?</li> <li>• What economic measure does the US gov't use to report the nation's production output?</li> <li>• Which gov't measure most closely reflects the amount of goods and services that a nation's people have?</li> <li>• Why is double-digit inflation bad for an economy?</li> <li>• Why is a low unemployment rate good for a nation?</li> <li>• What are three factors that affect business cycles?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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### ***Business and Social Responsibility***

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<ul style="list-style-type: none"> <li>• Define business.</li> <li>• Explain the basic functions of business.</li> <li>• Distinguish businesses from each other based on general characteristics.</li> <li>• Name the areas in which business are thought to have social responsibility.</li> <li>• List ways business activities have impacted the environment.</li> <li>• Define ethics and suggest how to make ethical choices.</li> <li>• Define consumerism and provide a brief history of the movement.</li> <li>• Describe current trends that are likely to improve the workplace for employees.</li> <li>• Define the marketing terms presented.</li> </ul>	Business Production Marketplace Management Finance Nonprofit organizations Public sector Private sector Ethics Consumerism	<ul style="list-style-type: none"> <li>• What does a business do?</li> <li>• What are two primary functions of business?</li> <li>• What are three major functions of management in business?</li> <li>• What percentage of American businesses do small businesses account for?</li> <li>• How is the operation of a nonprofit organization different from a profit-making enterprise?</li> <li>• What is an example of a private-sector and a public-sector organization?</li> <li>• What areas is business thought to have some degree of social responsibility?</li> <li>• What is one area in which business activity has had an unfavorable impact on the environment? How has the gov't and/or business moved to remedy the situation?</li> <li>• What are the questions that marketers must ask themselves to make ethical business choices?</li> <li>• How has consumerism affected the way business conducts itself?</li> <li>• What rights do consumers have according to the Consumer Bill of Rights?</li> <li>• How does flextime differ from telecommuting?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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### *The Domestic Workplace*

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<ul style="list-style-type: none"> <li>Identify demographic, geographic, and psychographic trends in the U.S. consumer market.</li> <li>Suggest products and marketing strategies that can reach the diverse segments within that market.</li> <li>Explain derived demand.</li> <li>List the six major types of businesses that comprise the industrial market.</li> <li>Suggest products that each major industrial market might need to purchase.</li> <li>Define the marketing terms presented.</li> </ul>	Consumer market Whoopies Baby boomers Generation X Baby boomlet Disposable income Discretionary income Family life cycle Industrial market Derived demand Wholesalers Retailers	<ul style="list-style-type: none"> <li>What are the three most frequently studied demographic variables in the US consumer market?</li> <li>What distinguishes the baby boom generation from others typically considered by marketers?</li> <li>For what types of products are the young elderly prime targets? Members of Generation X? children?</li> <li>What must businesses do to target African-American populations? Hispanics? Asian-Americans?</li> <li>For which types of businesses would changes in disposable income be important? Changes in discretionary income?</li> <li>What is the family life cycle?</li> <li>What are three current psychographic trends that are not related to households and families?</li> <li>How can the change in consumer buying habits affect the industrial market?</li> <li>How do extractors differ from manufacturers? Wholesalers from retailers?</li> <li>What must a business do to be considered as a supplier by the government?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>Teacher designed note sheets to complement material presented within power point presentation.</li> <li>Workbook to complement text activities.</li> <li>Textbook</li> <li>Professional software</li> <li>Internet for various supplemental and complementary activities.</li> <li>Pertinent/timely articles/literature.</li> <li>Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>Objective test covering written content with the lesson/chapter.</li> <li>Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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### **Promotion**

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<ul style="list-style-type: none"> <li>• Explain the role of promotion.</li> <li>• Describe the characteristics of advertising and publicity.</li> <li>• Explain the characteristics of sales promotion and personal selling.</li> <li>• Describe the concepts of promotional mix.</li> <li>• Define the marketing terms presented.</li> </ul>	Promotion Product promotion Institutional promotion Advertising Publicity Sales promotion Slotting allowance Sales incentives Licensing Promotional tie-ins Premiums Incentives Promotional mix	<ul style="list-style-type: none"> <li>• For what specific purposes do businesses typically employ promotion?</li> <li>• What is the difference between product promotion and institutional promotion?</li> <li>• What are the four basic types of promotion?</li> <li>• What features distinguish advertising from other forms of promotion?</li> <li>• What are the principal advantages and disadvantages of using publicity as a promotional device?</li> <li>• What are four types of trade promotion?</li> <li>• What are four types of consumer premium?</li> <li>• What is the difference between contests, sweepstakes, and rebates?</li> <li>• How do the duties of order-taking and order-getting sales personnel differ from each other?</li> <li>• What does the following statement mean, "The Walt Disney Company has a good promotional mix."?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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### **Advertising Media**

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<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> <li>Define advertising and explain its purposes.</li> <li>Identify the various types of media.</li> <li>Explain the advantages and disadvantages of various types of media.</li> <li>Describe how various media rates are set.</li> <li>Calculate print media costs.</li> <li>Suggest some standards for selecting promotional media.</li> <li>Define the marketing terms presented.</li> </ul>	Promotional advertising Institutional advertising Media Print media Broadcast media Specialty media Cost per thousand (CPM) Network radio advertising National spot radio advertising Local radio advertising	<ul style="list-style-type: none"> <li>What is the difference between promotional and institutional advertising?</li> <li>What are three general categories of advertising media?</li> <li>What are the four principal advantages and three principal disadvantages of using newspaper advertising?</li> <li>In what respect is magazine advertising superior to newspaper advertising?</li> <li>What is direct-mail advertising?</li> <li>Why is outdoor advertising losing popularity in some areas of the country?</li> <li>What is the major reason that so many businesses use broadcast media for advertising?</li> <li>What are magazine rates based on?</li> <li>Why is knowledge of cost per thousand rates helpful to newspaper and magazine advertisers?</li> <li>How do network radio advertising, national spot radio advertising, and local radio advertising differ from each other?</li> <li>For advertisers, what are the advantages and disadvantages of using run-of-schedule air rates?</li> <li>What determines the rates charge for television advertising?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>Teacher designed note sheets to complement material presented within power point presentation.</li> <li>Workbook to complement text activities.</li> <li>Textbook</li> <li>Professional software</li> <li>Internet for various supplemental and complementary activities.</li> <li>Pertinent/timely articles/literature.</li> <li>Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>Objective test covering written content with the lesson/chapter.</li> <li>Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

# Rhinebeck Prioritized Curriculum

## Marketing

### ***Print Advertisements***

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<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> <li>• Describe how ads are developed.</li> <li>• Create advertising headlines.</li> <li>• Prepare advertising copy.</li> <li>• Select advertising illustrations.</li> <li>• Explain the significance of a signature.</li> <li>• Explain the importance of advertising layouts.</li> <li>• Explain the advantages and disadvantages of using color in advertising.</li> <li>• Describe how typefaces and type sizes can be changed to add variety and emphasis in print advertising.</li> <li>• Explain how to check advertising proofs.</li> <li>• Define the marketing terms presented.</li> </ul>	Advertising agencies Cooperative advertising Headline Copy Illustration Clip art Signature Slogan Ad layout Advertising proof	<ul style="list-style-type: none"> <li>• What tasks are performed by the creative services department?</li> <li>• What is "cooperative" about cooperative advertising?</li> <li>• What are the four essential elements of a written advertisement?</li> <li>• Why should headlines consist of no more than seven words?</li> <li>• What are three techniques you can use to develop attention-getting headlines?</li> <li>• What are the two types of illustrations used in print ads and when should each be used?</li> <li>• In an ad, what is included with a signature?</li> <li>• What are four principles that should be followed in developing print advertising layouts?</li> <li>• What are three reasons for using color in print advertisements?</li> <li>• What should advertisers make sure of when selecting type?</li> <li>• What should an advertiser do if he or she finds an error on an advertising proof?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

# Rhinebeck Prioritized Curriculum

## Marketing

### *Visual Merchandising and Display*

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<i>Essential Knowledge/Skills</i>	<i>Vocabulary/Concepts</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
<ul style="list-style-type: none"> <li>Define visual merchandising and distinguish it from display.</li> <li>Explain how exterior and interior features contribute to a store's image.</li> <li>List the various kinds of displays.</li> <li>Describe the steps used in designing and preparing displays.</li> <li>Describe the various artistic considerations involved in display preparation.</li> <li>Summarize the proper procedures for maintaining and dismantling displays.</li> <li>Define the marketing terms presented.</li> </ul>	Visual merchandising Display Storefront Marquee Store layout Fixtures Complementary colors Adjacent colors Proportion Formal balance Informal balance	<ul style="list-style-type: none"> <li>What four elements are manipulated by visual merchandisers to create a store image?</li> <li>What is the expected outcome of effective visual merchandising?</li> <li>What is the difference between a storefront and a marquee?</li> <li>What is meant by the term "store layout"?</li> <li>What are the four types of space found in most store layouts?</li> <li>Why are interior displays an important aspect of visual merchandising?</li> <li>Which type of interior display has been found to be most effective with new product introductions?</li> <li>What is the difference between decorative and functional props?</li> <li>What questions must every business address before constructing displays? Why?</li> <li>How do complementary colors and adjacent colors contrast with each other?</li> <li>How are formal and informal balance achieved in a display?</li> <li>How should displays be evaluated?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>Teacher designed note sheets to complement material presented within power point presentation.</li> <li>Workbook to complement text activities.</li> <li>Textbook</li> <li>Professional software</li> <li>Internet for various supplemental and complementary activities.</li> <li>Pertinent/timely articles/literature.</li> <li>Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>Objective test covering written content with the lesson/chapter.</li> <li>Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>

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## Marketing

### ***Publicity and Public Relations***

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<b><i>Essential Knowledge/Skills</i></b>	<b><i>Vocabulary/Concepts</i></b>	<b><i>Guiding Questions</i></b>	<b><i>Classroom Ideas</i></b>	<b><i>Assessment Ideas</i></b>
<ul style="list-style-type: none"> <li>• Describe the nature and scope of public relations.</li> <li>• State the benefits of public relations activities.</li> <li>• Recognize the audiences for public relations.</li> <li>• Explain the primary task of public relation specialists.</li> <li>• Explain the various duties performed by public relation specialists.</li> <li>• Describe the elements of a news release.</li> <li>• Prepare a news release.</li> <li>• Define the marketing terms presented.</li> </ul>	Public relations Customer advisory boards Consumer affairs specialists Community relations News release Press kit Press conference	<ul style="list-style-type: none"> <li>• What is the difference between publicity and public relations?</li> <li>• What is the difference between employee, customer, and community relations?</li> <li>• What are three programs or policies that businesses use to improve their image in the eyes of their employees?</li> <li>• What are three examples of public relation events?</li> <li>• How do the duties of a customer advisory board differ from those of a consumer affairs specialist?</li> <li>• What is a news release?</li> <li>• What are five basic questions that must be addressed when writing a news release?</li> <li>• What are two tools used by public relations specialists to generate publicity?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designed power point presentations of pertinent and main theories presented within chapters.</li> <li>• Teacher designed note sheets to complement material presented within power point presentation.</li> <li>• Workbook to complement text activities.</li> <li>• Textbook</li> <li>• Professional software</li> <li>• Internet for various supplemental and complementary activities.</li> <li>• Pertinent/timely articles/literature.</li> <li>• Videos and video guides to complement material presented in lesson/chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice/supplemental activities from workbook that simulate current/real world marketing tasks/responsibilities, methods, and theory.</li> <li>• Objective test covering written content with the lesson/chapter.</li> <li>• Subjective Test covering marketing skills presented in lesson/chapter (i.e. MS Excel spreadsheets, advertisement design, database creation)</li> <li>• Professional Software Activities to complement presented material (including but not limited to MS Excel, MS Publisher, MS Access, PageMaker, MS Power Point, MS Word, In Design)</li> <li>• Supplemental Internet Activities to complement material presented in lesson/chapter.</li> </ul>