Scope & Sequence

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| Course Name: Advanced Marketing **TSDS PEIMS Code:** 13034700 | | | **Course Credit:** 2.0  **Course Requirements:** This course is recommended for students in Grades 11-12.  **Prerequisites:** One credit from the courses in the Marketing Career Cluster.  **Recommended Prerequisite:** Practicum in Marketing. |
| **Course Description:** In Advanced Marketing, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 177 Periods.  7965 Minutes.  132.75 Hours\* | \*Schedule calculations based on 177/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.389 (c) Knowledge and skills** | |
| **Unit 1. Professionalism in Advanced Marketing**  In this unit, students will learn the ways in which to conduct themselves in a professional environment. Communication, teamwork and time management will be covered. Role-playing will be a key activity connected to this unit. | 17 periods  765 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using speaking, listening, and writing skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;  (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and  (G) demonstrate leadership skills by participating in activities such as career and technical student organizations. | |
| **Unit 2. The Purpose of Marketing Research**  In this unit, students will learn about the need and importance of marketing research, as well as the essential components. In addition, students will gain an understanding of the data side of research, how to gather as well as learn how to report the findings so they are useful to others. This unit is prep for the Marketing Research unit. | 15 periods.  675 minutes. | (10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:  (A) express the importance of marketing research;  (B) describe areas of marketing research such as advertising, product, market, and sales;  (C) explain the purpose of test marketing;  (D) identify trends affecting marketing research; and  (E) communicate benefits and limitations of marketing research.  (11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:  (A) state the marketing research process;  (B) identify methods of collecting data;  (C) describe ways technology is used in research;  (D) design and implement a study;  (E) analyze and interpret data collected;  (F) develop a research report; and  (G) make recommendations based on the research report. | |
| **Unit 3. Marketing Research Project**  In this unit, student will be able identify a formal research project, as well as consult with an expert in that field. Students will develop relationships, conduct research and create a presentation to present their findings. Emphasis on real world experiences and professionalism will be enhanced in this unit as well. | 15 periods.  675 minutes. | (2) The student develops a project on a topic related to the field of marketing and uses in-depth research to present findings. The student is expected to:  (A) identify a topic to investigate or research;  (B) consult with an expert to investigate and discover possible solutions to an issue; and  (C) present findings to an audience that includes experts in the field. | |
| **Unit 4. Market Identification**  Students will learn all about market analysis, trends in marketing, emerging technologies the concept of SWOT. This will allow students the understanding of an industries characteristic and how to identify and capitalize on them. The culmination of this unit will be the creation of a marketing plan. | 12 periods.  540 minutes. | (3) The student knows the concepts of market and market identification. The student is expected to:  (A) perform a market analysis;  (B) conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in the marketing planning process; and  (C) create a marketing plan.  (7) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:  (A) discuss trends affecting marketing; and  (B) research emerging technologies in marketing. | |
| **Unit 5. Entering the Workforce**  Students will gain an understanding of what it takes to enter the workforce within marketing, as well as the professional development needed for that field. Student will also learn about the communication expectations. Mock job interviews with outside professionals would be a powerful addition to this unit. | 12 periods.  540 minutes. | (5) The student identifies the need for professional and career development. The student is expected to:  (A) identify types of media available such as LinkedIn and industry-specific publications; and  (B) explain the role of professional organizations and networking  (19) The student prepares for employment in a particular career field. The student is expected to:  (A) identify training, education, and certification requirements for occupational choice; and  (B) research career-related training or degree programs.  (6) The student integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:  (A) communicate effectively in a business management setting; and  (B) understand appropriate protocol in a business meeting | |
| **Unit 6. The Role of Management**  Learning what it takes to be a part of management in marketing is what students will learn about in this unit. Discovering diversity, training and mentoring employees as well as understanding management styles will be included. Guest speakers, role-playing and conducting mock performance evaluations will add to this unit. | 15 periods.  675 minutes. | (4) The student understands the roles of management. The student is expected to:  (A) differentiate among levels of management;  (B) compare and contrast management styles;  (C) identify effective recruitment, selection, training and development, and performance evaluation techniques;  (D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures;  (E) model techniques to use in difficult customer relations situations; and  (F) analyze factors involved in facilities design, maintenance, and improvement.  (8) The student knows the impact and value of diversity. The student is expected to:  (A) portray how cultural diversity affects marketing; and  (B) discover legal responsibilities regarding diversity. | |
| **Unit 7. The International Side of Marketing**  In this unit students explore all aspects of marketing from a global perspective. Students will learn about international marketing; social, cultural, political, and legal environments; international market-entry opportunities; planning and managing market entry strategies and products; global distribution and pricing; international promotion, sales, and negotiation; and international market planning. A virtual international field trip would be a fantastic addition to this unit. | 16 periods.  720 minutes. | (9) The student identifies international economic factors that affect marketing planning. The student is expected to:  (A) identify strategies for entering international markets;  (B) illustrate cultural, economic, and political factors to consider when engaging in international trade;  (C) distinguish between imports and exports;  (D) explain the interdependence of nations;  (E) analyze advantages and disadvantages of international trade;  (F) determine the impact of global trade on business decision making;  (G) describe the determinants of exchange rates and their effects on the domestic economy;  (H) discuss the impact of cultural and social environments on global trade; and  (I) interpret labor issues associated with global trade. | |
| **Unit 8. Understanding Teamwork**  “There is no I in TEAM”. In this unit students will be able to learn all about the dynamics connected with teams and teamwork. Students will be able to understand the difference between leaders and member, identify characteristics of good leaders as well as the connection between leaders and managers. Students will also be able to gain an understanding of ethical decision making as it relates to team work and management. | 18 periods.  810 minutes. | (22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:  (A) specify how teams function;  (B) use teamwork to solve problems;  (C) differentiate between the roles of team leaders and team members;  (D) analyze characteristics of good leaders;  (E) identify employers' expectations and appropriate work habits;  (F) define discrimination, harassment, and inequality;  (G) demonstrate time-management techniques to develop and maintain schedules and meet deadlines;  (H) illustrate how teams measure their results; and  (I) demonstrate methods to recognize and reward team performance.  (21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:  (A) weigh alternative responses to workplace situations based on legal responsibilities and employer policies;  (B) weigh alternative responses to workplace situations based on personal or professional ethical responsibilities;  (C) identify and explain personal and long-term consequences of unethical or illegal behaviors; and  (D) identify the most appropriate response to workplace situations based on legal and ethical considerations. | |
| **Unit 9. Math in Marketing**  Basic math calculations will be taught in this unit, as well the math concepts needed to assist with vendors, product discounts and charting of data. This would be a unit that could be team taught with the math department, as well as simulations with a school based enterprise. | 10 periods.  450 minutes. | (16) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:  (A) describe and calculate merchandising-related discounts;  (B) interpret vendor terms and policies;  (20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:  (A) demonstrate use of relational expressions such as equal to, not equal to, greater than, and less than;  (B) apply data and measurements to solve a problem;  (C) analyze mathematical problem statements for missing or irrelevant data;  (D) construct charts, tables, and graphs from functions and data; and  (E) analyze data when interpreting operational documents. | |
| **Unit 10. Branding**  Branding is the process involved in creating a unique name and image for a product in the consumers' mind, mainly through advertising campaigns with a consistent theme. In this unit students will learn about the elements of branding, create a unique package, brand and label for a product, as well as understand the connected laws and regulations. Researching brands and identifying logos and their connected brands would be supporting activities for this unit. | 10 periods.  450 minutes. | (12) The student knows the importance of branding and extended product features. The student is expected to:  (A) define branding elements;  (B) distinguish between warranties and guarantees; and  (C) design a product package, brand, and label.  (13) The student analyzes the laws and regulations that affect products. The student is expected to:  (A) differentiate among laws, regulations, and self-regulatory measures for products; and  (B) clarify how business is affected by government regulation of consumer protection. | |
| **Unit 11. Purchasing**  It is essential to have products consumers want to purchase. In this unit students will learn about the process of selecting suppliers for the products to meet the needs of the customers as well as how to identify those needs. Students will also learn how to evaluate the effectiveness and satisfaction of the products. | 10 periods.  450 minutes. | (15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:  (A) explain the process of identifying needs;  (B) describe the process of selecting suppliers and sources;  (C) explain the negotiation process;  (D) explain how goods and services are ordered; and  (E) distinguish strategies used in evaluating purchases. | |
| **Unit 12. Sales and Customer Service**  The five steps of the sale will be covered in this unit in order to help students understand how to sell the products to the consumers. In addition the students will learn about sales quotas, how to maintain sales records and how effective customer services enhances sales. Whether the pay is commission or base, students will understand how both work. Sales demonstrations, guest speakers and creating sales forecasting charts are all good activities to add to this unit. | 17 periods.  765 minutes. | (18) The student demonstrates the management of selling activities. The student is expected to:  (A) explain sales and financial quotas;  (B) identify types of information contained in sales records; and  (C) exhibit proper procedures for maintaining sales records.  (17) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:  (A) identify employee management actions and attitudes that result in customer satisfaction;  (B) describe how customer service and follow-up are major factors for success in marketing; and  (C) demonstrate effective communication with customers to foster positive relationships that enhance company image. | |
| **Unit 13. Publicity**  If the customers don’t know what you sell they will not be interested in buying. Students will learn about public relations and publicity in this unit as well as create a variety of publicity materials.  A field trip to an advertising agency or public relations firm would add value to this unit. | 10 periods.  450 minutes. | (14) The student knows that public relations and publicity can be used to promote a business or organization. The student is expected to:  (A) prepare publicity materials;  (B) distinguish among activities that would encourage positive public relations; and  (C) analyze potential impact of publicity and offer possible strategies for dealing with the impact. | |