

Marketing II

August 2014

I. COURSE DESCRIPTION

Building off of the skills acquired in Marketing I, this advanced marketing course develops student understanding and skill in the expanding focus areas of e-marketing, business-to-business marketing, fashion, retail, and sports & entertainment marketing. Financial considerations as they relate to business profit will also be explored through a unit on accounting principles. Throughout the course, students will be presented problem-solving situations for which they must apply academic and critical-thinking skills. The following topic areas will be studied in depth throughout the year:

E-Marketing: This module introduces the role of modern systems, technologies, and communication means in the marketing realm. Students will benefit from understanding the importance of incorporating the most contemporary communications and systems technologies into marketing strategies.

Business-to-Business Marketing: This segment centers on the lesser-known but equally vital component of marketing: the interactions among the non-retail elements of the economy. The unique elements of the B2B environment including sales, trade advertising and promotion, and wholesale pricing strategies will be examined. Students will benefit from understanding how businesses market to, and interact with, one another and contribute to incredibly complex global commercial systems.

Fashion Marketing: Students will gain exposure to the high-profile fashion industry. Emphasis will be placed on the unique challenges of items with a short life cycle, fads, merchandising, and retailing strategies. The interaction of style and culture will be examined as well as the historical aspects of fashion and design. Students will benefit from understanding the importance of the fashion industry both as an integral component of the U.S. economy, but also as an archetype for broader marketing purposes. The fashion industry typically is very interesting to many students.

Retail Marketing: This section describes the world of retailing and offers key principles for effectively managing retail businesses in highly competitive environments. An exploration will be undertaken of retailing as the study of business activities that adds value to the products and services sold to consumers for their personal or family use. Knowledge of retailing principles and practices will help marketing students develop skills for many business contexts. Business managers must have a thorough understanding of how retailers operate and make money so they can get their products on retail shelves and work with retailers to sell them to consumers.

Sports & Entertainment Marketing: This component investigates the application of fundamental marketing principles to the sports and entertainment industries. Students will be granted the opportunity to relate their formative knowledge to a familiar and exciting milieu. Students will gain an understanding of the operations of the multi-billion dollar sports and entertainment industries. In addition to the tangible elements of this unique business sector, relevant parallels to community and national character and identities will underscore the importance of comprehending the prominence of leisure time in human character.

Introduction to Accounting Principles: Principles of Accounting provides students with an understanding of the accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn that accounting is an integral part of all business activities. They will learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets.

II. Outline of course

PCTI Curriculum Unit 1 Planner

Content Area:	Marketing II	Grade	11
Unit Plan Title:	E-Marketing/Business to Business Marketing		
CCS Standards Addressed			
<ul style="list-style-type: none"> • 9.4.12.N.(1).1, • 9.4.12.N.(1).2, • 9.4.12.N.(6).2, • 9.4.12.N.(2).3, • 9.4.12.N.(6).1, • 11-12.RST.1, • 11-12.RST.2, • 11-12.RST.3, • 11-12.RST.4, 	<ul style="list-style-type: none"> • 11-12.RST.5, • 11-12.RST.6, • 11-12.RST.7, • 11-12.RST.8, • 11-12.RST.9, • 11-12.RST.10, • 11-12.WHST.1, • 11-12.WHST.2, • 11-12.WHST.3, 	<ul style="list-style-type: none"> • 11-12.WHST.4, • 11-12.WHST.5, • 11-12.WHST.6, • 11-12.WHST.7, • 11-12.WHST.8, • 11-12.WHST.9, • 11-12.WHST.10 	
Essential Questions			
<ul style="list-style-type: none"> • What tools are available to marketers to efficiently communicate with a target market? • How does E-marketing differ from traditional marketing? • What are the salient differences between Business-to-Consumer and Business-to-Business commercial interactions? • What marketing strategies are most effective in the Business-to-Business environment? • What are the roles of key managers in Business-to-Business marketing? 			
Anchor Text			
<ul style="list-style-type: none"> • <i>Marketing (3rd Edition)</i>. James L. Burrow. Cengage 2012. (ISBN# 9781133108146). 			
Informational Texts			
<ul style="list-style-type: none"> • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ In E-mail Marketing, Consumers Weed Out the Weakest Link (Unit 1, Marketing Notebook, p2-5). • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ Mobile Marketing: Is 'App-vertising' the Answer? Why We've Only Begun to Scratch the Surface (Unit 1, Marketing Notebook, p10-15). • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ A New Breed of Social Media Personalities (Unit 1, Marketing Notebook, p19). 			
Career and Life Skills			
<ul style="list-style-type: none"> • Discuss the importance of the marketing concept to successful e-commerce. • Describe the various business uses of the Internet for e-commerce. • Describe how virtual marketing differs from traditional marketing, including its advantages and disadvantages. • Identify real-world examples of marketers effectively using social media to reach customers. • Explain the reasons businesses buy products/services from other businesses. • Define the major classifications of business consumers. • Describe the common characteristics typical of business markets. • Identify the steps in the business purchasing process. • Explain why purchasing decisions need to take into consideration more than just the direct cost of products and services. 			

Suggested Writing Assessments

- Social Networking Strategy: <http://ctepmarketingtoolkit.org/teachers2/toolkit/ctep-marketing-mpos-2-0/> (Unit1, Overview, Plans & PBL, p21).
- B2B Project: <http://ctepmarketingtoolkit.org/teachers2/toolkit/ctep-marketing-mpos-2> (Unit2, Overview, Plans & PBL, p12).

Instructors should advise students that all of the following assignments must be saved to the student's Digital Portfolio on Blackboard for later use.

Resources

- <http://ctepmarketingtoolkit.org/teachers-2/resources/>
- Blackboard.
- www.Entrepreneur.com
- Google Chrome Web Store.
- Sample Marketing Plan:
http://college.cengage.com/business/pride/foundations/2e/resources/pf_found_sample_mkt_plan.pdf
- <http://www.marketingteacher.com>
- www.forbes.com
- PCTI Media Center Teacher Resources: <http://library.pcti.tec.nj.us/page/teachers.htm>

Suggested Time Frame:

10 weeks

PCTI Curriculum Unit 2 Planner

Content Area:	Marketing II	Grade	11
Unit Plan Title:	Fashion Marketing/Retail Marketing		
CCS Standards Addressed			
<ul style="list-style-type: none"> • 9.4.12.N.(1).1, • 9.4.12.N.(1).2, • 9.4.12.N.(1).3, • 9.4.12.N.(1).4, • 9.4.12.N.(1).5, • 9.4.12.N.(1).6, • 11-12.RST.1, • 11-12.RST.2, • 11-12.RST.3, 	<ul style="list-style-type: none"> • 11-12.RST.4, • 11-12.RST.5, • 11-12.RST.6, • 11-12.RST.7, • 11-12.RST.8, • 11-12.RST.9, • 11-12.RST.10, • 11-12.WHST.1, • 11-12.WHST.2, 	<ul style="list-style-type: none"> • 11-12.WHST.3, • 11-12.WHST.4, • 11-12.WHST.5, • 11-12.WHST.6, • 11-12.WHST.7, • 11-12.WHST.8, • 11-12.WHST.9, • 11-12.WHST.10 	
Essential Questions			
<ul style="list-style-type: none"> • What lessons from fashion marketing can be applied to broader marketing and life issues? • How does the concept of production planning interact with traditional marketing skills to ensure business success? • What are the functions retailer’s support, and how do these satisfy consumer needs and wants? • What are the contemporary retailing channels? • How do retailers create value for consumers? 			
Anchor Text			
<p>Customized textbook built off of chapters from the following texts:</p> <ul style="list-style-type: none"> • <i>Glencoe Marketing Series: Fashion Marketing</i>. Glencoe 2006. (ISBN: 9780078682957). • <i>Glencoe Marketing Series: Retailing</i>. Glencoe 2005. (ISBN: 9780078614002). • <i>Glencoe Marketing Series: Sports & Entertainment Marketing</i>. Glencoe 2005. (ISBN: 9780078614019). 			
Informational Texts			
<ul style="list-style-type: none"> • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ <ul style="list-style-type: none"> ○ Branding Debate: Does Logo Design Really Matter? (Unit 4, Marketing Notebook, p5-7). • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ <ul style="list-style-type: none"> ○ Red Velvet Revolution: The Rise of the Cupcake Entrepreneur (Unit 5, Marketing Notebook, p4-5). 			
Career and Life Skills			
<ul style="list-style-type: none"> • Describe the notions of style, creativity, and fashion to provide a basis for application into broad marketing approaches. • Explain how fashion marketing affects virtually everybody and influences world cultures and social interactions. • Identify that retailing is the set of business activities that adds value to the products and services sold to consumers for their personal or family use. • Discuss how retailing is an ancient, yet evolutionary process that evolves with the prevailing state of technology and social practices. 			
Suggested Writing Assessments			
<ul style="list-style-type: none"> • Store Front Design Project: http://ctepmarketingtoolkit.org/teachers2/toolkit/ctep-marketing-mpos-2-0/ (Unit4, Overview, Plans & PBL, p15). 			

- Store Location Project: <http://ctepmarketingtoolkit.org/teachers2/toolkit/ctep-marketing-mpos-2-0/> (Unit5, Overview, Plans & PBL, p19).

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Resources

- <http://ctepmarketingtoolkit.org/teachers-2/resources/>
- Blackboard.
- www.Entrepreneur.com
- Google Chrome Web Store.
- Sample Marketing Plan:
http://college.cengage.com/business/pride/foundations/2e/resources/pf_found_sample_mkt_plan.pdf
- <http://www.marketingteacher.com>
- www.forbes.com
- PCTI Media Center Teacher Resources: <http://library.pcti.tec.nj.us/page/teachers.htm>

Suggested Time Frame:

10 weeks

PCTI Curriculum Unit 3 Planner

Content Area:	Marketing II	Grade	11
Unit Plan Title:	Sports & Entertainment Marketing / Capstone Marketing Campaign Project		
CCS Standards Addressed			
<ul style="list-style-type: none"> • 9.4.12.N.(1).1, • 9.4.12.N.(1).2, • 9.4.12.N.(6).1, • 9.4.12.N.(2).3, • 9.4.12.N.(1).3, • 9.4.12.N.(1).4, • 9.4.12.N.(1).5, • 9.4.12.N.(1).6, • 11-12.RST.1, • 11-12.RST.2, 	<ul style="list-style-type: none"> • 11-12.RST.3, • 11-12.RST.4, • 11-12.RST.5, • 11-12.RST.6, • 11-12.RST.7, • 11-12.RST.8, • 11-12.RST.9, • 11-12.RST.10, • 11-12.WHST.1, • 11-12.WHST.2, 	<ul style="list-style-type: none"> • 11-12.WHST.3, • 11-12.WHST.4, • 11-12.WHST.5, • 11-12.WHST.6, • 11-12.WHST.7, • 11-12.WHST.8, • 11-12.WHST.9, • 11-12.WHST.10 	
Essential Questions			
<ul style="list-style-type: none"> • What motivates consumers to spend a significant portion of their discretionary income on entertainment activities? • How does the human need for leisure time relate to sports and entertainment marketing? • What steps are involved for a marketing company developing a new marketing campaign for a client? • How should a new marketing campaign idea be presented to a prospective client? 			
Anchor Text			
<p>Customized textbook built off of chapters from the following texts:</p> <ul style="list-style-type: none"> • <i>Glencoe Marketing Series: Fashion Marketing</i>. Glencoe 2006. (ISBN: 9780078682957). • <i>Glencoe Marketing Series: Retailing</i>. Glencoe 2005. (ISBN: 9780078614002). • <i>Glencoe Marketing Series: Sports & Entertainment Marketing</i>. Glencoe 2005. (ISBN: 9780078614019). 			
Informational Texts			
<ul style="list-style-type: none"> • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ Twitter Feed: The Merging of Journalism and Technology (Unit 1, Marketing Notebook, p16-17). • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ The Most Important Rule of Sponsorships: Invest Rather Than Buy (Unit 3, Marketing Notebook, p9-10). • http://ctepmarketingtoolkit.org/teachers-2/toolkit/ctep-marketing-mpos-2-0/ X-games Case Study (Unit 3, Marketing Notebook, p11-13). 			
Career and Life Skills			
<ul style="list-style-type: none"> • Describe how sports and entertainment marketing contributes to a multi-billion dollar worldwide economic powerhouse. • Discuss how sports and entertainment provides unique insights into national and personal character and that marketing can significantly shape these important phenomena. • Develop a professional marketing campaign for a client. 			

- Present a professional marketing campaign idea to a client.

Suggested Writing Assessments

- Professional Franchise Project: <http://ctepmarketingtoolkit.org/teachers2/toolkit/ctep-marketing-mpos-2> (Unit2, Overview, Plans & PBL, p19).
- Capstone Project: Develop a Marketing Campaign:
<http://ctepmarketingtoolkit.org/teachers2/toolkit/ctep-marketing-mpos-2-0/>

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Resources

- <http://ctepmarketingtoolkit.org/teachers-2/resources/>
- Blackboard.
- www.Entrepreneur.com
- Google Chrome Web Store.
- Sample Marketing Plan:
http://college.cengage.com/business/pride/foundations/2e/resources/pf_found_sample_mkt_plan.pdf
- <http://www.marketingteacher.com>
- www.forbes.com
- PCTI Media Center Teacher Resources: <http://library.pcti.tec.nj.us/page/teachers.htm>

Suggested Time Frame:

10 weeks

PCTI Curriculum Unit 4 Planner

Content Area:	Marketing II	Grade	11
Unit Plan Title:	Introduction to Accounting Principles		
CCS Standards Addressed			
<ul style="list-style-type: none"> • 9.4.12.F.(1).1, • 9.4.12.F.(1).2, • 9.4.12.F.(1).3, • 9.4.12.F.(1).4, • 9.4.12.D.(4).1, • 9.4.12.D.(4).2, • 11-12.RST.1, • 11-12.RST.2, • 11-12.RST.3, 	<ul style="list-style-type: none"> • 11-12.RST.4, • 11-12.RST.5, • 11-12.RST.6, • 11-12.RST.7, • 11-12.RST.8, • 11-12.RST.9, • 11-12.RST.10, • 11-12.WHST.1, • 11-12.WHST.2, 	<ul style="list-style-type: none"> • 11-12.WHST.3, • 11-12.WHST.4, • 11-12.WHST.5, • 11-12.WHST.6, • 11-12.WHST.7, • 11-12.WHST.8, • 11-12.WHST.9, • 11-12.WHST.10 	
Essential Questions			
<ul style="list-style-type: none"> • How does the accounting equation guide accountants through the accounting cycle? • How do financial decisions assist management in business decisions? • What steps are necessary to close the accounting cycle? 			
Anchor Text			
<ul style="list-style-type: none"> • <i>Century 21 Accounting: General Journal (9th Edition)</i>. Claudia Bienias Gilbertson & Mark W. Lehman. Cengage 2012. (ISBN: 9781111988630). • <i>I'd Like the World to Buy a Coke: The Life and Leadership of Roberto Goizueta</i>. David Greising. Wiley & Sons 1998. (ISBN: 9780471194088). 			
Informational Texts			
<ul style="list-style-type: none"> • What is an audit? http://businesscasestudies.co.uk/kpmg/trading-places/what-is-an-audit.html#axzz317tKGvAb • Accounting: the big picture http://businesscasestudies.co.uk/acca/interpreting-and-understanding-accounts/accounting-the-big-picture.html#axzz317tKGvAb • What is a budget? http://businesscasestudies.co.uk/zurich/the-benefits-of-budgeting/what-is-a-budget.html#axzz3184IJu8X • Content of accounts http://businesscasestudies.co.uk/kpmg/trading-places/content-of-accounts.html#axzz3184IJu8X • Benefits of budgeting http://businesscasestudies.co.uk/zurich/the-benefits-of-budgeting/benefits-of-budgeting.html#axzz3184IJu8X • http://ba.tepper.cmu.edu/ethics/AA/mktmini.htm <i>To Go or Not To Go</i> (Staffing/training and development). • http://www.investopedia.com/university/accounting/ <ul style="list-style-type: none"> ○ Accounting Basics: Introduction. ○ Accounting Basics: History Of Accounting. ○ Accounting Basics: Branches Of Accounting. 			

- [Accounting Basics: The Basics.](#)
- [Accounting Basics: The Accounting Process.](#)
- [Accounting Basics: Financial Statements.](#)
- [Accounting Basics: Financial Reporting.](#)

Career and Life Skills

- Access and evaluate financial information to assist business decision-making.
- Understand how businesses use accounting.
- Describe the business accounting cycle & its purpose in creating business financial documents.
- Use accounting tools, strategies, and systems to plan the use and management of financial resources.

Suggested Writing Assessments

- Students will write a persuasive essay that explains the necessity of GAAP as a business practice.
- Students will write two complete paragraphs explaining who the users of accounting information are.
- Identify a career path in accounting and explain how to enter into the field.
- **Research** Paper on Roberto Goizueta Biography.

Instructors should advise students that all of the following assignments must be saved to the student's Digital Portfolio on Blackboard for later use.

Resources

- *Century 21 Accounting: General Journal Workbook.*
- Textbook Instructor Companion Website:
http://www.cengage.com/cgiwadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9780538447560
- <http://www.accountingcoach.com/>
- www.investopedia.com
- www.reallifeaccounting.com
- Blackboard.
- www.Entrepreneur.com
- Google Chrome Web Store.
- www.forbes.com
- PCTI Media Center Teacher Resources: <http://library.pcti.tec.nj.us/page/teachers.htm>

Suggested Time Frame:

10 weeks

III. Methods of Student Evaluation (including assessment and evaluation)

To determine whether the learning objectives have been met, a combination of formal and informal assessment methods is used.

Formal Assessment:

- Multiple choice exams.
- Calculations.
- Essays.
- Short-answer or problem solving exam.
- Research paper.
- Performance based.
- Oral presentations.
- Comprehensive portfolio.
- Projects.

Informal Assessment:

- Teacher observations.
- Questioning.
- Do Now and Exit Slip tickets.
- Peer teaching.
- 5 Minute Quiz.
- Notebook/Journal reflections.

IV. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning)

A combination of various instructional strategies is used based on students learning styles and the subject content. Examples of those strategies are:

- Collaborating with teammates to complete projects.
- Discussing text materials, newspaper articles, supplementary materials, PowerPoint presentations and videos.
- Reading materials from a variety of reliable sources.
- Interviewing industry experts.
- Role playing authentic situations: business meeting, job interview, customer complaints, etc.
- Watching and responding to videos and presentations.
- Brainstorming to solve critical issues in the project.
- Journal writing.
- Free writing in response to written, visual materials and oral presentations.
- Researching current economic, finance, and marketing events.

- Researching solutions to authentic problems.
- Debating business ethics crisis.
- Providing peer with constructive feedback.

V. SCOPE AND SEQUENCE

SKILLS TO BE LEARNED	I = Introduce D = Develop in Depth R = Reinforce M = Master
<ul style="list-style-type: none"> • Discuss the importance of the marketing concept to successful e-commerce. 	D,R
<ul style="list-style-type: none"> • Describe the various business uses of the Internet for e-commerce. 	D,R
<ul style="list-style-type: none"> • Describe how virtual marketing differs from traditional marketing, including its advantages and disadvantages. 	I,D,R
<ul style="list-style-type: none"> • Identify real-world examples of marketers effectively using social media to reach customers. 	I,D,R
<ul style="list-style-type: none"> • Explain the reasons businesses buy products/services from other businesses. 	I,D,R
<ul style="list-style-type: none"> • Define the major classifications of business consumers. 	I,D,R
<ul style="list-style-type: none"> • Describe the common characteristics typical of business markets. 	I,D,R
<ul style="list-style-type: none"> • Identify the steps in the business purchasing process. 	I,D,R
<ul style="list-style-type: none"> • Explain why purchasing decisions need to take into consideration more than just the direct cost of products and services. 	I,D,R
<ul style="list-style-type: none"> • Describe how the notion of style, creativity, and fashion provides a basis for application into broad marketing approaches. 	I,D,R
<ul style="list-style-type: none"> • Explain how fashion marketing affects virtually everybody and influences world cultures and social interactions. 	I,D,R
<ul style="list-style-type: none"> • Identify that retailing is the set of business activities that adds value to the products and services sold to consumers for their personal or family use. 	I,D,R
<ul style="list-style-type: none"> • Discuss how retailing is an ancient, yet evolutionary process that evolves with the prevailing state of technology and social practices. 	I,D,R
<ul style="list-style-type: none"> • Describe how sports and entertainment marketing contributes to a multi-billion dollar worldwide economic powerhouse. 	I,D,R

<ul style="list-style-type: none"> • Discuss how sports and entertainment provides unique insights into national and personal character and that marketing can significantly shape these important phenomena. 	I,D,R
<ul style="list-style-type: none"> • Develop a professional marketing campaign for a client. 	D,R,M
<ul style="list-style-type: none"> • Present a professional marketing campaign idea to a client. 	D,R,M
<ul style="list-style-type: none"> • Access and evaluate financial information to assist business decision-making. 	I,D
<ul style="list-style-type: none"> • Understand how businesses use accounting. 	I,D
<ul style="list-style-type: none"> • Describe the business accounting cycle & its purpose in creating business financial documents. 	I,D
<ul style="list-style-type: none"> • Use accounting tools, strategies, and systems to plan the use and management of financial resources. 	I,D

VI. Marketing II Student Proficiencies Handout

Course Description:

Building off of the skills acquired in Marketing I, this advanced marketing course develops student understanding and skill in the expanding focus areas of e-marketing, business-to-business marketing, fashion, retail, and sports & entertainment marketing. Financial considerations as they relate to business profit will also be explored through a unit on accounting principles. Throughout the course, students will be presented problem-solving situations for which they must apply academic and critical-thinking skills. The following topic areas will be studied in depth throughout the year:

E-Marketing: This module introduces the role of modern systems, technologies, and communication means in the marketing realm. Students will benefit from understanding the importance of incorporating the most contemporary communications and systems technologies into marketing strategies.

Business-to-Business Marketing: This segment centers on the lesser-known but equally vital component of marketing: the interactions among the non-retail elements of the economy. The unique elements of the B2B environment including sales, trade advertising and promotion, and wholesale pricing strategies will be examined. Students will benefit from understanding how businesses market to, and interact with, one another and contribute to incredibly complex global commercial systems.

Fashion Marketing: Students will gain exposure to the high-profile fashion industry. Emphasis will be placed on the unique challenges of items with a short life cycle, fads, merchandising, and retailing strategies. The interaction of style and culture will be examined as well as the historical aspects of fashion and design. Students will benefit from understanding the importance of the fashion industry both as an integral component of the U.S. economy, but also as an archetype for broader marketing purposes. The fashion industry typically is very interesting to many students.

Retail Marketing: This section describes the world of retailing and offers key principles for effectively managing retail businesses in highly competitive environments. An exploration will be undertaken of retailing as the study of business activities that adds value to the products and services sold to consumers for their personal or family use. Knowledge of retailing principles and practices will help marketing students develop skills for many business contexts. Business managers must have a thorough understanding of how retailers operate and make money so they can get their products on retail shelves and work with retailers to sell them to consumers.

Sports & Entertainment Marketing: This component investigates the application of fundamental marketing principles to the sports and entertainment industries. Students will be granted the opportunity to relate their formative knowledge to a familiar and exciting milieu. Students will gain an understanding of the operations of the multi-billion dollar sports and entertainment industries. In addition to the tangible elements of this unique

business sector, relevant parallels to community and national character and identities will underscore the importance of comprehending the prominence of leisure time in human character.

Introduction to Accounting Principles: Principles of Accounting provides students with an understanding of the accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. Students learn that accounting is an integral part of all business activities. They will learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets.

Marketing II

Proficiencies:

Upon successful completion of this course, students will be able to:

1. Discuss the importance of the marketing concept to successful e-commerce.
2. Describe the various business uses of the Internet for e-commerce.
3. Describe how virtual marketing differs from traditional marketing, including its advantages and disadvantages.
4. Identify real-world examples of marketers effectively using social media to reach customers.
5. Explain the reasons businesses buy products/services from other businesses.
6. Define the major classifications of business consumers.
7. Describe the common characteristics typical of business markets.
8. Identify the steps in the business purchasing process.
9. Explain why purchasing decisions need to take into consideration more than just the direct cost of products and services.
10. Describe how the notions of style, creativity, and fashion provide a basis for application into broad marketing approaches.
11. Explain how fashion marketing affects virtually everybody and influences world cultures and social interactions.
12. Identify that retailing is the set of business activities that adds value to the products and services sold to consumers for their personal or family use.
13. Discuss how retailing is an ancient, yet evolutionary process that evolves with the prevailing state of technology and social practices.
14. Describe how sports and entertainment marketing contributes to a multi-billion dollar worldwide economic powerhouse.
15. Discuss how sports and entertainment provides unique insights into national and personal character and that marketing can significantly shape these important phenomena.
16. Develop a professional marketing campaign for a client.
17. Present a professional marketing campaign idea to a client.
18. Access and evaluate financial information to assist business decision-making.
19. Understand how businesses use accounting.
20. Describe the business accounting cycle & its purpose in creating business financial documents.
21. Use accounting tools, strategies, and systems to plan the use and management of financial resources.