



## 2023 Marketing Essentials

Direct inquiries to:

Instructional Design Specialist  
Research and Curriculum Unit  
P.O. Drawer DX  
Mississippi State, MS 39762  
662.325.2510

Mississippi Department of Education  
P.O. Box 771  
Jackson, MS 39205  
601.359.3077

Published by:

Mississippi Department of Education  
Jackson, MS 39205

Research and Curriculum Unit  
Mississippi State University  
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

# Table of Contents

---

Acknowledgments.....	3
Standards.....	4
Executive Summary .....	5
Course Outline .....	6
Unit 1: Foundations of Marketing.....	7
Unit 2: Consumer Behavior .....	8
Unit 3: The Marketing Mix: Product .....	9
Unit 4: The Marketing Mix: Price .....	10
Unit 5: The Marketing Mix: Place .....	11
Unit 6: The Marketing Mix: Promotion.....	12
Unit 7: Marketing Research .....	13
Unit 8: Marketing Plan.....	14
Unit 9: Global Marketing.....	15
Appendix: National Standards for Business Education.....	16

# Acknowledgments

---

The Marketing Essentials curriculum was presented to the Mississippi State Board of Education on February 16, 2023. The following Board members were serving on the state Board at the time:

Mr. Michael D. Kent, interim state superintendent of education  
Ms. Rosemary G. Aultman, chair  
Mr. Glen V. East, vice chair  
Mrs. Mary Werner  
Dr. Ronnie L. McGehee  
Dr. Wendi Barrett  
Mr. Matt Miller  
Mr. Bill Jacobs  
Ms. Micah Hill, student representative  
Mr. Charlie Fruge', student representative

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the Marketing Essentials curriculum:

Wendy Clemons, the associate state superintendent of the MDE Office of Secondary, Professional Development, and Career Technical Education, supported the RCU and teachers throughout the development of the framework and supporting materials.  
Betsey Smith, the director of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.  
Courtney McCubbins, the curriculum manager of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.  
Angie Davis, a project manager with the RCU, researched and coauthored this framework. [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu)

Special thanks are extended to the educators who contributed teaching and assessment materials that are included in the framework and supporting materials:

Jessica Beaird, Starkville High School, Starkville  
Shelia Cole-Johnson, Holmes County Central High School, Lexington  
Tina Craft, Richland High School, Richland  
Angela Culpepper, Northeast Jones High School, Laurel  
Amy Dotson, Tishomingo County High School, Iuka  
Dre' Helms, Florence High School, Florence  
Justin Loden, Tupelo High School, Tupelo  
Kim McFarling, Saltillo High School, Saltillo  
Arlene Monk, Forest High School, Forest  
Adrain Lynch, Belmont High School, Belmont

# Standards

---

Some standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to some of the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's Marketing Essentials curriculum is aligned to the following standards:

## **National Standards for Business Education**

The National Business Education Association (NBEA) has created standards to introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly global marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who successfully want to complete college programs in various business disciplines. *NBEA Business Education Library* (2020).

[nbea.org](http://nbea.org)

## **International Society for Technology in Education Standards (ISTE)**

Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.

[iste.org](http://iste.org)

## **College- and Career-Readiness Standards**

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

[mdek12.org/oae/college-and-career-readiness-standards](http://mdek12.org/oae/college-and-career-readiness-standards)

## **Framework for 21st Century Learning**

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.

[battelleforkids.org/networks/p21/frameworks-resources](http://battelleforkids.org/networks/p21/frameworks-resources)

# Executive Summary

---

## **Course Description**

Marketing Essentials includes elements that will help contribute to student success in marketing-related careers. This course provides a broad introduction to the marketing environment by incorporating the foundations of marketing, consumer behavior, the marketing mix, marketing research, the marketing plan, and global marketing.

## **Applied Academic Credit**

The latest academic credit information can be found at [mdek12.org/ese/approved-course-for-the-secondary-schools](http://mdek12.org/ese/approved-course-for-the-secondary-schools).

## **Teacher Licensure**

The latest teacher licensure information can be found at [mdek12.org/oel/apply-for-an-educator-license](http://mdek12.org/oel/apply-for-an-educator-license).

## **Professional Learning**

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

# Course Outline

---

## One 1-Carnegie Unit Course

This curriculum consists of one 1-credit course.

### Marketing Essentials—Course Code: 110650

<b>Unit</b>	<b>Title</b>	<b>Hours</b>
1	Foundations of Marketing	10
2	Consumer Behavior	10
3	The Marketing Mix: Product	25
4	The Marketing Mix: Price	20
5	The Marketing Mix: Place	20
6	The Marketing Mix: Promotion	25
7	Marketing Research	10
8	Marketing Plan	10
9	Global Marketing	10
<b>Total</b>		<b>140</b>

# Unit 1: Foundations of Marketing

---

<b>Competencies and Suggested Objectives</b>
--

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Explain the role of marketing in everyday business functions. <sup>DOK2</sup><ol style="list-style-type: none"><li>a. Define marketing and identify customer needs and the reasons customers return to the same business.</li><li>b. Explain marketing and its importance in the economy.</li><li>c. Summarize marketing functions and related activities, including product, pricing, place, and promotion (The 4 Ps).</li><li>d. Investigate the wide scope of marketing (e.g., business-to-consumer, business-to-business, consumer-to-consumer, group buying, industrial, nonprofit, persona, government, electronic, etc.).</li></ol></li></ol> |
| <ol style="list-style-type: none"><li>2. Explore careers related to marketing. <sup>DOK3</sup></li></ol>  |

## Unit 2: Consumer Behavior

---

<b>Competencies and Suggested Objectives</b>
1. Analyze the characteristics, motivations, and behaviors of consumers. <sup>DOK4</sup> <ol style="list-style-type: none"><li>Define customer, client, and business behavior.</li><li>Describe how consumer differences shape wants and needs.</li><li>Compare and contrast the impact of consumer differences (e.g., life stages, benefits sought, usage rate, brand loyalty, and socioeconomic characteristics) on buying decisions.</li></ol>
2. Define market segmentation and describe how it is used to target consumers and other businesses. <sup>DOK2</sup> <ol style="list-style-type: none"><li>Identify market segmentation tools (e.g., demographics, psychographics, and geographics).</li><li>Research ways segmentation can be used to identify target markets.</li><li>Analyze methods used to identify target markets (e.g., usage level, brand loyalty, and benefits sought).</li><li>Describe ways the increasing diversity of consumer populations impacts market segmentation, strategies, and targeting.</li></ol>



## Unit 3: The Marketing Mix: Product

---

<b>Competencies and Suggested Objectives</b>	
1. Analyze product as a component of the marketing mix, including classification, new product development, and packaging. <sup>DOK4</sup>	
a. Classify products into consumer categories (e.g., convenience, shopping, specialty, and unsought goods) or industrial categories (e.g., raw materials, component parts, and installations) [Classification].	
b. Analyze marketing mix strategies for each product classification [Classification].	
c. Identify new products and services for consumers, focusing on current consumer trends [New product development].	
d. Describe the process of new product and/or service development (e.g., idea generation, development, and test marketing) [New product development].	
e. Develop ideas for improving existing products and services [New product development].	
f. Analyze the legal aspects of intellectual property issues associated with product development (e.g., patents, copyrights, and trademarks) [New product development].	
g. Identify the common elements of packaging and its functionality and design as a product feature [Packaging].	
2. Analyze product as a component of the marketing mix, including branding. <sup>DOK4</sup>	
a. Explain the concepts of branding, including brand types, protections, and branding strategies.	
b. Describe the relationship between brand, price, positioning, and loyalty.	
c. Evaluate the rationale behind various brand strategies (e.g., individual branding, family branding, mixed branding, and co-branding).	
d. Examine legal methods used to protect brands.	
3. Analyze product as a component of the marketing mix, including product line. <sup>DOK4</sup>	
a. Define product line and product mix.	
b. Recognize consumer demand and the role it plays in line extension, brand extension, and new product lines.	
c. Compare and contrast the advantages and disadvantages of extending product lines, introducing new product lines, and diversifying product lines/mix.	
4. Analyze product as a component of the marketing mix, including the product life cycle. <sup>DOK4</sup>	
a. Define the product life cycle and describe the stages.	
b. Evaluate how companies have extended the life cycles of their products.	
c. Develop methods for extending the life cycle of products.	

## Unit 4: The Marketing Mix: Price

---

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"><li>1. Analyze price as a component of the marketing mix. <sup>DOK4</sup><ol style="list-style-type: none"><li>a. Explain how price influences consumer purchase decisions.</li><li>b. Identify factors that contribute to a product's price (e.g., cost, quality, competition, and brand loyalty).</li><li>c. Connect how local, state, and federal government regulations/laws constrain pricing practices.</li><li>d. Compare the relationship between price and perceived quality (i.e., the price-value relationship).</li><li>e. Describe the influences of supply and demand on pricing.</li><li>f. Discuss how evolving technologies provide greater options for buyers and increase price competition.</li></ol></li></ol>

## Unit 5: The Marketing Mix: Place

---

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"><li>1. Analyze place as a component of the marketing mix. <sup>DOK4</sup><ol style="list-style-type: none"><li>a. Discuss different places to purchase products and the reasons for purchasing from a particular place (e.g., online, physical location, etc.).</li><li>b. Describe the distribution channel and explain the roles of its different members (e.g., manufacturer, wholesaler, retailer, etc.).</li><li>c. Explain the advantages and disadvantages of the five distribution methods (e.g., rail, air, truck, ship, and pipeline) related to types of products.</li><li>d. Describe how technology has transformed marketing channels.</li><li>e. Define and describe different types of supply chains.</li><li>f. Evaluate the decision-making process for selecting a distribution channel.</li><li>g. Examine horizontal and vertical marketing systems and their impact on business.</li></ol></li></ol>

## Unit 6: The Marketing Mix: Promotion

---

<b>Competencies and Suggested Objectives</b>	
1. Analyze promotion as a component of the marketing mix as it relates to advertising. <sup>DOK4</sup>	<ol style="list-style-type: none"><li>Discuss ways advertising affects consumer purchases.</li><li>Identify various media available for advertising.</li><li>Discuss the effectiveness of advertising messages.</li><li>Identify methods for evaluating the effectiveness of various advertising media.</li><li>Discuss ethical issues in advertising.</li><li>Create advertising for new and emerging technologies.</li><li>Develop an advertising campaign (e.g., commercials, internet and social media ads, print, radio, outdoor, etc.) and evaluate the opportunities social media advertising affords small businesses.</li></ol>
2. Analyze promotion as a component of the marketing mix as it relates to sales. <sup>DOK4</sup>	<ol style="list-style-type: none"><li>Identify various forms of sales promotions (e.g., sweepstakes, coupons, contests, specialty products, etc.).</li><li>Identify legal issues related to sales promotions (e.g., sweepstakes, contests, giveaways, etc.).</li><li>Describe the purposes of various types of sales promotions (e.g., encouraging repeat purchases, building traffic, etc.).</li><li>Discuss how evolving technologies are used to deliver sales promotions (e.g., social media influencers, etc.).</li><li>Evaluate or plan a comprehensive sales promotion campaign for a business.</li></ol>
3. Analyze promotion as a component of the marketing mix as it relates to public relations. <sup>DOK4</sup>	<ol style="list-style-type: none"><li>Identify various forms of public relations activities.</li><li>Distinguish between advertising and public relations.</li><li>Differentiate between public relations activities that are controllable and those that are not.</li><li>Discuss the role of public relations in a promotion campaign.</li><li>Analyze how companies can use business websites and social media to establish and support ongoing customer relationships (e.g., Instagram, Facebook, influencers, Twitter, Pinterest, etc.).</li><li>Assess the role of crisis management in responding to negative publicity.</li></ol>
4. Analyze promotion as a component of the marketing mix as it relates to personal selling. <sup>DOK4</sup>	<ol style="list-style-type: none"><li>Define and provide examples of personal selling.</li><li>Identify and explain the steps involved in the personal selling process.</li><li>Explore ethical issues involved in personal selling (e.g., high-pressure sales, misrepresenting product information, etc.).</li><li>Examine the role of salespeople in building customer relationships.</li><li>Compare and contrast sales incentives used to motivate salespeople.</li><li>Evaluate the impact of evolving technologies on personal selling (e.g., social media, data mining, Google, etc.).</li></ol>

## Unit 7: Marketing Research

---

<b>Competencies and Suggested Objectives</b>
--

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Analyze the role of marketing research in decision-making. <sup>DOK4</sup><ol style="list-style-type: none"><li>a. Discuss the reasons for conducting market research.</li><li>b. Describe primary and secondary data and differentiate between the two.</li><li>c. Identify sources and methods for collecting primary (e.g., surveys, experiments, focus groups, and observations) and secondary data (e.g., digital and library).</li><li>d. Compare and contrast the advantages and disadvantages of different sampling methods.</li></ol></li></ol> |
|---|

## Unit 8: Marketing Plan

---

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"><li>1. Describe the elements, design, and purposes of a marketing plan. <sup>DOK3</sup><ol style="list-style-type: none"><li>a. Explain why a marketing plan is essential and identify its goals.</li><li>b. Identify the components of a marketing plan (e.g., executive summary, SWOT analysis, marketing objectives, marketing strategies, marketing implementation, performance evaluation, etc.).</li><li>c. Differentiate between short- and long-term planning.</li><li>d. Analyze the different purposes of short- and long-term planning in marketing.</li></ol></li></ol>

## Unit 9: Global Marketing

---

<b>Competencies and Suggested Objectives</b>
<ol style="list-style-type: none"><li>1. Investigate the importance and impact of marketing in a global economy. <sup>DOK3</sup><ol style="list-style-type: none"><li>a. Evaluate the impact of entrepreneurs in the global marketplace.</li><li>b. Analyze the ways changing sociocultural characteristics (e.g., aging population, single-person, households, non-family households, global mobility, etc.) impact marketing.</li><li>c. Identify laws and procedures governing packaging guidelines for global shipping.</li><li>d. Assess the role of branding in developing global marketing strategies.</li><li>e. Examine how culture influences global advertising.</li></ol></li></ol>

## Appendix: National Standards for Business Education

<b>National Standards for Business Education Crosswalk for Marketing Essentials</b>										
	<b>Units</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Standards</b>										
NBEA-MK1 Foundations of Marketing		X	X	X	X	X	X	X	X	X
NBEA-MK2 Consumers and Their Behavior			X	X	X	X	X	X		
NBEA-MK3 External Factors		X	X							X
NBEA-MK4 The Marketing Mix				X	X	X	X			
NBEA-MK5 The Marketing Plan									X	
NBEA-MK6 Marketing Research			X					X		

### **Marketing**

#### **NBEA-MK1 – Foundations of Communication**

- Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

#### **NBEA-MK2 – Consumers and Their Behavior**

- Analyze the characteristics, motivations, and behaviors of consumers.

#### **NBEA-MK3 – External Factors**

- Analyze the influence of external factors on marketing.

#### **NBEA-MK4 – The Marketing Mix**

- Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.

#### **NBEA-MK5 – The Marketing Plan**



- Describe the elements, design, and purposes of a marketing plan.

**NBEA-MK6 – Marketing Research**

- Analyze the role of marketing research in decision-making.