

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Marketing Information Management

Course Code: **040002**

CIP Code: **52.1402**

### **COURSE INTRODUCTION:**

An instructional program for students who are preparing for a career in the field of marketing and management. Instruction will prepare students to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, market research, and management. The program may utilize the Supervised Marketing Education Employment course to support classroom instruction.

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<b>UNIT DESCRIPTION:</b> Students will understand the importance of marketing research and how marketing information systems can assist in solving problems for businesses.		<b>SUGGESTED UNIT TIMELINE:</b> 2 weeks  <b>CLASS PERIOD (min.):</b> 50 min				
<b>ESSENTIAL QUESTIONS:</b> <ol style="list-style-type: none"> <li>1. What would a model research tool (surveys, journals, etc.) measure and look like?</li> <li>2. What types of research could be used to make marketing mix strategy decisions?</li> <li>3. What research tools are needed in marketing?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	MBA Research Standards	DOK
1. Describe the need for marketing information.				SL 11-12.4	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>2</b>
2. Explain the nature and scope of the marketing information management function.				WHST 11-12.2a	Understands the concepts, systems, and tools needed	<b>2</b>

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					to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	
3. Analyze the role of ethics in marketing-information management.				SL 11-12.1c	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>4</b>
4. Critique the use of technology in the marketing-information management function.				SL 11-12.5	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>3</b>
5. Define the nature of marketing research.				WHST 11-12.2a	Understands the concepts, systems, and tools needed to gather, access,	<b>2</b>

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					synthesize, evaluate, and disseminate information for use in making business decisions.	
6. Summarize sources of primary and secondary data.				RST 11-12.5	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>3</b>
7. Compare and contrast research techniques.				WHST 11-12.2a	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>4</b>
8. Identify the marketing-research problem/issue.				RST 11-12.9	Understands the concepts, systems, and tools needed to gather, access, synthesize,	<b>2</b>

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					evaluate, and disseminate information for use in making business decisions.	
9. Investigate research approaches (e.g., observation, survey, experiment) appropriate to the research problem.				WHST 11-12.2b	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>3</b>
10. Assess the relationship between the research purpose and the marketing research objectives.				RL 11-12.1	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>4</b>
11. Show the nature of sampling plans (i.e., who, how many, how chosen).				SL 11-12.1c	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and	<b>2</b>

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					disseminate information for use in making business decisions.	
12. Differentiate between the types of rating scales (such as Likert scales, semantic differential scales, behavior intention scales, etc.).				WHST 11-12.2a	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>3</b>
13. Analyze the use of diaries (e.g., product, media-use, contact).				WHST 11-12.1b	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>3</b>
14. Define the nature of qualitative research.				RL11-12.3	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate	<b>3</b>

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					information for use in making business decisions.	
15. Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners).				RH 11-12.7	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>2</b>
16. Identify sources of error and bias (e.g., response errors, interviewer errors, non-response errors, sample designs).				RH 11-12.9	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>3</b>
17. Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout).				SL 11-12.1c	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use	<b>3</b>

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					in making business decisions.	
18. Assess appropriateness of research methods for problem/issue.				RL 11-12.1	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>3</b>
19. Select appropriate research techniques.				WHST 11-12.2e	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>2</b>
20. Design qualitative research study.				RST 11-12.3	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business	<b>3</b>



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					decisions.	
21. Interpret qualitative research findings.				RI 11-12.3	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	<b>4</b>
22. Use an integrated business software application package.				WHST-11-12.6	Applies technological tools in marketing to expedite workflow.	<b>3</b>
23. Demonstrate collaborative/groupware applications.				SL 11-12.5	Applies technological tools in marketing to expedite workflow.	<b>3</b>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p>See DECA Guide, Business Operations Research Events Guidelines</p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
1-21	<b>1. Teacher Lecture from PowerPoint on Marketing Research and review Business Operations Research Events Guidelines. Independent learning.</b>					

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1-21	<b>2. Teacher Lecture on the Marketing Research Process. Cooperative learning, role play.</b>
1-21	<b>3. Independent Learning, Student Research</b>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1-21	<b>1. Student review Business Operations Research Events Guidelines.</b>
1-21	<b>2. Chic Style Role Play</b>
1-21	<b>3. M&amp;Ms Research</b>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p><a href="http://www.deca.org">www.deca.org</a></p> <p><b>Resources @ MCCE:</b></p> <p><b>MCE DVD ROM 90 - Planning Your Business: Research, Goals, and Business Plans</b>            Films for the Humanities &amp; Sciences            NEW YORK, NY, FILMS MEDIA, 2011.            DVD ROM — This program challenges viewers to assess their ability to take risks, manage an organization, and go toe-to-toe with competitors. Offers insight into market exploration, determining a viable market niche, gauging the level of need for a product or service, learning about one's customer base, deciding on the best business structure, and writing a business plan. 27 minutes.</p> <p><b>MCE VIDEO 23 - Career: The Entrepreneur</b>            CEV Multimedia            LUBBOCK, TX, CEV MULTIMEDIA, 2000.            VIDEO — This program features nine entrepreneurs who made their dreams come true. As they discuss their businesses (bed &amp; breakfast, floral, restaurant franchise and others), viewers determine common elements of success: planning and research, knowledge of the market and of product or service and assessment of personal skills. Sole proprietorships, partnerships, corporation and franchises are discussed. The information, recommendations and personal experiences will benefit anyone thinking about starting a business. A supplement is included. 32 minutes.</p>	

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### **MCE VIDEO 308 - Marketing Research and Information: Marketing: The Standard Deviants Core Curriculum**

Films for the Humanities & Sciences

PRINCETON, NJ, FILMS FOR THE HUMANITIES & SCIENCES, 2001.

VIDEO — Provides information on how to gather consumer data. Approaches to gathering information such as surveys, interviews, and experiments. 9 minutes

### **MCE VIDEO 30 - Starting and Running Your Own Business!**

National Foundation for Teaching Entrepreneurship

NEW YORK, NY, NATIONAL FOUNDATION FOR TEACHING ENTREPRENEURSHIP, 1998.

VIDEO — This video, sponsored by Inc. Magazine, illustrates the real-life experiences of today's young entrepreneurs who put their ideas into action - from writing a business plan to selling a product or service. The video contains six segments including how the young entrepreneurs: got the idea for their business; did research to identify customer needs; negotiated with suppliers, priced their product or service, and obtained the money they needed to get started; promoted and advertised their business; made effective sales calls and followed-up; and, experienced the many ups and downs of owning a business. 54 minutes.

### **E 10.0010 O314 - Content-Area Research Strategies**

Kate O'Halloran

PORTLAND, ME, J. WESTON WALCH, PUBLISHER, 2003.

BOOK — Designed to help students with the skills needed for successful research in any content area. Guides students step-by-step through the entire research process. Presents practical research tools and techniques. Explains the essentials of quoting, citations, and bibliography. Includes helpful models, graphic organizers, tips on using different media and evaluating resources. Grades 7-8.