

# JA Marketing Principles 1

3.3.2026

Session Descriptions	Student Objectives	Academic Standards
<b>Theme 1: Marketing is Everywhere</b>		
<p><b>Project 1: Brand Affinity</b></p> <p>Students explore the purposes and features of marketing, product development, and customer service.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Research and choose a company and product for the project.</li> <li>● Explain the relationship of brand loyalty and affinity.</li> <li>● Give examples of brands, brand loyalty and affinity.</li> <li>● Research and evaluate the qualities that create brand affinity.</li> <li>● Create a mind map demonstrating an affinity for a brand.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service, and features.</p>
<p><b>1.1 What is Marketing?</b></p> <p>Students receive an introduction to the concept of marketing. They learn the seven marketing functions and how each supports and increases customer satisfaction and company profits.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of the concept of marketing.</li> <li>● Explain how marketing can be used to build customer relationships.</li> <li>● Identify the seven marketing functions.</li> <li>● Illustrate how each of the seven marketing functions can support customer satisfaction while generating a profit for the company.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>

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<p><b>1.2 Communication Channels</b></p> <p>Students explore the increasing number of marketing communication channels and develop targeted marketing messages designed for different channels.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explore the different marketing communication channels.</li> <li>• Evaluate the appropriateness of a specific channel for a specific market.</li> <li>• Determine the best communication channel to transmit a specific message effectively.</li> <li>• Define market segmentation and describe how it is used.</li> <li>• Analyze how demographics can be used to identify target markets.</li> <li>• Create an effective message utilizing one of the channels of communications.</li> </ul>	<p><b><u>MO SS Standards</u></b>  <b>Grades 9-12</b>  <b>9-12.WH.5.G.D.</b></p> <p>Analyze major demographic patterns to determine their effect on the human and physical systems.</p> <p><i>Possible additional correlations:</i></p> <p><b><u>MO ELA Standards</u></b>  <b>Grades 9-12</b>  <b>Writing</b>  <b>2.A.</b></p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
<p><b>1.3 Marketing Benefits</b></p> <p>Students explore how marketing benefits motivates purchase decisions.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the benefits of marketing to the company versus to the consumer.</li> <li>• Investigate what motivates consumers to buy.</li> <li>• Interpret Maslow's Hierarchy of Needs.</li> <li>• Create a jingle for a product that identifies with one of Maslow's Hierarchy of Needs.</li> </ul>	<p><b><u>MO Financial Lit/Personal Finance Standards</u></b>  <b>Grades 9-12</b>  <b>Personal Finance: Financial Decision Making</b>  <b>1.B.</b></p> <p>Apply a rational decision-making process to satisfy wants.</p> <p><i>Possible additional correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b>  <b>Grades 9-12</b>  <b>Personal Finance: Buying Goods and Services</b>  <b>2.A.</b></p> <p>Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b></p> <p>Evaluate product information for price, quality, service and features.</p>

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<p><b>1.4 Ethics in Marketing</b></p> <p>Students explore the issues of ethics in marketing, including the differences between legal and ethical marketing and new types of marketing messages masquerading as content.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain ethical behavior and its impact on marketing.</li> <li>● Differentiate between legal versus ethical marketing practices.</li> <li>● Recognize the role of the FTC in advertising practices.</li> <li>● Demonstrate an understanding of claim validation.</li> <li>● Differentiate sponsored content from other advertising.</li> <li>● Write a sponsored story.</li> <li>● Analyze ethical and unethical methods used by marketers to obtain and use customers’ personal information.</li> </ul>	<p><b><u>MO SS Standards</u></b>  <b>Grades 9-12</b>  <b>9-12.AH.3.EC.C.</b></p> <p>Trace the changing relationship between government and business through economic regulation and deregulation.</p> <p><i>Possible additional correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b>  <b>Grades 9-12</b>  <b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b>            Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b>            Evaluate product information for price, quality, service and features.</p>

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<b>Theme 2: Understanding the Consumer</b>		
<p><b>Theme 2 Project: Brand Identity, Image and Positioning</b></p> <p>Students learn how a brand’s visual identity and positioning activities combine to form an image of the brand for its target market.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain corporate branding and positioning.</li> <li>● Interpret strategies a specific company uses to position corporate brand (brand history).</li> <li>● Investigate the positioning strategies the company uses to ensure the image of its brand.</li> <li>● Create a positioning statement for the company.</li> <li>● Create a slogan for the company.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>
<p><b>2.1 Consumer Decision Making</b></p> <p>Students explore how consumers make buying decisions and how marketers tailor messages to take advantage of consumer behavior.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Describe how consumer differences shape wants and needs.</li> <li>● Explain consumer-buying behavior.</li> <li>● Evaluate the stages of the consumer-buying decision process.</li> <li>● Compare actions of consumers at each stage in the decision process for a low- and a high-involvement product.</li> <li>● Generate situations for a marketer and a consumer for each stage in the buying-decision process.</li> </ul>	<p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Financial Decision Making</b></p> <p><b>1.B.</b> Apply a rational decision-making process to satisfy wants.</p> <p><b>2.A.</b> Explain how today’s choices have future consequences.</p> <p><b>2.B.</b> Explain the causal relationship between choice and opportunity cost.</p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>3.A.</b> Evaluate substitutes when the price of goods or services exceeds your budget.</p>

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<p><b>2.2 Market Segmentation</b> Students explore the area of market segmentation, including how marketers target specific groups of customers.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Define market segmentation and describe how it is used.</li><li>• Describe market segments targeted by companies.</li><li>• Identify tools of market segmentation</li><li>• Explain ways that segmentation can be used to identify target markets.</li><li>• Analyze the variables used to identify target markets</li></ul>	<p><b><u>MO SS Standards</u></b> <b>Grades 9-12</b> <b>9-12.WH.5.G.D.</b> Analyze major demographic patterns to determine their effect on the human and physical systems.</p>

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<p><b>2.3 Influencing Consumer Behavior</b> Students explore the impact of consumer behavior on the marketing process, including how consumer purchasing decisions are influenced by cultural, social, psychological, and personal differences.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the four main factors that influence consumer buying behavior, their significance, and how they affect promotional activity.</li> <li>Describe the characteristics of changing domestic and global populations using market segmentation tools.</li> <li>Develop a message (including a slogan) that generates a consumer need or desire to purchase a product/service.</li> </ul>	<p><b><u>MO Financial Lit/Personal Finance Standards</u></b> <b>Grades 9-12</b> <b>Personal Finance: Financial Decision Making</b> <b>1.B.</b> Apply a rational decision-making process to satisfy wants. <i>Possible additional correlations:</i> <b><u>MO Financial Lit/Personal Finance Standards</u></b> <b>Grades 9-12</b> <b>Personal Finance: Financial Decision Making</b> <b>2.A.</b> Explain how today’s choices have future consequences. <b>2.B.</b> Explain the causal relationship between choice and opportunity cost.</p> <p><b>Personal Finance: Buying Goods and Services.</b> <b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation. <b>2.B.</b> Evaluate product information for price, quality, service and features. <b>3.A.</b> Evaluate substitutes when the price of goods or services exceeds your budget.</p> <p><b><u>MO ELA Standards</u></b> <b>Grades 9-12</b> <b>Writing</b> <b>2.A.</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<p><b>2.4 Measuring and Adapting to Marketing Results</b></p> <p>Students explore the ways marketers develop and test their strategies and adapt them based on marketing results.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Discuss the reasons for conducting marketing research.</li> <li>• Differentiate between primary and secondary sources of data and explain their use.</li> <li>• Explain how marketers gather and use personal data.</li> </ul>	<p><b><u>MO Math Standards</u></b>  <b>Grades 9-12</b>  <b>A1.DS.A.1.</b>            Analyze and interpret graphical displays of data.</p> <p><b>G.CP.A.4.</b>            Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.</p>
<p><b>Theme 3: Banking Services</b></p>		
<p><b>Theme 3 Project: Target Market Analysis</b></p> <p>Students learn the importance of accurately targeting a market for their product or service and methodology for identifying and reaching their target markets.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify a target market for the brand.</li> <li>• Examine the five methods used to segment a market.</li> <li>• Research the buying behavior of the targeted segment for the specific company's brand.</li> <li>• Conduct a survey of target market members.</li> <li>• Create a profile of the target market that includes the five market segmentation methods.</li> <li>• Create a persona for the target market.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b>  <b>Grades 9-12</b>  <b>Personal Finance: Financial Decision Making</b>  <b>2.A.</b>            Explain how today's choices have future consequences.  <b>2.B.</b>            Explain the causal relationship between choice and opportunity cost.</p> <p><b>Personal Finance: Buying Goods and Services.</b>  <b>2.A.</b>            Conduct research on product options to plan future purchases such as phone, car, home or vacation.  <b>2.B.</b>            Evaluate product information for price, quality, service and features.  <b>3.A.</b>            Evaluate substitutes when the price of goods or services exceeds your budget.</p>

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<p><b>3.1 The Marketing Mix: Product</b></p> <p>Students learn about the mix of activities that make up marketing: Product, Place, Price, and Promotion. They focus on product and learn how marketing comes into play during the product development cycle</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the marketing mix of Product, Place, Price, and Promotion.</li> <li>Classify products into consumer categories.</li> <li>Identify and develop a new product with a unique value proposition.</li> <li>Analyze the target market’s wants and needs of the product and recognize how this drives product development.</li> <li>Justify expectations for the new product’s life cycle.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services.</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>
<p><b>3.2 The Marketing Mix: Place</b></p> <p>Students learn about distribution channels and the path a product takes from manufacturer to customer, including third-party intermediaries such as wholesalers, retailers, distributors, and e-commerce.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe different locations for purchasing products.</li> <li>Differentiate among distribution channels such as retail, wholesale, warehouses, online, e-commerce, etc.</li> <li>Research the channels of distribution used to get product from manufacturer to consumer.</li> <li>Design a distribution channel to move the new product from manufacturer to final user.</li> <li>Develop ideas on accessing the right distribution channels.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services.</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>

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<p><b>3.3 The Marketing Mix: Price</b></p> <p>Students learn about pricing strategy and how to price products to match the amount customers are willing to pay. They learn the role of market research and the company’s strategy and objectives on setting the right price.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain the difference between cost and price.</li> <li>● Research factors that contribute to the price of a product.</li> <li>● Formulate pricing strategies for a new product.</li> <li>● Generate questions and answers, and develop ideas on the best pricing for company and consumer.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services.</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>
<p><b>3.4 The Marketing Mix: Promotion</b></p> <p>Students learn about the role of promotion as part of the marketing mix, to attract customers’ attention and motivate them to purchase.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Learn why companies engage in promotional activities.</li> <li>● Identify various persuasive techniques (bandwagon, emotional appeal, etc.).</li> <li>● Research ways promotion affects consumer purchases.</li> <li>● Develop ideas about the best combination of promotional strategies for specific target markets, including social media, in-store, and coupons</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services.</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>

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<b>Theme 4: Marketing in the World</b>		
<p><b>Theme 4 Project: Brand Awareness and Affinity Study</b></p> <p>Students learn the differences between brand awareness and brand affinity and how marketers build both through customer engagement.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze marketing strategies used by companies to reach their primary target market.</li> <li>Evaluate a brand’s social media presence to determine whether or not the company is building affinity with users and how this might affect the brand’s evolution.</li> <li>Develop a customer affinity strategy using social media to engage with customers and potential customers.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>

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<p><b>4.1 Examining Your Current Market</b></p> <p>Students learn about the role of cultural differences in marketing and the importance of cultural etiquette and communication.</p>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>● Learn the meaning of culture.</li> <li>● Describe the components of culture.</li> <li>● Analyze ways in which sociocultural factors affect domestic and international marketing.</li> <li>● Analyze the influence of technology in reaching a global market with your message.</li> <li>● Explore the experiences of a sociocultural group and develop methods of marketing products and services to that group.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p> <p><b><u>MO ELA Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Writing</b></p> <p><b>2.A.</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<p><b>4.2 Global Marketing</b></p> <p>Students learn about the ways companies adjust their marketing strategies to comply with regulations and market conditions in other countries. Making global sales has become easier due to the Internet and means of transporting goods across borders.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Define global marketing.</li> <li>● Learn about global marketing strategies and the tools for creating them.</li> <li>● Assess the role of technology in enabling companies to compete effectively.</li> <li>● Examine companies with global marketing strategies and explain their benefits.</li> <li>● Research components of a global marketing strategy.</li> <li>● Identify a company that could benefit from global marketing and create a global marketing strategy for it</li> </ul>	<p><b><u>MO SS Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>9-12.AH.3.EC.A.</b> Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.</p> <p><b>9-12.AH.5.EC.B.</b> Compare the role of governments in various economic systems to explain competing world views.</p> <p><b>9-12.AH.6.EC.A.</b> Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.</p> <p><b>9-12.WH.5.G.C.</b> Evaluate the relationship between technological and scientific advancements and increasing global interaction.</p>
<p><b>4.3 Global Stakeholders</b></p> <p>Students learn how stakeholders affect and are affected by a company's objectives.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Describe a stakeholder.</li> <li>● Identify who the stakeholders are for a specific business.</li> <li>● Compare and contrast types of stakeholders and their impact on business decisions.</li> <li>● Determine the benefits of stakeholders.</li> <li>● Develop a stakeholder engagement plan</li> </ul>	<p><b>No Correlations</b></p>

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<p><b>4.4 Competitive Analysis</b></p> <p>Students learn how companies analyze the differences and advantages of their market performance compared to their competitors and conduct competitive analysis themselves.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe an example of competition.</li> <li>• Compare and contrast marketing strategies of competitors in a single industry.</li> <li>• Identify the role of the market leader, challenger, follower, and nicher in an industry.</li> <li>• Assess how a company’s competition in an industry impacts its marketing strategy.</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p>

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<p><b>Case Study: Building a Brand</b></p> <p>Students will discover the commonalities between personal identity and brand identity. They will learn and apply the steps for building a brand for a new company.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Increase brand visibility for a specific company</li> <li>• Create strategic messaging for a specific company</li> <li>• Create an identity package, including a new logo, to showcase the depth of knowledge, strong values and longevity, and industry experience represented in a specific company</li> </ul>	<p><i>Possible correlations:</i></p> <p><b><u>MO Financial Lit/Personal Finance Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Personal Finance: Buying Goods and Services</b></p> <p><b>2.A.</b> Conduct research on product options to plan future purchases such as phone, car, home or vacation.</p> <p><b>2.B.</b> Evaluate product information for price, quality, service and features.</p> <p><b><u>MO ELA Standards</u></b></p> <p><b>Grades 9-12</b></p> <p><b>Writing</b></p> <p><b>2.A.</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>