

# Marketing ALAB

Revised UBD Curriculum

Egg Harbor Township High School  
*Business and Computer Science Dept*

CTE



Career and Technical Education

**Created By:** John Ohlsen

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**Date:** June 2016

## **DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

## **CAREER AND TECHNICAL EDUCATION**

### **Mission:**

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

## **INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

## **EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments, and instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

## **GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

### **WHAT IS UNDERSTANDING BY DESIGN?**

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

### INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below

**Unit Name: Marketing Dynamics**

**Time Frame: 3-4 Weeks**

**Author: Egg Harbor Township High School Business Department**

**UNIT I**

Subject: **Marketing (ALAB 10 Semester Course)**

Country: **USA**

Course/Grade: **Marketing / 10**

State/Group: **NJ**

School: **Egg Harbor Township High School**

## **UNIT SUMMARY**

Exploring career opportunities is an important step. The choices are endless. In this unit, students will have an opportunity to investigate the career choice to become a marketing professional. Unit 1 introduces students to marketing and business basics. This will be the foundation for learning about the marketing profession.

One of the most important tasks a marketing person will perform is to create a marketing plan. In this unit, students will learn the basics that create a good marketing plan. Putting these pieces together will help students expand their knowledge of the business world. This unit will cover some of the Marketing Core Functions; namely channel management, marketing information management, market planning, pricing, product/service management, promotion selling.

This unit will further illustrate the importance of marketing and develop the marketing concept: Marketing is dynamic because the needs and wants of customers are constantly changing, and marketing helps businesses to meet those needs and wants. Marketing is focused on the customer. It is necessary for marketers to know and understand current and potential customers in order to meet their needs and wants. The four P's of marketing are product (anything that is bought and sold), price (the amount of money requested in exchange for a product), place (the activities involved in getting a product to the end user), and promotion (the process of communicating with potential customers to influence their buying behavior). The steps necessary for creating a successful marketing mix are choosing the right product; selling the product at the right price; making the product available in the right place; and promoting the product in a way that will reach the target customers.

The marketing concept is an approach to business that focuses on satisfying achieve profit goals. The three basic elements in this concept are: customer satisfaction, which is the degree to which a customer is pleased with products; total company approach, which is the idea that every person within the company has the goal of satisfying the customers; and profit, or the money a company has left after paying all expenses. management; market planning; pricing; product/service management; promotion; and selling. This unit will cover some of the Marketing Core Functions; namely channel management, marketing information management, market planning, pricing, product/service management, promotion selling.

This unit will also describe and format the marketing plan:

A marketing plan is important because it contains the marketing team objectives, strategies, and tactics for achieving both business and marketing goals. The marketing mix is a plan of action for marketing a product, and consists of the decisions made about that product, price, place, and promotion. The purpose of a marketing plan template is to provide a basic format that displays the essential information in an appropriate manner.

The sections of a marketing plan are the title page, table of contents, executive summary, business description, sales analysis, situation analysis, marketing objectives, marketing strategies, marketing tactics, bibliography, and appendices. When formatting a marketing plan, make sure that it is professional, organized, and accurate. The plan should be well written, grammatically correct, exciting and enthusiastic, unique, and attractive.

## **UNIT RESOURCES**

- *Marketing Dynamics* textbook, Chapters 1, 2, & 4
- *Marketing Dynamics* student workbook, Chapter 1, 2, & 4
- *Marketing Dynamics* student companion website or mobile site, Chapter 1, 2, & 4
- *Marketing Dynamics EXAMVIEW*® Assessment Suite, Chapter 1, 2, & 4 questions
- Instructor's Annotated Workbook, Chapter 1, 2, & 4
- Instructor's Resource CD, Chapter 1, 2, & 4
- Instructor's Presentations for PowerPoint®, Chapter 1, 2, & 4
- Sports & Entertainment Marketing Text

## **Internet Resource Links:**

<http://www.g-wlearning.com/marketing/9781619603431/student/index.htm>

<https://www.ama.org/Pages/default.aspx>

## STAGE ONE

### GOALS AND STANDARDS

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**9.2.8.B.1** Research careers within the 16 Career Clusters and determine attributes of career success.

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**9.3.MK.2** Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

**9.3.MK.3** Plan, monitor, manage and maintain the use of financial resources for marketing activities.

**9.3.MK.5** Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

**9.3.MK.6** Select, monitor and manage sales and distribution channels.

**9.3.MK.7** Determine and adjust prices to maximize return while maintaining customer perception of value.

**9.3.MK.8** Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

**9.3.MK.9** Communicate information about products, services, images and/or ideas to achieve a desired outcome.

**9.3.MK.10** Use marketing strategies and processes to determine and meet client needs and wants.

**9.3.MK-COM.1** Apply techniques and strategies to convey ideas and information through marketing communications.

**9.3.MK-COM.3** Access, evaluate and disseminate information to enhance marketing decision-making processes.

**9.3.MK-COM.4** Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.

**9.3.MK-COM.5** Communicate information about products, services, images and/or ideas to achieve a desired outcome.

**9.3.MK-MGT.1** Plan, organize and lead marketing staff to achieve business goals.

**9.3.MK-MGT.2** Plan, manage and monitor day-to-day marketing management operations.

**9.3.MK-MGT.3** Plan, manage and organize to meet the requirements of the marketing plan.

**9.3.MK-MGT.5** Determine and adjust prices to maximize return and meet customers' perceptions of value.

**9.3.MK-MGT.6** Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

**9.3.MK-MGT.7** Communicate information about products, services, images and/or ideas.

**9.3.MK-RES.1** Plan, organize and manage day-to-day marketing research activities.

**9.3.MK-RES.2** Design and conduct research activities to facilitate marketing business decisions.

**9.3.MK-RES.3** Use information systems and tools to make marketing research decisions.

**9.3.MK-MER.5** Determine and adjust prices to maximize return and meet customers' perceptions of value.

**9.3.MK-MER.6** Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.

**9.3.MK-MER.7** Communicate information about retail products, services, images and/or ideas.

**9.3.MK-MER.8** Create and manage merchandising activities that provide for client needs and wants.

### ENDURING UNDERSTANDINGS

*Students will ...*

- think about their future, and write about where they see themselves in five, ten, or even twenty years. If they want to become a marketing professional, for which type of business would they want to work?
  - **explain** why marketing is dynamic
  - **state** how marketing is focused.

- **identify** and describe the four Ps of marketing.
- **list** the steps necessary for creating a successful marketing mix.
- **explain** the marketing concept in business.
- **describe** the seven functions of marketing and related activities.
- **explain** the importance of a marketing plan.
- **define** the marketing mix.
- **describe** the purpose of a marketing plan template.
- **summarize** the parts of a marketing plan.
- **format** a marketing plan.

## ESSENTIAL QUESTIONS

*Why study Marketing?*

*Why choose a career in Marketing?*

*Why are the four P's of marketing?*

*Why is marketing dynamic?*

*What are the seven functions of marketing?*

*Why is a marketing plan and what is it comprised of?*

*Why is the foundation for a marketing plan?*

*Why is a SWOT analysis important in a marketing plan?*

*The marketing mix is the foundation of the marketing plan. What should be developed before the marketing mix is created?*

## KNOWLEDGE AND SKILLS

*Students will know...*

- *How to develop a marketing plan.*
- *How to explore the sixteen career clusters and their pathways.*
- *The steps necessary for creating a successful marketing mix are choosing the right product: selling the product at the right price; making the product available in the right place; and promoting the product in a way that will reach the target customers.*
- *The marketing concept is an approach to business that focuses on satisfying customers to achieve profit goals. The three basic elements in this concept are: customer satisfaction, which is the degree to which a customer is pleased with products; total company approach, which is the idea that every person within the company has the goal of satisfying the customers; and profit, or the money a company has left after paying all expenses*
- *The importance of a marketing plan because it contains the marketing team objectives, executive summary, and tactics for achieving both business and marketing goals.*
- *The marketing mix is a plan of action for marketing a product, and consists of the decisions made about that product, price, place, and promotion.*
- *The purpose of a marketing plan is to provide a basic format that displays the essential information in an appropriate manner.*
- *The sections of a marketing plan are the title page, table of contents, executive summary, business description, sales analysis, situation analysis, marketing objectives, marketing strategies, marketing tactics, bibliography, and appendices.*
- *When formatting a marketing plan, make sure that it is professional, organized, and accurate.*
- *The plan should be well written, grammatically correct, exciting and enthusiastic, unique, and attractive.*

*Students will be able to...*

- *discuss the importance of setting goals as part of the career planning process. Ask students to share some of their goals for the future.*
- *define the function of marketing*
- *describe why it is important to study marketing*
- *use their knowledge of marketing to create a marketing mix for a given product or service.*
- *describe why it is important to study marketing.*
- *explain the importance of a marketing plan because it contains the marketing team objectives, executive summary, and tactics for achieving both business and marketing goals.*
- *list the sections of a marketing plan are the title page, table of contents, executive summary, business description, sales analysis, situation analysis, marketing objectives, marketing strategies, marketing tactics, bibliography, and appendices.*
- *analyze the selling situation, what two environments should be considered?*

## STAGE TWO

### PERFORMANCE TASKS

- Assign *Checkpoint* questions at end of each section.

- Assign the Chapter post tests. The test may be accessed by using the QR code or going to the companion website. What questions were students able to answer that they couldn't when they took the pretest?
- Assign *Review Your Knowledge* questions at the end of the chapter.
- Assign *Apply Your Knowledge* questions at the end of the chapter.
- Assign **EXAMVIEW** Assessment Suite, Chapters 1, 2, & 4

## OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

#### Engage

- Have the students think about their future, and write about where they see themselves in five, ten, or even twenty years. If they want to become a marketing professional, for which type of business would they want to work?
- Assign the Chapter pretests. The test may be accessed by using the QR code or going to the companion website. Discuss which questions students were unable to answer.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Ask students who have paid or volunteer jobs to share with the class the various positions at each level in the organization. Talk with them about which job levels they see for themselves in the future.
- Assign the College and Career Readiness Common Core activities found at the end of the chapter.
- Discuss the importance of setting goals as part of the career planning process. Ask students to share some of their goals for the future.
- Discuss the variety of marketing careers available. Ask students to identify a career that might match their interests.
- Use the Teamwork exercise at the end of the chapter to engage students with each other to solve a problem or make a group presentation.
- Engage students by asking them to identify all the groups or target markets for which they are associated. Give them a few minutes to make their unique lists. Then, ask students to read off the groups or target markets on their lists. You might want to make a contest out of this activity by rewarding the student who listed the most categories he/she could be identified with as part of different target markets.
- Divide the class into groups with four members. Ask each group to choose a business they are familiar with. Have each member of the group take on the role of one of the four Ps of marketing for that business. Have the group members work together to design the strategies for each of the four Ps of the marketing mix. To assure that all group members participate, each person should present their assigned product, price, place, or promotion strategy.

#### Explore

- Provide an opportunity for students to explore by assigning a hands-on activity. Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Have students review the sample marketing plan on the *Marketing Dynamics* companion website at [www.gwlearning.com](http://www.gwlearning.com). This sample plan is written to be used as the basis for the marketing plan that students will have completed by the end of the class. The name of the file is *MarketingPlan\_Sample.YoursinRetro.docx*.
- Ask students to visit a retail store and determine the different levels of careers in that business. They should list the job titles at each level that they observed. If they can't visit a store, suggest they visit an online store to research the company and the jobs available.
- Assign the College and Career Readiness Reading Prep activity to prepare students prior to reading the chapter. Reading Prep activities give students opportunities to apply the Common Core State Standards.

- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Have students write a short paper using all of the vocabulary terms in this section. Ask for volunteers to read their papers in class. All students should hand in their papers to determine the accuracy of the usage for the vocabulary terms.
- Ask each student to locate items they have from businesses that reward loyal relationships. For example, students may pull out reward cards or punch cards from their wallets/purses. Ask students if they actually frequent these businesses more than others that do not have reward cards.
- Have students explore [www.DECA.org](http://www.DECA.org) for more information on different activities and events in which they might be interested or want to participate.
- Ask students to bring in print ads for products and identify the product strategies used in the ads. Emphasize the importance of product decisions in influencing customers to purchase. Ask students to identify either a new product in the market or an “improved” product and how it has changed. Have the students give an oral summary of their opinions and/or prepare a written report.
- Have students write a short paper using all the vocabulary terms. Ask for volunteers to read their papers in class. All students should hand in their papers to determine the accuracy of their use of vocabulary.
- Have students view a website(s) of their choice to search for free marketing plan templates. Ask them to locate the one template that they feel would be most beneficial for the kind of business for which they will be writing marketing plans.

### **Explain**

- Ask students to read and complete the Critical Thinking exercise in the beginning of the section.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of marketing terms.
- Review the career clusters. Share your own career path to your present teaching position.
- Discuss the importance of planning. Provide two or three examples from your current position as a teacher where planning is important. Talk with students about their post-high school plans and what they are currently doing to prepare for post-high school.
- Ask students to explain how they think that understanding marketing concepts might always be useful to them.
- Use the Instructor’s Presentations for PowerPoint® for Chapter 1, 2,& 4 as an outline for presenting the chapter.
- Ask students to read and complete the Critical Thinking exercise in the beginning of the section.
- Provide an opportunity for students to explain their understanding of a *concept* or *process*. Direct students to add their definitions of those terms in Build Your Vocabulary to their personal glossary of marketing terms.
- Discuss the term *dynamic* with the class. Share some examples of how marketing dynamically changes to meet people’s needs and wants. Divide the class into small groups and have them identify additional ways that marketing needs to dynamically change to meet the changing needs and wants of customers. Have them share their answers with the entire class.
- Have students view a website of their choice. Give them time to determine who they think is the target market for that website and why they identified that group.
- Identify local or regional companies that influence the economy. Discuss with students how the marketing done by the companies influences the local community.
- Discuss with students the importance of a positive public image for any business.
- Review the Marketing Plan questions. Discuss the importance of answering these questions as part of completing a successful marketing plan.

### **Elaborate/Extend**

- As time permits, have students read and discuss the special features in the chapter. Provide an opportunity for students to exhibit their understanding of concepts in context of the material as presented.
- If students are using the *Marketing Dynamics* student workbook, assign activities to engage active learning.

- Ask students to read the Case in Point. Have they had a similar experience with a business that went over and above basic service expectations? How did that experience impact loyalty for that business?
- Divide the class in small groups. Create four envelopes in which each will be identified as one of the four Ps of marketing. Each envelope will have numerous pieces of paper or card stock with one piece of information. In the *product* envelope, enclose numerous product names. In the *price* envelope, list different prices. The *promotion* envelope should list different options for promotion. The *place* envelope should give options for distribution and transportation. Each group will draw one piece of information from all four envelopes. Allow time for the groups to explain how they will go about the four Ps together in a likely company.
- The previous activity can be used numerous ways. For example, you may choose to use only three of the four Ps and have the group identify the unknown *P*. Ask them how they will incorporate the unknown one.
- Provide an opportunity for students to exhibit their understanding of concepts in context of the material as it is presented. As time permits, have students read and discuss the special features in the chapter.
- Divide the class into small groups and ask them to think of a small business they would want to create and begin discussing specific details. At the conclusion of section 4.2, they will start assembling the different parts of a marketing plan for that business. Students may prepare a presentation of their information, using presentation software. This activity can be discussed and reinforced throughout this chapter, unit, and the entire book as you continue to cover the four Ps of marketing.
- Extend your teaching by scheduling speakers from your local businesses who are entrepreneurs or managers responsible for marketing. You might want to ask them to bring their marketing plans.
- Have students interview a business owner. Have the students create the questions prior to their interview for your approval. One question they might want to ask is, "Does the marketing plan for your business change? If so, how frequently do you update it?"

### Evaluate

- Assign *Checkpoint* questions at end of section.
- Utilize Student Workbook to check for knowledge.

**Unit Name: Marketplace Dynamics**

**Time Frame: 5-6 Weeks**

**Author: Egg Harbor Township High School Business Department**

## UNIT II

Subject: **Marketing (ALAB 10 Semester Course)**

Country: **USA**

Course/Grade: **Marketing / 10**

State/Group: **NJ**

School: **Egg Harbor Township High School**

### UNIT SUMMARY

Customer demand and competition are driving factors in the marketplace. Consumer buying habits change daily. New competition for customer dollars makes a business work harder. A business must take an objective look at the market through the eyes of the buyer as well as the competition. Consumer preferences and competitive information are learned through market research. Research also forces marketing to be efficient and target the correct audience. Understanding the customer is the key to marketing success. Is your target business-to-consumer (B2C)? Or is your target business-to-business (B2B)? Focused marketing helps businesses meet their sales and profit goals. The Functions of Marketing covered in this unit are: Marketing-information management, Market planning, Pricing, and Selling.

Marketing research is important so that businesses can meet the needs of customers. Marketing research results provide businesses with information about their primary customers' needs and wants, their competition, and their growth opportunities. The two types of research data are primary and secondary. Primary data is collected first-hand by the researcher. Secondary data already exists and can be found through a variety of sources. The marketing research process consists of eight steps: 1. Define the problem. 2. Conduct background research. 3. State a hypothesis. 4. Develop a research plan. 5. Collect the data. 6. Analyze the data. 7. Draw conclusions. 8. Make recommendations. Trends tend to be long lasting. Trend research helps marketers adjust their businesses and promotional efforts to take advantage of new trends. A marketing information system (MkIS) is an

organized system of gathering, sorting, analyzing, evaluating, and distributing information gathered through marketing research. This data will then help a business better tailor their marketing efforts to meet customer needs. Marketing research can sometimes be unreliable because the results may be faulty if the research was incomplete or incorrect. Following proper research processes can ensure your results are reliable.

## UNIT RESOURCES

- *Marketing Dynamics* textbook, Chapters 10, 11, 12, 13, & 14.
- *Marketing Dynamics* student workbook, Chapter 10, 11, 12, 13, & 14.
- *Marketing Dynamics* student companion website or mobile site, Chapter 10, 11, 12, 13, & 14.
- *Marketing Dynamics EXAMVIEW®* Assessment Suite, Chapter 1, 2, & 4 questions
- Instructor's Annotated Workbook, Chapter 10, 11, 12, 13, & 14.
- Instructor's Resource CD, Chapter 10, 11, 12, 13, & 14.
- Instructor's Presentations for PowerPoint®, Chapter 10, 11, 12, 13, & 14.
- Sports & Entertainment Marketing Text

## Internet Resource Links:

<http://www.g-wlearning.com/marketing/9781619603431/student/index.htm>

<https://www.ama.org/Pages/default.aspx>

<http://www.deca.org/>

## STAGE ONE

### GOALS AND STANDARDS

**CRP1.** Act as a responsible and contributing citizen and employee.

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**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**9.2.8.B.1** Research careers within the 16 Career Clusters and determine attributes of career success.

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**9.2.12.C.3** Identify transferable career skills and design alternate career plans.

**9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.

**9.3.MK.2** Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

**9.3.MK.3** Plan, monitor, manage and maintain the use of financial resources for marketing activities.

**9.3.MK.5** Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

**9.3.MK.6** Select, monitor and manage sales and distribution channels.

**9.3.MK.7** Determine and adjust prices to maximize return while maintaining customer perception of value.

**9.3.MK.8** Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

**9.3.MK.9** Communicate information about products, services, images and/or ideas to achieve a desired outcome.

**9.3.MK.10** Use marketing strategies and processes to determine and meet client needs and wants.

**9.3.MK-COM.1** Apply techniques and strategies to convey ideas and information through marketing communications.

**9.3.MK-COM.3** Access, evaluate and disseminate information to enhance marketing decision-making processes.

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- 9.3.MK-MER.6** Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7** Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8** Create and manage merchandising activities that provide for client needs and wants.

## ENDURING UNDERSTANDINGS

*Students will ...*

- **describe** the importance of marketing research.
- **identify** the two types of research data.
- **describe** the marketing research process.
- **discuss** trend research.
- **explain** how marketers use a marketing-information system.
- **summarize** reasons why marketing research might be unreliable.
- **explain** the four different market structures.
- **describe** how competition differs in the four economic systems.
- **summarize** the reasons for antitrust laws.
- **describe** direct and indirect competitors.
- **explain** market share and why it is important to marketers.
- **describe** how to create a competitive advantage in business.
- **identify** how to analyze competitive information.
- **prepare** a SWOT analysis.
- **compare** and **contrast** mass markets and target markets.
- **describe** the marketing mix for a target market.
- **differentiate** between mass marketing and target marketing.
- **list** the variables for market segmentation for the business customer.
- **explain** why customer profiles are important.
- **explain** the five types of business customers.
- **describe** three variables used to segment the business market.
- **identify** three influences on business-to-business buying.
- **describe** B2B buying decisions versus B2C.
- **explain** the two types of organizational buyers in business purchasing.

## ESSENTIAL QUESTIONS

*Why use marketing research?*

*What will market research help to accomplish?*

*What are three sources of primary data?*

*Can you explain the difference between qualitative and quantitative data?*

*Why do researchers look for secondary data first rather than primary data?*

*What is the first step in the research process?*

*What is the purpose of a research plan?*

*Why do marketers need to track product trends?*

*Describe the difference between a trend and a fad.*

*Why is order bias a concern for marketing researchers?*

*Who created the NAICS codes and why?*

*Compare and contrast the three levels of buying decisions that a business might make.*

Assume your company is in the B2B market. How would the information on its website differ from a website for a company in the B2C market?

## KNOWLEDGE AND SKILLS

Students will know...

- how to plan, organize and manage day-to-day marketing research activities.
- how to design and conduct research activities to facilitate marketing business decisions.
- how to use information systems and tools to make marketing research decisions.

Students will be able to...

- discuss the importance of setting goals as part of the career planning process. Ask students to share some of their goals for the future.
- define the function of marketing
- describe why it is important to study marketing
- use their knowledge of marketing to create a marketing mix for a given product or service.
- describe why it is important to study marketing.
- explain the importance of a marketing plan because it contains the marketing team objectives, executive summary, and tactics for achieving both business and marketing goals.
- list the sections of a marketing plan are the title page, table of contents, executive summary, business description, sales analysis, situation analysis, marketing objectives, marketing strategies, marketing tactics, bibliography, and appendices.
- analyze the selling situation, what two environments should be considered?

## STAGE TWO

### PERFORMANCE TASKS

- Assign *Checkpoint* questions at end of each section.
- Assign the Chapter post tests. The test may be accessed by using the QR code or going to the companion website. What questions were students able to answer that they couldn't when they took the pretest?
- Assign *Review Your Knowledge* questions at the end of the chapter.
- Assign *Apply Your Knowledge* questions at the end of the chapter.
- Assign **EXAMVIEW** Assessment Suite, Chapters 10, 11, 12, 13, & 14

### OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

#### Engage

- Assign the Chapter 10, 11, 12, 13, & 14 pretest. The test may be accessed by using the QR code or going to the companion website. Discuss which questions students were unable to answer.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Engage the student by providing an activity or question that will connect students to what they already know.
- Engage students in the DECA feature that opens the chapter. You may wish to visit the DECA website for more information.
- Assign students to small groups. Have each group decide on a business it would like to establish. After the company has been determined, ask the groups to make a list of the questions they would need to answer before opening the business. Next to each question, the group should identify whether primary or secondary research should be utilized to learn the answers. Their information should be shared with the class.
- Continue using the previous situation by having the groups take each of the questions where primary research would be used and identify which methods of gathering primary research would be best and why.

- Engage your class by asking them to identify five or six businesses that could benefit from using marketing research. Divide students into small groups, and assign each group to one of the businesses identified by the class. Each group should use the steps in marketing research process to create a recommendation for how that business can obtain the necessary research. This information should be shared with the entire class.
- Assign students to a group of up to four members. Ask each group to identify different types of businesses that would be considered a monopoly, an oligopoly, perfect competition, and monopolistic competition. Have each group read their choices to the class and discuss them as they are read.
- Have the students design their own bingo board to play Marko. They will create a board with five squares across and five squares down for a total of 25 squares—the center one is listed as a free spot. Have the students design the board with each square being a monopoly, an oligopoly, perfect competition, and monopolistic competition. Utilizing the businesses from the previous.
- Ask each student to list all of the markets, groups, or categories he or she might fall within. Go around the room to have the students list their groups. Use this as a springboard to discuss target marketing.
- Engage students by having them list the five categories of B2B customers. Ask them to identify businesses that fit into each of those categories. Discuss their lists with the entire class.
- Divide the class into small groups. Ask each group to identify ways B2B marketers can segment their markets. Have each group give its examples to the class.
- Use the Teamwork exercise at the end of the chapter to engage students with each other to solve a problem or make a group presentation.
- As a class, read over the B2B buying influences portion of the text to identify the three categories of influencers on buying decisions. Give the students about five minutes to identify examples that would fall within each of the categories. Go over the lists in class to make sure everyone understand the buying influences.

### **Explore**

- Have students read and discuss the material on the unit opener. Initiate a class discussion about the topics presented. Discuss how all of the information presented relates to the overall theme of the unit.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics. Reading Prep activities give students opportunities to apply the Common Core State Standards.
- Have students explore [www.DECA.org](http://www.DECA.org) for more information on different activities and events in which they might be interested or want to participate.
- Ask each student to visit the websites of two or three well-known companies. Can they identify what forms of marketing research were used by the developers of each site? Have them write a short summary of other information that could be obtained from a survey instrument. What does the survey instrument include?
- Have students visit websites where they could find secondary data to use in researching how to establish a new business. Each student should list what information they obtained, where they found it, and how it would be used when planning to open a new business.
- Provide an opportunity for students to explore by assigning a hands-on activity. Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Ask students to research recent business trends and write a short report—making sure to identify the sources used to obtain the information.
- Ask students to identify a problem at the school they would like to address. Would marketing research be useful in trying to solve the problem? Not all problems can be solved with research, but see if in small groups they can identify situations in schools or businesses that may be helped by conducting research.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Have students write a short paper using all the vocabulary terms. Ask for volunteers to read their papers in class. All students should hand in their papers to determine the accuracy of their use of vocabulary.
- Ask each student to locate a newspaper, magazine, or online article about the United States as a mixed economy. Have them summarize the article and what they learned. Did the article include some of the terms from this chapter?
- Provide an opportunity for students to explore by assigning a hands-on activity. Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Divide the class into partners. Each group should identify a business in the local community and list all its competitors. Do they think the community could support another similar business? Why or why not?
- Using the business identified from the previous activity, ask the students to visit websites of its competitors and identify how each one competes. Do they compete on price or other factors? Divide the class into small groups and have each student share with the group what they learned.
- Ask each student to visit different car manufacturer websites to look at the various cars/trucks they offer. Have students identify a target market for five of the vehicles they saw and share this information with the class.
- Ask each student to locate and read a newspaper, magazine, or online article about B2B selling. Have them write or give an oral summary of what they learned from their articles.

- Have students perform Internet research to locate information about NAICS. Students should prepare a short written report of what they learned.
- Have students utilize the Internet to obtain examples of businesses that sell to other businesses. Do they also sell to the ultimate customers?
- If there is a student-based enterprise in your school, does it sell goods and services to other businesses? Do they sell Otis Spunkmeyer cookies to businesses? If it doesn't sell B2B, ask students to discuss whether any B2B selling opportunities are available for the enterprise. Discuss how the student enterprise functions and how it might earn more money by selling B2B.

### **Explain**

- Use the Instructor's Presentations for PowerPoint® for Chapter 10 as an outline for presenting the chapter.
- Ask students to read and complete the Critical Thinking exercise in the beginning of the section.
- Provide an opportunity for students to explain their understanding of a concept or process. Direct students to add their definitions of the terms in Build Your Vocabulary to their personal glossary of marketing terms.
- Have students identify a specific type of business. Examples might be a restaurant, hair salon, video game store, a shoe store, etc. Instruct them to visit websites that could help them locate trade journals that would be helpful to them for that type of business.
- Divide the class into small groups and give each group one of the five methods used to obtain primary data. Have them research companies or consultants that help marketers gather data by using that method. What are the pros and cons of using that method? Each group can submit a short report on their findings.
- Ask students to read and complete the Critical Thinking exercise in the beginning of the section.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of marketing terms.
- Have students prepare a presentation about the benefits of marketing research to a business. Students can be in groups or teams of two or three members and should prepare an electronic slide presentation stressing the benefits of utilizing marketing research.
- Ask each student to write on a 3x5 index card what they learned from the day's lesson and what they enjoyed most about the class. Utilize these cards as a starting point for the next day's lesson or to evaluate the information that was most interesting, beneficial, or may need to be reinforced.
- Ask students to read and complete the Critical Thinking exercise in the beginning of the section.
- Ask students to add the definitions of the terms in Build Your Vocabulary to their personal glossary of marketing terms.
- Give each student one term found in this section of the chapter. Have students explain the definition to the entire class by giving examples in addition to the meaning.
- Ask each student to write on a 3x5 card what they learned from the lesson today and what they enjoyed most about the class. Utilize these note cards as a starting point for the next day's lesson or to evaluate the information that was most interesting, beneficial, or that needs to be reinforced.
- Divide the class into small groups. Assign one product to each group, and identify the current marketing mix for that product. Ask the groups to change the product's marketing mix in different ways so it will appeal to different target markets. Each group is to list the proposed changes and who the intended target markets are. Each group should have at least 10 changes. Ask the groups to create electronic slide presentations for their products, the marketing mix changes, and the different target markets.
- Have students create a theoretical product on paper. They should explain the functions of the product and list its features. Have them show the product to the class and ask the class what it thinks the target market for that product should be. Then, have each student explain why he or she thinks the product will appeal to the target market they had in mind. The reasons and the target market may or may not be the same.
- Divide the class into small groups. Ask each group to form a small business and decide what goods and services their business will need to purchase from other businesses before it opens. After each group has made their lists, have them join another group and combine the lists into one larger list. They should also make any recommendations for additions or deletions. Continue to add groups together until you only have two groups. Go over the final two lists and the group with the most comprehensive list could be given a small prize.
- If you have a student-based enterprise, have the students identify those products that the store buys from other businesses specifically to resell to its customers. Discuss other examples of retail stores and the similarities/differences with the school store.
- Direct students to download the Unit Activity data files as listed in the Building the Market Plan activity located at the end of the unit. The data files are found on the Marketing Dynamics companion website at [www.g-wlearning.com](http://www.g-wlearning.com). Make sure they understand the directions for each Unit Activity and how the Unit Activities will help them to create their marketing plan. Explain where students are to save the completed data files for their future use.
- Ask students to perform research on the Internet to learn about how businesses submit a bid. Have them also locate information about RFPs. Students can write a summary of what they learned or present their research findings orally.
- Have students in small groups compare and contrast the differences between B2C and B2B marketing. Each group should prepare a short electronic slide presentation to show their summaries to the class.
- Direct students to review the sample marketing plan on the Marketing Dynamics companion website at [www.g-wlearning.com](http://www.g-wlearning.com). This marketing plan is written to be used as a reference for students when writing the pieces of their marketing plans. The name of the file is MarketingPlan\_Sample.YoursinRetro.docx

### **Elaborate/Extend**

- Provide an opportunity for students to exhibit their understanding of concepts in context of the material as it is presented. As time permits, have students read and discuss the special features in the chapter.
- If students are using the *Marketing Dynamics* student workbook, assign activities to engage active learning.
- Ask students to read the Case in Point. Discuss how marketing research might have prevented the mistakes made by Netflix.
- Extend your teaching by scheduling speakers from the local Chamber of Commerce. What marketing research information does the Chamber of Commerce have available for both new and established businesses?
- Have students interview an owner/entrepreneur of a local business. Ask the students to create their questions prior to their interviews for your approval. They should ask questions about how the business uses marketing research. Have them write a short report or an oral presentation on what they learned.
- As time permits, have students read and discuss the special features in the chapter. Provide an opportunity for students to exhibit their understanding of concepts in context of the material as presented.
- If students are using the Marketing Dynamics student workbook, assign activities to engage active learning.
- If your school has a student-based enterprise, ask the students to conduct a focus group to help determine if the product line is meeting customer needs. The questions to be asked in the focus group setting should be approved prior to the actual focus group.
- Locate a trade show that might be close enough for students to visit. If there isn't one, ask a speaker who has been a participant in a trade school to show video/pictures to the class of what happens in that trade show. Students should create questions prior to the speaking engagement and the students should write a reaction summary to what they learned from the Extend your teaching by scheduling speakers from local businesses. Give the speaker the topics you would like him/her to speak on prior to the speaking engagement. You may ask the speaker to use terminology from the text. Have the students complete a summary of what they learned.
- You may want to use the exchange bag activity to illustrate product preferences. Obtain small items from trade shows or hotels, such as notepads, pens, or pencils. Give each student a small bag with different items. Make sure to also include items that students might not want. Examples of items in low demand might be toys, bar soap, or things that would appeal to only one gender. Have the students trade all of their items. After the activity, ask students to discuss how they were able to trade the items few people wanted. Have them explain why this occurred. Reinforce the unique target markets for some of the products.
- Have students interview a local business owner. They should create their questions prior to the interviews for your approval. One question they might want to ask is, "Who is your target market?"
- Ask students to read the Case in Point. Discuss how Cisco has chosen to differentiate itself from the competition through helping its customers grow their own businesses. Can you think of any other companies who use that business model? Why is it successful?
- Divide your class into small groups and ask them to identify as many products/services as possible your school buys that are considered institutional purchases by the businesses that sell them. See which groups can list the most products/services. Share the lists with the entire class and discuss.
- Extend your teaching by scheduling speaker(s) from the department responsible for your school's purchasing. Students should create questions prior to the speaking engagement. Pass out the questions for the students to ask these questions at the end of the speaker's presentation.
- Invite business leaders from various types of organizations, such as hospitals, nonprofits, colleges, etc. Ask them to speak on how their businesses operate and sells to or buys from other businesses.
- Ask the class what they would do if they were retail store buyers who purchased too much inventory. Explain that the business was stuck with an overabundance of goods that were not selling. What are the different options?

### **Evaluate**

- Assign *Checkpoint* questions at end of each section.
- Utilize Student Workbook to check for knowledge.
- Assign the Chapter 10, 11, 12, 13, 14 post-test. The test may be accessed by using the QR code or going to the companion website. What questions were students able to answer that they couldn't when they took the pretest?
- Assign Review Your Knowledge questions at the end of the chapter.
- Assign Apply Your Knowledge questions at the end of the chapter.
- Unit Test

**Unit Name: Product Dynamics**

**Time Frame: 3-4 Weeks**

**Author: Egg Harbor Township High School Business Department**

## **UNIT III**

Subject: **Marketing (ALAB 10 Semester Course)**

Country: **USA**

School: **Egg Harbor Township High School****UNIT SUMMARY**

A marketer would not have a job if product did not exist. Product is the heart of any business. Product is the starting point for the marketing mix. Price, place, and promotion only happen because a business has a product or service to sell. New offerings are important for a business to remain competitive. By reviewing the life cycle of current products, it can be determined what is necessary to sustain profits and generate growth. However, marketing decisions do not end here. Success depends on customer recognition and awareness. Branding is how a marketer distinguishes product in the marketplace. Creating a branding strategy can determine the success or failure for a business.

The Marketing Core Functions covered in this unit are: Market Planning, Product/Service Management, and Promotion.

A product is anything that can be bought or sold. Product is the primary P of the marketing mix because it is the first element of the marketing mix to be decided. Tangible products, or goods, have many elements that can be changes to meet customers' needs. These elements can be organized into three categories: features, usage, and protection. While services are also considered products, they are different from tangible goods in four important ways. Services are intangible, inseparable, variable, and perishable.

Product strategy consists of all the decisions made about the product. It starts with the decision about which t which product to offer and progresses to decisions about the various elements of the product. Product planning is the process of deciding which features and services a product will have. A product mix is all of the products and services that a business sells. A product line is the group of closely related products within the product mix, and the product width is the number of product lines a company offers. Organizational structure that manages the developments, marketing, and sale of a product or products is called product/service management.

The product life cycle is the stages of a product or a product category goes through from its beginning to end. The four stages of the product life cycle are introduction, growth, maturity, and decline. Frequently reviewing products to determine their life cycle stages is par t of the product/service management function. Knowing which life cycle stage their products are in helps marketers develop effective marketing mix strategies.

A new product is a product that is different in some way from existing products. That difference may be minor or major. The six categories of new products are new-to-the-world, minor product variations, add new product lines, add to existing product lines, reposition existing products, and offer a less expensive version of a current product. One of the keys to successful new product development and target marketing is creativity. In marketing, the ideas can be completely new or a new twist to an old idea. New products fail for many reasons. One of the main reasons for a failed product is the lack of planning and research.

Marketing plays an important role in new product development. Marketing does the research, tests the product, and creates the promotional strategies. The seven steps of the new product development process are idea generatio, idea screening, business analysis, product design, test marketing, commercialization, and evaluation.

**UNIT RESOURCES**

- *Marketing Dynamics* textbook, Chapters 15, 16, & 17.
- *Marketing Dynamics* student workbook, Chapter 15, 16, & 17.
- *Marketing Dynamics* student companion website or mobile site, Chapter 15, 16, & 17.
- *Marketing Dynamics EXAMVIEW®* Assessment Suite, Chapter 15, 16, & 17.questions
- Instructor's Annotated Workbook, Chapter 15, 16, & 17.
- Instructor's Resource CD, Chapter 15, 16, & 17.
- Instructor's Presentations for PowerPoint®, Chapter 15, 16, & 17.
- Sports & Entertainment Marketing Text

**Internet Resource Links:**

<http://www.g-wlearning.com/marketing/9781619603431/student/index.htm>  
<https://www.ama.org/Pages/default.aspx>  
<http://www.deca.org/>

**STAGE ONE**

## GOALS AND STANDARDS

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**9.2.8.B.1** Research careers within the 16 Career Clusters and determine attributes of career success.

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**9.2.12.C.3** Identify transferable career skills and design alternate career plans.

**9.2.12.C.9** Analyze the correlation between personal and financial behavior and employability.

**9.3.MK.2** Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

**9.3.MK.6** Select, monitor and manage sales and distribution channels.

**9.3.MK.7** Determine and adjust prices to maximize return while maintaining customer perception of value.

**9.3.MK.8** Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

**9.3.MK.9** Communicate information about products, services, images and/or ideas to achieve a desired outcome.

**9.3.MK.10** Use marketing strategies and processes to determine and meet client needs and wants.

**9.3.MK-COM.1** Apply techniques and strategies to convey ideas and information through marketing communications.

**9.3.MK-COM.3** Access, evaluate and disseminate information to enhance marketing decision-making processes.

**9.3.MK-COM.4** Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.

**9.3.MK-COM.5** Communicate information about products, services, images and/or ideas to achieve a desired outcome.

**9.3.MK-MGT.3** Plan, manage and organize to meet the requirements of the marketing plan.

**9.3.MK-MGT.4** Access, evaluate and disseminate information to aid in making marketing management decisions.

**9.3.MK-MGT.5** Determine and adjust prices to maximize return and meet customers' perceptions of value.

**9.3.MK-MGT.6** Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

**9.3.MK-MGT.7** Communicate information about products, services, images and/or ideas.

**9.3.MK-RES.1** Plan, organize and manage day-to-day marketing research activities.

**9.3.MK-RES.2** Design and conduct research activities to facilitate marketing business decisions.

**9.3.MK-RES.3** Use information systems and tools to make marketing research decisions.

**9.3.MK-MER.4** Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.

**9.3.MK-MER.5** Determine and adjust prices to maximize return and meet customers' perceptions of value.

**9.3.MK-MER.6** Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.

**9.3.MK-MER.7** Communicate information about retail products, services, images and/or ideas.

**9.3.MK-MER.8** Create and manage merchandising activities that provide for client needs and wants.

## ENDURING UNDERSTANDINGS

*Students will ...*

- **define** product.
- **describe** the elements of product.
- **explain** how the characteristics of services differ from those of goods.
- **define** product strategy.
- **describe** the product mix.

- **explain** why product/service management is a function of marketing.
- **explain** the four stages of the product life cycle.
- **describe** how product life cycles impact the marketing mix.
- **define** new products.
- **list** the six categories of new products.
- **explain** why creativity is important in new product development.
- **describe** why new products can be risky.
- **describe** the role of marketing in new product development.
- **list** and explain the steps in the new product development process.
- **describe** the elements of a brand.
- **explain** the three different types of product brands.
- **discuss** how branding relates to product identity.
- **explain** ways to protect a brand.
- **describe** personal branding.

## ESSENTIAL QUESTIONS

- What is the purpose of technical support in an organization?*
- What is the difference between a product line and product width?*
- Why is product management an important responsibility for marketers?*
- When is competition generally intense for a product?*
- Which function of marketing includes frequent review of product to determine life cycle stages?*
- Why do companies develop a new product based on a successful product?*
- What is the benefit of offering a less expensive version of a current product?*
- Why would a company want to add new product lines?*
- What role does marketing play in new product development?*
- Why should new product ideas be screened?*
- Why are prototypes made for some new products?*
- At what stage does a new product idea become a reality?*
- Why might a new product be reverse engineered by another company?*
- How might smaller companies carry out test marketing for new products?*
- What is another name for a logo?*
- What is the key to a unique brand?*
- How can businesses show social responsibility through a brand?*
- Why is brand loyalty important for businesses?*
- What is the difference between a trademark and a service mark?*
- What is the most powerful aspect of a brand?*
- What are the intangible elements of a brand?*
- Why is a brand considered a promise to customers?*
- How are brand perceptions formed?*
- What are three goals that a brand should achieve?*
- When does brand loyalty occur?*
- When can the registered symbol be used with a trademark or service mark?*
- How can a person create a personal brand?*

## KNOWLEDGE AND SKILLS

*Students will know...*

- *different forms a product can take.*
- *what is premium quality, moderate quality, and value quality.*
- *what role does packaging play for a product.*
- *what a perishable product is.*
- *the three types of brands.*
- *the importance of personal branding.*
- 

*Students will be able to...*

- *explain the term service features.*
- *name a product that a company offers that could be repositioned simply by changing the packaging. Describe the changes you would make.*
- *give examples of a tangible element of a brand.*

- explain brand consistency.
- explain the purpose of a brand.
- give an example of a corporation buying naming rights to show community support.
- list four techniques that may help a person develop his or her creativity.
- explain the importance of a marketing plan because it contains the marketing team objectives, executive summary, and tactics for achieving both business and marketing goals.
- list the sections of a marketing plan are the title page, table of contents, executive summary, business description, sales analysis, situation analysis, marketing objectives, marketing strategies, marketing tactics, bibliography, and appendices.
- analyze the selling situation, what two environments should be considered?

## STAGE TWO

### PERFORMANCE TASKS

- Assign *Checkpoint* questions at end of each section.
- Assign the Chapter post tests. The test may be accessed by using the QR code or going to the companion website. What questions were students able to answer that they couldn't when they took the pretest?
- Assign *Review Your Knowledge* questions at the end of the chapter.
- Assign *Apply Your Knowledge* questions at the end of the chapter.
- Assign **EXAMVIEW** Assessment Suite, Chapters 15, 16, & 17.

### OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

#### Engage

- Assign the Chapter 15, 16, & 17 pretest. The test may be accessed by using the QR code or going to the companion website. Discuss which questions students were unable to answer.
- Ask students to complete the Web Connect research exercise in the beginning of the section.
- Engage the student by providing an activity or question that will connect students to what they already know.
- Engage students in the DECA feature that opens the chapter. You may wish to visit the DECA website for more information.
- Engage the students by asking them to list goods (not services) that they buy. Go around the room and listen to their examples of products. Ask them where they purchase those products. For example, if they are going to restaurants, they are also getting service with the food product. Ask them to identify just services they purchase. Listen to these examples. Compare their examples with Figure 15.1.
- Divide the class into small groups. Tell them they will play I Spy for products by using the room and its contents. All members of the team find something that they can choose as a product, which can be tangible or an intangible. One team member begins the game by asking the others to guess his or her product. The person who guesses the answer takes the next turn. After all members of the teams have had an opportunity to play I Spy, reconvene the class to discuss what unique tangible and intangible products the students choose.
- Use the Teamwork exercise at the end of the chapter to engage students with each other to solve a problem or make a group presentation.
- After the class has read the explanation of the product life cycle stages, have each student choose a familiar product. Have them draw the product life cycle and plot where that product currently is in the PLC. Go around the room and have each student share their drawings. Make sure all students agree with the stages each student has decided his or her product should be placed.
- In small groups, have students identify products that have a very short PLC and identify what product(s) have replaced the products they mentioned. Discuss the examples each group presents.
- Divide your class into six groups. Assign one of the six categories of new products to each of the groups. Ask each group to identify products that would fall into the category it was assigned. Go around the room having the groups list their products.
- Ask each student to visit different car manufacturer websites to look at the different cars/trucks they offer. Are there any really new vehicles? Would any of the cars or trucks shown fit into any of the six new product categories?

- Have the students visit different company websites to locate any new products the companies indicate are available. The students should present those new products to the class. Hold a discussion about how those products fit any new wants or needs, if at all.
- Ask each student to answer the following questions: My life would be so much better if there was \_\_\_\_\_; I really get annoyed by \_\_\_\_\_; If there was a \_\_\_\_\_, I would buy it. Give the students time to answer these questions. These questions work best if they can think about their answers overnight. Divide the class into three groups. Place three large sheets of paper around the room, one for each question. Ask the students to list their answers on the papers by group. After all groups have made their way around the room, discuss the ideas written for each question. Tell the class they just participated in idea generation.
- Using the ideas listed previously to continue brainstorming. Go over the guidelines for brainstorming. No idea is bad, etc.
- Engage your class in a timed, 30-second brand test. Give the student a topic, for example car. The student has 30 seconds to think of as many different cars brands as possible. Stop the student after 30 seconds. You may want to record answers as you go around the class. Who was able to mention more than five brands? Typically, most will be able to identify three brands quickly and then stop. After doing this experiment, mention the importance of brand names. We tend to buy brand names, so thinking of more than three of our top choices is difficult.
- Divide the class into small groups. Ask each group to think of slogans for about 10 or more companies. Have each group see if the rest of the class can guess the companies using those slogans.
- In small groups, have students take one of the examples of a product that was discussed in the previous chapter on new product development. Ask the group to design a new logo that represents the company. Have them present the new logo to the rest of the class and explain how they arrived at that logo. Are any of them better than the current logos?
- Ask the class if they prefer to shop at a business that supports charities. Why or why not? Use this as a lead-in to discuss corporate social responsibility.
- Give the students about five minutes to list all of the products that they purchase that must be certain brands or they will not buy them. At the end of the time, go around the room sharing their brands. Explain that they just identified brand loyalty.
- If there is a student-based enterprise in your school, have students identify the brands that are preferred by some customers. Does the enterprise have customers who are brand loyal? Which brands are the most popular? Why?

## Explore

- Have students read and discuss the material on the unit opener. Initiate a class discussion about the topics presented. Discuss how all of the information presented relates to the overall theme of the unit.
- Review the vocabulary terms at the beginning of the section. Where have students encountered these terms before? Help students make educated guesses about the meanings of the terms with which they are least familiar.
- Assign the College and Career Readiness Reading Prep activity before students read the chapter to explore the suggested topics. Reading Prep activities give students opportunities to apply the Common Core State Standards.
- Have students explore [www.DECA.org](http://www.DECA.org) for more information on different activities and events in which they might be interested or want to participate.
- Ask each student to locate a company online. Have them evaluate the company's products, describe the options/features of the main product, and list the perceived quality of the products. Have them share this information with the class. Ask if the class agrees on the quality of the products. Why or why not?
- Using the companies researched in the previous activity, have students review the warranties and guarantees the companies offer. Use as a springboard to discuss the value of warranties and guarantees.
- Divide the class into small groups to list several products in the three consumer-product categories. Next, the groups should identify and list the price for each product, the place the product would be sold, and the promotion that would be most effective. Each of the Ps should be listed on separate sheets of paper. Each group should give their examples to the class and hand in their lists. After listening to the groups make their presentations, take the lists and cut/separate them into each of the four Ps: products, place, price, and promotion. Take the examples and make four envelopes. Each envelope should include all of the products identified by the groups. Do the same with the other Ps. Give each group three or four different products, prices, places and promotions from the envelopes. Have the groups take all their Ps into consideration and create workable examples of how all the four Ps can work together for other products.
- Continue with the previous activity and have the same groups take their given products and the other Ps they hooked together to plot the products on the PLC. Each group should explain why they located the product where they did on the PLC. Have the class agree or disagree with the groups.
- Ask students to choose a company and research it online. While looking at the company's products, have them identify which products are in the introduction, growth, maturity, and decline stages. Have them share their examples with the class.
- Have students utilize the Internet to find examples of specific new products on company websites. Have them determine whether they think the company used the last four steps of the process (product design, test marketing, commercialization, and evaluation) to develop and market those products. Have them use critical thinking skills to explain their answers.
- Ask each student to use the Internet to locate a truly unique logo. What makes the logo so unique? How long has this logo been used by the company?
- Have student locate a newspaper, magazine, or online article about branding. Ask them to write or give an oral summary of their article.

- Have students utilize the Internet to obtain examples of trademarks and service marks. How long have these businesses had these? Discuss the different ones students found.
- Ask students to use the Internet to search a company's website to see how or if it shows corporate social responsibility. Each student should write up a short summary of his/her findings to share with the class.

## Explain

- Use the Instructor's Presentations for PowerPoint® for Chapter 15, 16, & 17 as an outline for presenting the chapter.
- Ask students to read and complete the Critical Thinking exercise in the beginning of the section.
- Provide an opportunity for students to explain their understanding of a concept or process. Direct students to add their definitions of the terms in Build Your Vocabulary to their personal glossary of marketing terms.
- Divide the class into small groups. Have each group think of a service and explain how it meets each of the characteristics of services. After they have completed the assignment, have the groups share with the rest of the class.
- In small groups, ask students to create a product. For their products, have each group write the features/options they want in the product. Which level of quality do they want in their products? Will any services be included? What else is important?
- Ask each student to write on a 3x5 index card what they learned from the day's lesson and what they enjoyed most about the class. Utilize these cards as a starting point for the next day's lesson or to evaluate the information that was most interesting, beneficial, or may need to be reinforced.
- In small groups, have students choose a product and discuss what strategies they would take to keep the product from reaching the decline stage. Each group should share their products and strategies with the class.
- Ask each student to interview their parent(s) to determine what types of new products/services they might want/need. Each student should ask enough questions during the interview to arrive at an example of a product that the parent(s) would buy. Each student should share what product information they learned from their parents. As a class, evaluate the potential success of the proposed products.
- Divide the class into smaller groups. Ask each group to locate numerous businesses that have unique brand names or logos for their different products or product lines. Ask them to create a poster presentation of all of the brands and logos. Present all the posters to the class and then hang them around the room.
- If you have a student-based enterprise, have the students identify all of the brand names that are sold in the store. Discuss with the class why those products are sold.
- Direct students to download the Unit Activity data files as listed in the Building the Market Plan activity located at the end of the unit. The data files are found on the Marketing Dynamics companion website at [www.g-wlearning.com](http://www.g-wlearning.com). Make sure they understand the directions for each Unit Activity and how the Unit Activities will help them to create their marketing plan. Explain where students are to save the completed data files for their future use.
- Ask students to perform online research to find the different businesses that have the naming rights to major sports facilities and, if possible, what they paid for that privilege. As a class, create a poster listing the stadium/arena, its location, and the company with the naming rights. If known, also include what each company paid for this privilege. Discuss the benefits a company receives from being associated with a sports team.
- Direct students to review the sample marketing plan on the Marketing Dynamics companion website at [www.g-wlearning.com](http://www.g-wlearning.com). This marketing plan is written to be used as a reference for students when writing the pieces of their marketing plans. The name of the file is MarketingPlan\_Sample.YoursinRetro.docx.

## Elaborate/Extend

- Provide an opportunity for students to exhibit their understanding of concepts in context of the material as it is presented. As time permits, have students read and discuss the special features in the chapter.
- If students are using the *Marketing Dynamics* student workbook, assign activities to engage active learning.
- Ask students to read the Case in Point. Discuss customer service at L.L. Bean and other businesses that the students think are known for providing excellent customer service.
- If your school has a student-based enterprise, ask the students to identify what changes can be made to the product mix and the marketing mix. Are there products in the store that are in the decline stage? Are any popular products missing? Should prices be changed? Should promotion be changed?
- Invite a local grocery store manager to speak to your class about how he or she decides to discontinue offering a product. Have your class identify questions to ask prior to the speaking engagement. Each student should complete a Resource Visitor's Report and/or write a reaction and/or a summary about the speaker's comments.
- Divide your class into small groups. Place items you, the teacher, have received from vendors, hotels, conferences, etc. in a big grocery sack. Ask each group to take one item. Each group should decide how to completely change that item or think of another product that could be used with the item for a new function. Each group should come up with as many new/different products to accompany the product drawn. Ask the groups to share their ideas with the entire class.
- Have students interview a local business owner. They should create their questions prior to the interviews for your approval. One question they might want to ask is, "How frequently do you buy or sell new products?"
- Engage the student in discussing the Case in Point. Can they think of other new products like the Case in Point example that may not have caught on quickly? What might help companies to only offer products their customers will buy?

- Ask each student to write what they learned from the day's lesson and what they enjoyed most about the class on a 3x5 index card. Utilize these cards as a starting point for the next day's lesson or to evaluate the information that was most interesting, beneficial, or may need to be reinforced.
- Allow students the opportunity to develop a working or nonworking prototype for any new product that has been mentioned. Place the prototypes on display and then hold a vote by another unbiased group (not students). A few questions about the prototypes could be created by the students for voters to answer. These questions could be used as voting ballots. The product receiving the most positive comments on the ballot(s) would win.
- Assign students to write a short story about their favorite brand(s). In the story, they should include as many of the terms of the chapter as possible. Have the students read their stories to each other in small groups. Each group should decide on a winning story and each group should have their winner present their story to the entire class. A winner could be awarded.
- Extend your teaching by scheduling a speaker(s) from an advertising agency or a brand strategist. Students should create questions prior to the speaking engagement. Pass out the questions for the students to ask these questions at the end of the speaker's presentation.
- Invite business leaders from various types of organizations, such as hospitals, nonprofits, colleges, etc., and ask them to speak on how valuable their brand/images are to their businesses.
- Ask students to read the Case in Point. Slogans create emotional buying experiences for customers that they remember. Hold a class discussion about the students' favorite slogans and how memorable slogans can relate to sales and profits for businesses.
- Ask each student to create his or her own unique personal brand. Student should write a short report on what they are currently doing (and what they will continue to do) to maintain their own brands. They might want to address why a positive brand is so important.

## Evaluate

- Assign *Checkpoint* questions at end of each section.
- Utilize Student Workbook to check for knowledge.
- Assign the Chapter 15, 16, & 17 post-test. The test may be accessed by using the QR code or going to the companion website. What questions were students able to answer that they couldn't when they took the pretest?
- Assign Review Your Knowledge questions at the end of the chapter.
- Assign Apply Your Knowledge questions at the end of the chapter.
- Unit Test

# Curriculum Resources - Differentiated Instruction

## **Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

## **English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)

[www.nj.gov/education/bilingual/pd/fabric/fabric.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

### **Gifted and Talented Interventions in Regular Education**

*Resources:*

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

### **21st Century Learning**

*Resources:*

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>