

Verona Public School District Curriculum Overview

Marketing, Advertising & Sales



Curriculum Committee Members:

Angela Salisbury
Pamela Burke
Mitch Roshong

Supervisors:

Charlie Miller
Tom Lancaster
Josh Cogdill

Curriculum Developed:

August 2016

Board Approval Date:

August 30, 2016

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course is for those interested in pursuing a career in marketing, advertising, market research, sales or general business management. It is designed to develop an understanding of the concepts and strategies needed to create an effective marketing effort for a product or service. In addition to the development of a marketing plan, students will plan, create and produce advertising campaigns which will include all major media including television, print and digital/social channels.

Prerequisite(s):

None - Grades 10-12

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>		8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>	
<ul style="list-style-type: none"> x A. Technology Operations and Concepts x B. Creativity and Innovation x C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society x C. Design x D. Abilities for a Technological World E. Computational Thinking: Programming 		

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>		Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>	
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals. 		
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity. 		
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management. 		
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence. 		
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management. 		

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing x N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
	<p>Direct instruction, multimedia presentations, class discussions, cooperative structures, video viewing with discussion questions, use of the internet for research and classroom flipping, presentation software, and google classroom discussion groups,</p>



Marketing, Advertising & Sales

Unit 1: *The World of Marketing & Advertising*

Duration: 3 weeks

STAGE 1: DESIRED RESULTS

Established Goals:

- 9.1.12.A.2 Participate in online strategy and planning sessions for course based, school-based, or outside projects.
- 9.4.12.N.(1).10 Evaluate and summarize the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and manage customer relationships in ways that benefit both the organization and stakeholders.
- 9.4.12.N.(1).2 Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
- 9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.N.1 Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.
- 9.4.12.N.5 Understand economic principles and concepts fundamental to business operations.
- 9.4.12.N.6 Apply sociological knowledge of group behavior to understand customer decision-making.
- 9.4.12.N.7 Apply psychological knowledge of individual behavior to understand customer motivation.
- 9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.N.(2).7 Apply concepts and processes used in this pathway to identify, select, monitor, and evaluate sales channels in order to minimize costs and maximize effectiveness.
- 9.4.12.N.(5).3 Understand fundamental economic principles and concepts that impact business operations and merchandising decisions.
- 9.4.12.N.37 Describe the nature and types of business organizations to build an understanding of the scope of organizations.
- 9.4.12.N.79 Evaluate and summarize the processes used to monitor, plan, and control the day-to-day activities required for continued business operations.
- 9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
- 9.4.12.N.80 Analyze and summarize the concepts and processes needed to identify, select, monitor, and evaluate sales channels.
- 9.4.12.N.(6).3 Understand concepts, tools, and strategies used in this pathway to explore, obtain, and develop sales careers.
- 9.4.12.N.(6).1 Gather, access, synthesize, evaluate, and disseminate information to aid in making sales.

9.4.12.N.(6).2 Employ concepts and actions used in this pathway to determine client needs and wants and to develop personalized communications intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(4).13 Manage the sales function to determine client needs and wants, and respond through planned, personalized communication.

9.4.12.N.(3).1 Employ processes and systems used in this industry to monitor, plan, and control day-to-day marketing research activities in order to contribute to continued functioning.

9.4.12.N.(3).2 Employ tools, techniques, and systems used in this industry to plan, control, and organize a marketing research organization or department.

9.4.12.N.(3).2 Employ tools, techniques, and systems used in this industry to plan, control, and organize a marketing research organization or department.

9.4.12.N.(3).3 Employ concepts, tools, strategies, and systems used in this pathway to access, process, maintain, evaluate, and disseminate information in order to assist business decision-making.

9.4.12.N.(3).4 Employ concepts, tools, and strategies used in this pathway to explore, obtain, and develop marketing research careers.

9.4.12.N.(1).1 Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2 Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

9.4.12.N.(1).3 Analyze the concepts and strategies marketers use to determine and target marketing communications strategies to specific audiences.

9.4.12.N.(1).4 Research the concepts, systems, and tools marketers use when making decisions to gather, access, synthesize, evaluate, and disseminate marketing information.

9.4.12.N.(1).6 Employ the tools, strategies, and systems marketers use to access, process, maintain, evaluate, and disseminate information in order to assist with decision-making.

9.4.12.N.(2).1 Evaluate and select concepts and strategies used in this pathway to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

9.4.12.N.(2).2 Demonstrate understanding of personalized communications strategies marketers use to determine client needs and wants, and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.19 Obtain and convey marketing ideas and information to facilitate business operations.

9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.84 Evaluate and summarize the concepts and processes used to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

9.4.12.N.79 Evaluate and summarize the processes used to monitor, plan, and control the day-to-day activities required for continued business operations.

9.4.12.N.80 Analyze and summarize the concepts and processes needed to identify, select, monitor, and evaluate sales channels.

9.4.12.N.81 Demonstrate knowledge of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate marketing information for use in making business decisions.

9.4.12.N.(2).2 Demonstrate understanding of personalized communications strategies marketers use to determine client needs and wants, and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.(4).14 Create safety and security plans to minimize loss and to maximize return.

9.4.12.N.(4).16 Apply ethics and government regulations to protect the business.

8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real world problems.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...
create an effective marketing effort for a product or service.

In this unit...

the students will be able to explain basic marketing concepts and recognize how the marketing functions relate to advertising as well as understand what it takes to have a career in marketing and/or advertising.

Meaning

Enduring Understandings

Students will understand that:

- there is a history of advertising as an industry and it relates to today's marketplace.
- marketing concepts relate to advertising.
- a specific set of skills are needed for careers in the advertising industry.

Essential Questions

- How is marketing relevant to today's business world?
- What is the difference between advertising and marketing?
- Try to recall an ad from your childhood. Describe as much of it as you can remember.
- If you were to think about a career in advertising, what comes to mind?

Acquisition of Knowledge & Skills

Students will know:

- the importance of marketing on business
- the nature and scope of advertising
- what it takes to be successful in a career in advertising marketing
- businesses related to advertising

Students will be able to:

- explain the marketing concept
- recognize the marketing functions and how they relate to advertising.
- demonstrate knowledge of the history of advertising and how it relates to today's marketplace
- distinguish among advertising marketing terms
- research careers in the advertising marketing industry

STAGE 2: ACCEPTABLE EVIDENCE**Performance Task & Unit Assessments:***Guided Practice:*

Activity #1 - Functions of Marketing - Students are to work in groups of four or five. Choose a product or service. Research and explain each of the seven functions of marketing for that product and create a multi-media presentation. In addition, choose two functions out of the seven and give examples of how they relate to advertising. Students will give a short presentation to class. Rubric will be used to evaluate presentation.

Activity #2 - Product Evolution Poster - Students will create a multi-media presentation and present it to the class. The following are the criteria for completing the project: • Choose a product that exists in today's marketplace that has been around since the 1950s or 1960s. • Select at least five images of the product's image showing the evolution of the product. • Research the changes the product has gone through over the years including but not limited to: advertising, ingredients, and packaging. • Explain the reason for the improvements (or lack of) over time.

Activity #3 - Compare & Contrast Marketing Categories - Give a broad explanation of each of the following categories to the class: • Account Management • Account Planning • Creative • Media • Interactive Marketing Have students make a list as a class comparing and contrasting differences of categories.

*Independent Practice:***Marketing Functions Project**

Student will produce a presentation that gives an overview of a restaurant company and should include the following:

1. Student will research a major restaurant company to determine the ways that the company uses marketing functions.
2. Student will decide how the company has tried to keep them as a customer through the use of sales, promotions, etc.
3. Student will determine the target market for the company.
4. Student will research job types within the restaurant and give a brief summary as to how they contribute to the success of the marketing concept.

Students will present their presentations to the class and be evaluated by the assigned rubric.

Advertising History Project

Students will work in groups of three to five. They may choose from one of the decades below for their project. 1950s Era 1960s Era 1970s Era 1980s Era 1990s Era 2000s

Era Groups must provide a 10 slide, multi-media presentation (Remember to have an introductory and conclusion slide)

- Specific advertising methods
- Popular companies and products

- Several advertisements
- Current events of decade
- Fashion trends ads
- Important facts
- Explanation of how this decade impacted other decades

All Group members will participate in presentation. Please review presentation rubric as you will be given an individual grade for your project.

Advertising Career Project

Students will choose two potential jobs from each category. Include job description and responsibilities, education needed, training, salary, and prior experience necessary. Then choose the job that most interests them and explain their reasoning. • Account Management • Account Planning • Creative • Media • Interactive Marketing Students will submit their papers and be graded by the rubric

Additional Performance Tasks:

- Section Quizzes
- Create a poster advertisement that looks like an advertisement that you would find in the 1970s.
- Integrate math skills: Have students find five items with five different retail prices. List retail price and then list with a 20% discount.
- Write an article summary depicting a current advertising event. Choose from one of the following: Agency News, Media, Digital, or Global.



Marketing, Advertising & Sales

Unit 2: *Planning the Campaign*

Duration: 13 weeks

STAGE 1: DESIRED RESULTS

Established Goals:

- 9.1.12.A.2 Participate in online strategy and planning sessions for course based, school-based, or outside projects.
- 9.4.12.N.(1).10 Evaluate and summarize the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and manage customer relationships in ways that benefit both the organization and stakeholders.
- 9.4.12.N.(1).2 Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
- 9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.N.1 Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.
- 9.4.12.N.5 Understand economic principles and concepts fundamental to business operations.
- 9.4.12.N.6 Apply sociological knowledge of group behavior to understand customer decision-making.
- 9.4.12.N.7 Apply psychological knowledge of individual behavior to understand customer motivation.
- 9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.N.(2).7 Apply concepts and processes used in this pathway to identify, select, monitor, and evaluate sales channels in order to minimize costs and maximize effectiveness.
- 9.4.12.N.(5).3 Understand fundamental economic principles and concepts that impact business operations and merchandising decisions.
- 9.4.12.N.37 Describe the nature and types of business organizations to build an understanding of the scope of organizations.
- 9.4.12.N.79 Evaluate and summarize the processes used to monitor, plan, and control the day-to-day activities required for continued business operations.
- 9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
- 9.4.12.N.80 Analyze and summarize the concepts and processes needed to identify, select, monitor, and evaluate sales channels.
- 9.4.12.N.(6).3 Understand concepts, tools, and strategies used in this pathway to explore, obtain, and develop sales careers.
- 9.4.12.N.(6).1 Gather, access, synthesize, evaluate, and disseminate information to aid in making sales.

9.4.12.N.(6).2 Employ concepts and actions used in this pathway to determine client needs and wants and to develop personalized communications intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(4).13 Manage the sales function to determine client needs and wants, and respond through planned, personalized communication.

9.4.12.N.(3).1 Employ processes and systems used in this industry to monitor, plan, and control day-to-day marketing research activities in order to contribute to continued functioning.

9.4.12.N.(3).2 Employ tools, techniques, and systems used in this industry to plan, control, and organize a marketing research organization or department.

9.4.12.N.(3).2 Employ tools, techniques, and systems used in this industry to plan, control, and organize a marketing research organization or department.

9.4.12.N.(3).3 Employ concepts, tools, strategies, and systems used in this pathway to access, process, maintain, evaluate, and disseminate information in order to assist business decision-making.

9.4.12.N.(3).4 Employ concepts, tools, and strategies used in this pathway to explore, obtain, and develop marketing research careers.

9.4.12.N.(1).1 Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2 Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

9.4.12.N.(1).3 Analyze the concepts and strategies marketers use to determine and target marketing communications strategies to specific audiences.

9.4.12.N.(1).4 Research the concepts, systems, and tools marketers use when making decisions to gather, access, synthesize, evaluate, and disseminate marketing information.

9.4.12.N.(1).6 Employ the tools, strategies, and systems marketers use to access, process, maintain, evaluate, and disseminate information in order to assist with decision-making.

9.4.12.N.(2).1 Evaluate and select concepts and strategies used in this pathway to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

9.4.12.N.(2).2 Demonstrate understanding of personalized communications strategies marketers use to determine client needs and wants, and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.19 Obtain and convey marketing ideas and information to facilitate business operations.

9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

- 9.4.12.N.84 Evaluate and summarize the concepts and processes used to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- 9.4.12.N.79 Evaluate and summarize the processes used to monitor, plan, and control the day-to-day activities required for continued business operations.
- 9.4.12.N.80 Analyze and summarize the concepts and processes needed to identify, select, monitor, and evaluate sales channels.
- 9.4.12.N.81 Demonstrate knowledge of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate marketing information for use in making business decisions.
- 9.4.12.N.(2).2 Demonstrate understanding of personalized communications strategies marketers use to determine client needs and wants, and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
- 9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.
- 9.4.12.N.(4).14 Create safety and security plans to minimize loss and to maximize return.
- 9.4.12.N.(4).16 Apply ethics and government regulations to protect the business.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.

Transfer:

Transfer Goal:

Students will be able to independently use their learning to...
create an effective marketing effort for a product or service.

In this unit...

The student will be able to explain how each component of the marketing mix contributes to successful advertising and marketing as well as the importance of target markets, market segmentation, and the research of trends.

SWBAT learn how advertisers target different demographics; recognize buying habits and their preferences. The student will understand business concepts and be able to explain how businesses satisfy economic needs.

SWBAT understand how international marketing and multiculturalism affects the advertising industry.

SWBAT recognize the major environmental influences in advertising, as well as be able to explain legislation that impacts advertising.

SWBAT evaluate the steps in the selling process and the importance of product knowledge while demonstrating process in a sales situation.

SWBAT identify budgeting methods and evaluate financial statements for effecting advertising campaign financial planning.

Meaning

Enduring Understandings

Students will understand that:

- each component of the marketing mix contributes to successful advertising and marketing as well as the importance of target markets, market segmentation, and the research of trends.

Essential Questions

- How do you think marketers decide who and where to market their products?
- What do you think of “this” ad?
- What are some components of an advertising “demographic”?

- a career in advertising marketing requires knowledge of demographics, as well how the use of demographics has influenced the industry.
- business concepts and activities can be applied to marketing and advertising
- international, multiculturalism, and multi-generational marketing affect the advertising industry.
- the nature and scope of advertising is influenced by environmental and legislative impacts
- there is a process involved in selling
- there is an importance to creating a budget for an advertising campaign
- advertising occurs as steps in a continuous cycle

- What other words come to mind when you think of the word “economy”?
- Why is international marketing more important than ever?
- In what ways can government impact business?
- What can you expect when you’re approached by someone working in a retail store?
- Why is it important to budget?

Acquisition of Knowledge & Skills

Students will know:

- each component of the marketing mix
- advantages and disadvantages of market segmentation and mass marketing.
- the difference between buying habits and buying preferences.
- terms related to basic business concepts
- how business satisfies economic needs
- the interdependence each business activity has with marketing
- how international marketing affects the advertising industry.
- the nature and scope of advertising marketing.
- legislation that impacts advertising.
- sources of financial assistance for businesses
- the relationships of perishability to profit and loss
- how to compare and contrast pricing policies
- stages of the product life cycle for new or existing advertising marketing plans
- the importance of identifying needs as the first step of the advertising process
- characteristics and purposes of a marketing information system

Students will be able to:

- identify the importance of target markets
- research trends and emerging technologies affecting advertising.
- explain how the use of demographics has influenced the industry.
- research the use of technology in advertising, design, production, and distribution.
- categorize business activities as production, marketing, management, or finance
- differentiate the implications of business conduct using advertising examples
- explain the impact of multiculturalism on advertising marketing activities.
- explain the impact of multi-generationalism on advertising marketing activities.
- list major environmental influences on advertising.
- evaluate the selling process
- recognize communication necessary in sales
- evaluate and understand the need for and use of balance sheets, income statements, and budgets
- develop a sample credit policy that could be a useful advertising marketing strategy
- analyze the price of an advertising marketing product
- identify benefits and limitations of marketing research

- prepare a buying plan, complete purchase orders and process invoices

STAGE 2: ACCEPTABLE EVIDENCE

Performance Task & Unit Assessments:

Guided Practice:

Activity #1 – Analyze the Ad – Find two ads that promote a product or service to consumers and two ads that promote a product or a service to a business (Hint: You can find those ads in business magazines or newspapers). Write a brief description of the ads you selected. Compare these two types of ads. How do the slogans, graphics, and overall message differ? Make a list of the differences you notice.

Activity #2 – Price Activity – Have students make a list of five items they will pay more for and five items that they won't. Provide reasons why.

Activity #3 - Demographics in Advertising - Have students use magazines and find five product ads for each of the generations. The products must be explained as to how they are marketed with relation to attitude, values, technology, etc.

Activity #4 - Company Ad Research Students - select 10 different advertisements from 10 companies. Select ads that implicate different approaches to business conduct. Use presentation software and include on each slide what you perceive as to how each company is conducting themselves in an ethical or business-like manner. Give reasons why or why not.

Activity #5 - Social and Business Etiquette Search - Individually, research a country of your choice and report the different social and business etiquette traditions they have. • Write a one page summary report on your findings.

Activity #6 - Government Regulation Match Game - After explaining each term, give students a list of products and services and match what government agency it goes with.

Activity #7 - Selling Evaluation - Students will work individually to reflect on a recent sales process interaction in a retail store. The student will evaluate the outcome and make suggestions for improvement. Students will pair to discuss their solutions and brainstorm further options.

Activity #8 - Budget Methods - Students will work in pairs to research and identify the pros and cons of each type of budget method. They will include at least two pros and cons for each method. They will create a flyer depicting these findings and share with the class.

Activity #9 - Retail Sales Transaction - Students will work individually to reflect on a recent sales process interaction in a retail store. The student will evaluate the outcome and make suggestions for improvement. Students will pair to discuss their solutions and brainstorm further options.

Activity #10 - Market Segmentation - Assign students a market segment (teenagers, etc). Instruct them to determine information needed about the segment. Assign them to select the best form a marketing research to collect the information. Allow the students to work with a partner to develop the marketing research tool needed.

Independent Practice:

Marketing Mix Written Assignment

1. Select an existing product that interests you and explain it.
2. Explain what advertising trends are used to market this product.
3. Research your product and where it is sold.
4. Identify its target market
5. Identify the Four P's of its marketing mix.
6. Is there a specific market segment?
7. Make one change to the product to create yet another market segment

Presentation Project (group project two to three students per group)

Guidelines for the presentation project:

1. Students will select any visual presentation vehicle they feel will best communicate the key elements of their presentation.
2. Students will create a product that will be targeted to a specific generation.
3. Students must address each of these elements within the presentation: demographics (age, gender, income) needs, values, interests, opinions, geographic location, technology level, and price of product.
4. Students will produce an engaging and informative presentation for the class. Students will present their presentation to the class and be evaluated by the assigned rubric.

Factors of Production Project

- Land – Research two areas in the U.S. that people visit.
 - What products are produced? • What is the climate like? • What draws people to the area? • How is it advertised? Summarize your answers.
- Labor – Ask students to explain how low turnover would help keep a company profitable.
 - Capital – Write down five items that would be considered capital for production purposes. Example: lumber. • Entrepreneurship – Write down the name of an entrepreneur whose product you could not live without. Explain your answer.

Global Marketing Project

Student will produce a presentation with that gives an overview of an international chain of restaurant businesses. The student will report on the following topics in the presentation:

1. Countries in which the business chain has businesses (the company must have businesses in at least four different countries).
2. Examples of the company's marketing activities in each country.
3. Compare and contrast the marketing activities in all of the countries.
4. Compare and contrast menus and pricing.
5. Feature three products that are unique to the business for geographic reasons.

Government Agency Project

Students will individually research government regulators and then complete the following tasks:

- A. Choose one Government Agency
- B. Research a product or service that was investigated.
- C. Write a one to two page report on the product, the problem, the solution, and the outcome.

Make sure to discuss any publicity or advertising that was done during this time.

Selling Process Project/Activity

Students will assume the role of a sales associate and customer at an assigned retail stores with a partner.

Each student will play both roles: 1st as the salesperson. This assignment helps you prepare and demonstrate the sales process for the product/service you selected. 2nd as a customer. You play the role of a customer .

Advertising Campaign Budgeting Project

Students should research and produce a presentation that gives an overview of the information located about the company assigned including:

1. Locate current advertising methods
2. Evaluate public financial statements
3. Suggest the most effective method of budgeting for this company.

Consumer Credit Policy

Students will develop a consumer credit policy for a retail business and present it to the president of the company.

Buying Plan

Students will develop a buying plan for a retail business and present it to the president of the company.

1. Identify a retail company to develop a buying plan
2. Select the types of purchases to make
3. Determine the best suppliers to purchase from
4. Identify the terms of purchase
5. List the merchandise to be purchased
6. Create a presentation with the information above

Additional Performance Tasks:

- Section Quizzes



Marketing, Advertising and Sales

Unit 3: *Implementing the Plan*

Duration: 4 weeks

STAGE 1: Desired Results

Established Goals:

- 9.1.12.A.2 Participate in online strategy and planning sessions for course based, school-based, or outside projects.
- 9.4.12.N.(1).10 Evaluate and summarize the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and manage customer relationships in ways that benefit both the organization and stakeholders.
- 9.4.12.N.(1).2 Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
- 9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.4.12.N.1 Demonstrate language arts knowledge and skills required to pursue the full-range of postsecondary education and career opportunities.
- 9.4.12.N.5 Understand economic principles and concepts fundamental to business operations.
- 9.4.12.N.6 Apply sociological knowledge of group behavior to understand customer decision-making.
- 9.4.12.N.7 Apply psychological knowledge of individual behavior to understand customer motivation.
- 9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.
- 9.4.12.N.(2).7 Apply concepts and processes used in this pathway to identify, select, monitor, and evaluate sales channels in order to minimize costs and maximize effectiveness.
- 9.4.12.N.(5).3 Understand fundamental economic principles and concepts that impact business operations and merchandising decisions.
- 9.4.12.N.37 Describe the nature and types of business organizations to build an understanding of the scope of organizations.
- 9.4.12.N.79 Evaluate and summarize the processes used to monitor, plan, and control the day-to-day activities required for continued business operations.
- 9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.
- 9.4.12.N.80 Analyze and summarize the concepts and processes needed to identify, select, monitor, and evaluate sales channels.
- 9.4.12.N.(6).3 Understand concepts, tools, and strategies used in this pathway to explore, obtain, and develop sales careers.
- 9.4.12.N.(6).1 Gather, access, synthesize, evaluate, and disseminate information to aid in making sales.

9.4.12.N.(6).2 Employ concepts and actions used in this pathway to determine client needs and wants and to develop personalized communications intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(4).13 Manage the sales function to determine client needs and wants, and respond through planned, personalized communication.

9.4.12.N.(3).1 Employ processes and systems used in this industry to monitor, plan, and control day-to-day marketing research activities in order to contribute to continued functioning.

9.4.12.N.(3).2 Employ tools, techniques, and systems used in this industry to plan, control, and organize a marketing research organization or department.

9.4.12.N.(3).2 Employ tools, techniques, and systems used in this industry to plan, control, and organize a marketing research organization or department.

9.4.12.N.(3).3 Employ concepts, tools, strategies, and systems used in this pathway to access, process, maintain, evaluate, and disseminate information in order to assist business decision-making.

9.4.12.N.(3).4 Employ concepts, tools, and strategies used in this pathway to explore, obtain, and develop marketing research careers.

9.4.12.N.(1).1 Evaluate and summarize the concepts, strategies, and systems used to obtain and convey ideas and information in this pathway.

9.4.12.N.(1).2 Research the concepts and strategies marketers use to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

9.4.12.N.(1).3 Analyze the concepts and strategies marketers use to determine and target marketing communications strategies to specific audiences.

9.4.12.N.(1).4 Research the concepts, systems, and tools marketers use when making decisions to gather, access, synthesize, evaluate, and disseminate marketing information.

9.4.12.N.(1).6 Employ the tools, strategies, and systems marketers use to access, process, maintain, evaluate, and disseminate information in order to assist with decision-making.

9.4.12.N.(2).1 Evaluate and select concepts and strategies used in this pathway to communicate information about products, services, images, and/or ideas to achieve desired outcomes.

9.4.12.N.(2).2 Demonstrate understanding of personalized communications strategies marketers use to determine client needs and wants, and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.19 Obtain and convey marketing ideas and information to facilitate business operations.

9.4.12.N.21 Demonstrate knowledge of personalized communication strategies used in this cluster to determine client needs and wants and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.84 Evaluate and summarize the concepts and processes used to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

9.4.12.N.79 Evaluate and summarize the processes used to monitor, plan, and control the day-to-day activities required for continued business operations.

9.4.12.N.80 Analyze and summarize the concepts and processes needed to identify, select, monitor, and evaluate sales channels.

9.4.12.N.81 Demonstrate knowledge of the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate marketing information for use in making business decisions.

9.4.12.N.(2).2 Demonstrate understanding of personalized communications strategies marketers use to determine client needs and wants, and to develop responses intended to influence purchasing decisions and enhance future business opportunities.

9.4.12.N.(2).3 Facilitate decision-making by evaluating and selecting tools, strategies, and systems used in this industry to access, process, maintain, evaluate, and disseminate information.

9.4.12.N.(4).14 Create safety and security plans to minimize loss and to maximize return.

9.4.12.N.(4).16 Apply ethics and government regulations to protect the business.

8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real world problems.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...
create an effective marketing effort for a product or service.

In this unit...

Students will identify the channels of distribution in relation to an advertising marketing plan.

Meaning

Enduring Understandings

Students will understand that:

- distribution channel members facilitate the movement of plans.
- successful marketers must develop, implement, and evaluate a promotional plan

Essential Questions

- How many people, places and types of businesses are involved in the movement of just one product?

Acquisition of Knowledge & Skills

Students will know:

- and explain channels of distribution for advertising marketing plans

Students will be able to:

- describe activities for each channel member
- identify components of the promotional mix
- demonstrate visual merchandising techniques

- what an effective promotional plan looks like and how to analyze one

STAGE 2: ACCEPTABLE EVIDENCE

Performance Task & Unit Assessments:

Guided Practice:

Activity #1 - Budgetary Pros & Cons - Students will work in pairs to research and identify the pros and cons of each type of budget method. They will include at least two pros and cons for each method. They will create a flyer depicting these findings and share with the class.

Independent Practice:

Promotional Mix

Assign students the four traditional promotion mix components and ask them to identify an example of each. They should discuss their choices in small groups to compare different forms of each promotion element.

Visual Merchandising Window

Students may work in pairs or independently to design and construct a visual merchandising window display. Identify a business or type of business to create a promotional visual merchandising display for. Include the following components:

1. A theme
2. Props displayed to enhance theme
3. Focus on target market
4. Eye appealing and creative
5. Incorporate the entire space (don't leave holes)
6. Merchandising criteria

The windows will be presented to the class and should include a one page description of the purpose for merchandising and elements included to enhance the product being promoted.

Additional Tasks:

- Section Quizzes