



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Marketing Concepts Curriculum

Course Description: This is an introductory marketing class designed for business-minded students interested in knowing the secrets to business success. This course will provide a basic understanding of the fundamental marketing process within an emphasis toward competing in a free enterprise system. Major components consist of marketing principles, product development, pricing, channel management, and sales promotion. The co-curricular organization, DECA, is an opportunity for students interested in challenging their newly acquired business skills. This organization offers many benefits and exciting activities for marketing students, including competitions, awards, scholarships, job opportunities, and travel.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5 Weeks	Marketing Foundations	Topic 1: Introduction to DECA Topic 2: Pillars of Marketing Topic 3: The Marketing Concept Topic 4: The Marketing Plan Topic 5: Communications
3 Weeks	Product Service Management	Topic 1: Product Planning Topic 2: Packaging and Labeling Topic 3: Branding Topic 4: New Product Development
3 Weeks	Pricing	Topic 1: Pricing Planning Topic 2: Price Strategies

2 Weeks	Channel Management	Topic 1: Channels of Distribution
5 Weeks	Sales and Promotion	Topic 1: Promotional Mix Topic 2: Social Media Topic 3: Visual Display Topic 4: Budgets

Curriculum Revision Tracking

Spring, 2017

Unit 1:

*Added Topic 1: Introduction to DECA

Unit 5:

*Moved Engaging Experience 2 (Unit 5/Topic 1) to Engaging Experience 4

*Added End of Course Engaging Scenario

Unit 1: Marketing Foundations

Subject: Marketing I

Grade: 9-12

Name of Unit: Marketing Foundation

Length of Unit: 5 Weeks

Overview of Unit: This unit is an introduction to marketing. In the unit students will be introduced to foundational concepts and terminology. Students will learn to identify a target market, analyze a business situation and create a marketing plan to satisfy consumers' needs and wants while making a profit.

Priority Standards for unit:

- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (DESE Marketing: A)
 - A.1: Competency: Apply verbal skills to obtain and convey information.
 - A.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.
- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (DESE Marketing: O)
 - O.1: Competency: Apply verbal skills to obtain and convey information.
 - O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.
- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting Standards for unit:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (DESE Marketing: B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (DESE Marketing: C)
 - C.1: Competency: Apply algebraic skills to make business decisions.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (DESE Marketing: G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.

- G.3: Competency: Employ marketing information to determine and meet customer needs.
- Integrates sociological knowledge of group behavior to understand customer decision-making. (DESE Marketing: D)
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.
- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the concepts, strategies, and systems used to obtain and convey ideas and information.	Understand	Understand	2
psychological knowledge to understand customer motivation.	Integrate	Apply	3

Essential Questions:

1. How does the marketing concept influence business?
2. How does marketing benefit consumers?
3. How does a business create a basic marketing plan?

Enduring Understanding/Big Ideas:

1. Students understand that if businesses can provide to the customer a want or need, the customer is willing to pay for the cost of production plus a little profit.
2. Students understand marketing lowers prices, improves quality, increases education and creates competition.
3. The students will be able to describe a basic marketing plan using the 4 P's; Product, price, promotion, and place.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Distribution ● Economic ● Marketing Mix ● Selling ● SWOT ● Target Market ● Utilities 	<ul style="list-style-type: none"> ● Channel Management ● Form ● Information ● Information management ● Marketing Concept ● Place ● Possession ● Price ● Product ● Promotion ● Time

Resources for Vocabulary Development: Quality Tools

Topic 1: Introduction to DECA

Engaging Experience 1

Title: Introduction to DECA

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (DESE Marketing: O)
 - O.1: Competency: Apply verbal skills to obtain and convey information.
 - O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (DESE Marketing: B)
 - B.1: Competency: Acquire information to guide business decision-making.

Detailed Description/Instructions: Students will engage in simulation events, including an individual series role play, team decision making event, and introduced to DECA competition projects.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Pillars of Marketing

Engaging Experience 1

Title: Functions and Foundations Educational Poster

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (A)
 - A.1: Competency: Apply verbal skills to obtain and convey information.
 - A.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.
- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (O)
 - O.1: Competency: Apply verbal skills to obtain and convey information.
 - O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (C)
 - C.1: Competency: Apply algebraic skills to make business decisions.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer

Detailed Description/Instructions: The students will create an educational poster showing off one of the seven marketing functions. On completion, the students will explain their thought process when designing the poster.

Instructions for Marketing Functions Poster Activity: Develop a poster for one of the marketing functions. (Selling, Promotion, Financing, Distribution, Pricing, Product/Service Planning, Marketing Information Management). The poster must include the following: name of the function, Definition of the function, a picture representing the function, and a list a company and give a specific example for each function.

Bloom's Levels: Understand, Apply

Webb's DOK: 2, 3

Topic 3: The Marketing Concept

Engaging Experience 1

Title: Add Value to a Product

Suggested Length of Time: 15 Minutes

Standards Addressed

Priority:

- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (O)
 - O.1: Competency: Apply verbal skills to obtain and convey information.
 - O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (C)
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: The student will create a visual representation of a product and then write a paragraph explaining how they added utility to the product. Upon completion, they will explain how they added utility to the class.

Bloom's Levels: Understand, Apply

Webb's DOK: 2, 3

Rubric: Full credit if they explain a product that adds value.

Topic 4: The Marketing Plan

Engaging Experience 1

Title: SWOT Analysis

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (A)
 - A.1: Competency: Apply verbal skills to obtain and convey information.
- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (O)
 - O.1: Competency: Apply verbal skills to obtain and convey information.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
- Integrates sociological knowledge of group behavior to understand customer decision-making. (D)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4 - Critical Thinking, Problem Solving, and decision Making)
 - Identify and define authentic problems and significant questions for investigation
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
 - Advocate and practice safe, legal, and responsible use of information and technology.
 - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - Demonstrate personal responsibility for lifelong learning.
 - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: As a large group, the class will work through a SWOT analysis of Wal-Mart to model the process. Then, students individually will use computers to research and develop a SWOT analysis of a public business of their choosing. The SWOT analysis will include Strengths, Weakness, Opportunities and Threats that influence that business. Students should find five components of each of the above categories. The teacher will lead a large group discussion of what students found within their research.

Bloom's Levels: Understanding, Apply

Webb's DOK: 3

Engaging Experience 2

Title: The Four Ps

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting:

- Integrates sociological knowledge of group behavior to understand customer decision-making. (D)
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.
- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Your task is to pick out an existing product that is of interest to you. Look at how it is advertised in all types of media. Research the price of the product and where it is sold. Identify its target market and the four P's of the Marketing Mix. *Now change the target market!!!*

PRESENTATION:

Using a multimedia format describe how you changed the market for your existing product and describe the marketing mix strategies you will use. Please use this exact outline for your answers. Each section should contain full sentences and thoughts.

- Slide #1: TARGET MARKET
 - Current Target Market & Customer Profile
 - NEW Target Market & Customer Profile
- Slide #2: PRODUCT
 - Current Product Strategies
 - NEW Product Strategies
- Slide #3: PRICE
 - Current Price Strategies
 - NEW Price Strategies
- Slide #4: PLACE
 - Current Place Strategies
 - NEW Place Strategies
- Slide #5: PROMOTION
 - Current Promotion Strategies
 - NEW Promotion Strategies

Bloom's Levels: Understand

Webb's DOK: 2

Topic 5: Communications

Engaging Experience 1

Title: Role Playing Fridays

Suggested Length of Time: 10 Minutes Prep, 20 Minutes to Role Play

Standards Addressed

Priority:

- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (A)
 - A.1: Competency: Apply verbal skills to obtain and convey information.
 - A.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.
- Understands the concepts, strategies, and systems used to obtain and convey ideas and information. (O)
 - O.1: Competency: Apply verbal skills to obtain and convey information.
 - O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.
- Integrates psychological knowledge to understand customer motivation. (E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- Integrates sociological knowledge of group behavior to understand customer decision-making. (D)
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.
- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.

Detailed Description/Instructions: Every Friday, students will be given role play information that puts them into a business situation (I.E. Mock Interview). They will be allowed 10 minutes to process and practice the information, and then they will act out their part with a local expert (I.E. Teacher as the employer). *See Appendix A for additional details.*

Bloom's Levels: Understanding, apply

Webb's DOK: 2, 3

Rubric: Full credit for participating in the interview process.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

NASCAR Marketing Plan – Unit 1

SITUATION: Congratulations!!! You have been hired by NASCAR to create and prepare a presentation on the feasibility of a NASCAR sponsorship for a new client. You will research NASCAR and find a new sponsor for the company.

ASSIGNMENT: Your presentation will outline the customer profile of a NASCAR fan. You will need to complete a SWOT Analysis for NASCAR as well. Use this information to choose the best possible sponsor for this company.

REPORT: You will create a multimedia presentation describing your research/ideas for your presentation to class. Follow the outline laid out for you in your slide show. Please bullet point your ideas using the outline I gave to you.

- NASCAR Background
 - Marketing Activities
 - Official Sponsorships
- Customer Profile of a NASCAR fan
 - Demographic
 - Psychographic
 - Geographic
 - Buying Behavior
- SWOT Analysis
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats
- Client Selection
 - Rationale for client selected
 - Benefits of sponsorship for client
 - Types of sponsorships suggested
 - Suggestions for coordination of marketing mix strategies (4 P's) w/ NASCAR sponsorship
- Bibliography

PRESENTATION: You will present the above information in a 5 – 10 minutes. Visuals are encouraged.

Rubric: 0–5 = Poor; 6-10 = Fair; 11-15 = Good; 16–20 = Very Good; 21-25 = Excellent

Section	Points Possible:	Your Points:
1. Knowledge of NASCAR *Operations, Sponsorships & Current Situation *From paper & presentation	25	
2. SWOT Analysis *Strengths, Weaknesses, Opportunities & Threats *From paper & presentation	25	
3. Rationale for client selection & type of promotion *Why will this combination be successful? *Was enough research conducted? *From paper & presentation	25	
4. Marketing Mix decisions for client's sponsorship *Describe how the 4 P's will be used with your *From paper & presentation	25	
5. Presentation *Enthusiasm, Voice Quality and Eye Contact *This grade is based on presentation skills and your multimedia slides	25	
Total Points Possible	125	

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to DECA	Introduction to DECA	Students will engage in simulation events, including an individual series role play, team decision making event, and introduced to DECA competition projects.	3 Days
Pillars of Marketing	Functions and Foundations Educational Poster	<p>The students will create an educational poster showing off one of the seven marketing functions. On completion, the students will explain their thought process when designing the poster.</p> <p><u>Instructions for Marketing Functions Poster Activity:</u> Develop a poster for one of the marketing functions. (Selling, Promotion, Financing, Distribution, Pricing, Product/Service Planning, Marketing Information Management). The poster must include the following: name of the function, Definition of the function, a picture representing the function, and a list a company and give a specific example for each function.</p>	20 Minutes
The Marketing Concept	Add Value to a Product	The student will create a visual representation of a product and then write a paragraph explaining how they added utility to the product. Upon completion, they will explain how they added utility to the class.	15 Minutes
The Marketing Plan	SWOT Analysis	As a large group, the class will work through a SWOT analysis of Wal-Mart to model the process. Then, students individually will use computers to research and develop a SWOT analysis of a public business of their choosing. The SWOT analysis will include Strengths,	1 Day

		Weakness, Opportunities and Threats that influence that business. Students should find five components of each of the above categories. The teacher will lead a large group discussion of what students found within their research.	
The Marketing Plan	The Four Ps	<p>Your task is to pick out an existing product that is of interest to you. Look at how it is advertised in all types of media. Research the price of the product and where it is sold. Identify its target market and the four P's of the Marketing Mix. <i>Now change the target market!!!</i></p> <p>PRESENTATION:</p> <p>Using a multimedia presentation format describe how you changed the market for your existing product and describe the marketing mix strategies you will use. Please use this exact outline for your answers. Each section should contain full sentences and thoughts.</p> <ul style="list-style-type: none"> ● Slide #1: TARGET MARKET Current Target Market & Customer Profile NEW Target Market & Customer Profile ● Slide #2: PRODUCT Current Product Strategies NEW Product Strategies ● Slide #3: PRICE Current Price Strategies NEW Price Strategies ● Slide #4: PLACE Current Place Strategies NEW Place Strategies ● Slide #5: PROMOTION Current Promotion Strategies NEW Promotion Strategies 	2 Days
Communications	Role Playing Fridays	Every Friday, students will be given role play information that puts them into a business	10 Minutes Prep, 20

		<p>situation (I.E. Mock Interview). They will be allowed 10 minutes to process and practice the information, and then they will act out their part with a local expert (I.E. Teacher as the employer). <i>See Appendix A for additional details.</i></p>	<p>Minutes to Role Play</p>
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Unit 2: Product Service Management

Subject: Marketing I

Grade: 9-12

Name of Unit: Product Service Management

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will learn all aspects of product develop. There will also be a focus on managing their branding image throughout a product's life cycle.

Priority Standards for unit:

- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)
- Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities. (DESE Marketing: Q)
 - Q.1: Competency: Acquire a foundational knowledge of product/service management to understand its nature and scope.
 - Q.2: Competency: Generate product ideas to contribute to ongoing business success.
 - Q.3: Competency: Apply quality assurances to enhance product/service offerings.
 - Q.4: Competency: Employ product-mix strategies to meet customer expectations.
 - Q.5: Competency: Position products/services to acquire desired business image.
 - Q.6: Competency: Position Company to acquire desired business image.
 - Q.7: Competency: Employ product-mix strategies to meet customer expectations.
 - Q.8: Competency: Utilize assortment-mix strategies to create maximum mix of products at minimum cost.
- Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities. (DESE Marketing: T)
 - T.1: Competency: Assess product packaging to improve its function and to improve its brand recognition.
 - T.2: Competency: Position products/services to acquire desired business image.

Supporting Standards for unit:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (DESE Marketing: B)
 - B.1: Competency: Acquire information to guide business decision-making.

- Solves mathematical problems to obtain information for decision making in marketing. (DESE Marketing: C)
 - C.1: Competency: Apply algebraic skills to make business decisions.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (DESE Marketing: G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- Integrates sociological knowledge of group behavior to understand customer decision-making. (DESE Marketing: D)
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.
- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
psychological knowledge to understand customer motivation.	Integrate	Apply	3
the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	Understand	Understands	2

Essential Questions:

1. How does product planning affect a business's long-term success?
2. How does the Product Life Cycle affect product decisions?
3. Why is branding essential to a product's success?

Enduring Understanding/Big Ideas:

1. Students will learn to coordinate existing products and features in order to continue to create products and services that will be in demand.
2. Students will learn product strategies to manage stages of the product life cycle.
3. Students will learn all elements of successfully branding a product.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Branding ● Decline ● Depression ● Labeling ● Licensing ● Logo ● Maturity ● Packaging ● Recession ● Trademark 	<ul style="list-style-type: none"> ● Product Depth ● Product Item ● Product Life Cycle ● Product Line ● Product Mix ● Product Positioning ● Product Width

Resources for Vocabulary Development: Quality Tools

Topic 1: Product Planning

Engaging Experience 1

Title: Developing Existing Products

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - Q.1: Competency: Acquire a foundational knowledge of product/service management to understand its nature and scope.
 - Q.4: Competency: Employ product-mix strategies to meet customer expectations.
 - Q.5: Competency: Position products/services to acquire desired business image.
 - Q.6: Competency: Position company to acquire desired business image.
 - Q.7: Competency: Employ product-mix strategies to meet customer expectations.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: In this experience students will apply what we are learning to the real world. Students will use their knowledge of the marketplace to find examples of what we are studying and apply the terminology. Students will need to find real world examples of the two items below.

- Line Extensions - 3 real world examples
- Product Modifications - 3 real world examples

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Check for understanding

Engaging Experience 2

Title: Product Positioning

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.

Detailed Description/Instructions: This is a short activity to help you understand the concept of "Positioning". On a separate word document sheet give a real-world example of a product/brand and how they position their products.

Give examples of each the four positioning strategies:

1. Price & Quality
2. Features and Benefits
3. Relation to competition
4. Relation to other products in a line

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: Check for understanding

Topic 2: Packaging & Labeling

Engaging Experience 1

Title: Cause Packaging and Labeling

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - T.1: Competency: Assess product packaging to improve its function and to improve its brand recognition.

Supporting:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will create a new “cause” package for the existing product of your choice. The package will be developed and artwork applied just as if it was going on the shelves. Students must also create the proper label to go on the package. Students will present their ideas and package in class.

Bloom’s Levels: Understand

Webb’s DOK: 2

Rubric:

1. Package Creative Design (10 points)
2. Package Usefulness (10 points)
3. Package Protection of Product (10 points)
4. Effective Branding (10 points)
5. Description of Cause (10 points)
6. Labeling (10 points)
7. Presentation to class (15 points)

Topic 3: Branding

Engaging Experience 1

Title: What is a Brand?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - T.2: Competency: Position products/services to acquire desired business image.

Supporting:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.

Detailed Description/Instructions: Students will watch the three videos, linked below, and then answer the discussion questions. Class discussion will follow.

1. https://www.youtube.com/watch?v=sQLIPC_alT8
2. <https://www.youtube.com/watch?v=k5016fh7TgQ>
3. <https://www.youtube.com/watch?v=JKIAOZZritk>

Discussion Questions:

1. Why did I have you watch these three videos?
2. Explain, in your own words, the importance of branding to corporations.
3. It's not in the video but tell me the most valuable brand in the world.
4. List FIVE brand names that are now are used at the generic term for that product (i.e. - Kleenex)

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Check for understanding

Engaging Experience 2

Title: Advertising Icons

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: In class we have discussed and described many marketing and advertising icons such as *Toucan Sam*, *Trix the Rabbit*, and *Snap, Crackle, Pop*, *Aunt Jemima*, *the Pillsbury Dough Boy*, and *Colonel Sanders*.

After this semester, you should have a good grasp of marketing, including what makes an icon lovable and adoring to consumers, and how that icon can sell the product. Most icons are funny and have their own specific personality. Now it is your turn to create an advertising icon(s).

Assignment: You will create an ad icon for the product or service of your choice. You will need to describe each section in a multimedia presentation format. The steps you will need to complete this assignment are:

- Describe the product in detail. This should include the product history.
- Describe the target market of the product. Include a complete description including geographic, demographics, psychographics, and product benefits.
- Describe the characteristics of your icon. This should include the personality of the icon. How do these characteristics relate to the product and the customer?
- Describe the features of your new icon for your product or service. What does he/she/it look like?
- Write a brief script or description for how to introduce the new icon to the public using a television commercial. If you would rather submit a storyboard for this step please feel free to do so.

Be creative and have fun!

Bloom's Levels: Apply

Webb's DOK: 3

Topic 4: New Product Development

Engaging Experience 1

Title: Idea Generation & Screening of Ideas

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - Q.1: Competency: Acquire a foundational knowledge of product/service management to understand its nature and scope.
 - Q.2: Competency: Generate product ideas to contribute to ongoing business success.
 - Q.3: Competency: Apply quality assurances to enhance product/service offerings.

Supporting:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.

Detailed Description/Instructions: Students need to brainstorm and come up with 10 ideas for a new product/service or business to start. After developing 10 ideas students need to screen their own ideas and then get feedback on the ideas from classmates. *See Appendix B for student handout.*

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: 10 points for each new idea and comment on the idea.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

When developing a new product, you must go through the *7 Key Steps in Product Development*. The first two steps are 1) Generate Ideas and 2) Screen Ideas. Students completed this step in the last engaging experience. Students will need to follow the steps to begin their final project. Please use a multimedia presentation format to report on your first steps of developing your new product.

Rubric for Engaging Scenario:

1. Generate Ideas (25 points)
 - a. Brainstorm! You need to develop 10 ideas. At this point you are just trying to come up with ideas, no bad ideas! List your top 10 best new product ideas. Be creative and have fun...remember at this step there are NO bad ideas.
2. Screen Ideas (25 points)
 - a. Now you need to comment on each new product idea you just developed. Please bullet point your thoughts on the product. It can be a positive thought or a negative thought.
3. Invent a new product (50 points)
 - a. Product description. What is it? What does it do? Why will it be of use to your potential customers? What are the features/benefits of this product?
 - i. Product Positioning (How are you going to position your product? Why? What is this product's target market?)
 - b. Branding (Develop a brand name & brand mark. Why did you choose the brand name you did? Does it have special meaning or appeal to your target market?)

TOTAL POINTS = 100

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Product Planning	Developing Existing Products	<p>In this experience students will apply what we are learning to the real world. Students will use their knowledge of the marketplace to find examples of what we are studying and apply the terminology. Students will need to find real world examples of the two items below.</p> <ul style="list-style-type: none"> ● Line Extensions - 3 real world examples ● Product Modifications - 3 real world examples 	1 Day
Product Planning	Product Positioning	<p>This is a short activity to help you understand the concept of "Positioning". On a separate word document sheet give a real-world example of a product/brand and how they position their products.</p> <p>Give examples of each the four positioning strategies:</p> <ol style="list-style-type: none"> 1. Price & Quality 2. Features and Benefits 3. Relation to competition 4. Relation to other products in a line 	45 Minutes
Packaging & Labeling	Cause Packaging	<p>Cause Packaging and Labeling. Students will create a new “cause” package for the existing product of your choice. The package will be developed and artwork applied just as if it was going on the shelves. Students must also create the proper label to go on the package. Students will present their ideas and package in class.</p>	2 Days

Branding	What is a Brand?	<p>Students will need to watch the three videos, linked, below and then answer the discussion questions. Class discussion will follow.</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=sQLIPC_alT8 2. https://www.youtube.com/watch?v=k5016fh7TgQ 3. https://www.youtube.com/watch?v=JKIAOZZritk <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Why did I have you watch these three videos? 2. Explain, in your own words, the importance of branding to corporations. 3. It's not in the video but tell me the most valuable brand in the world. 4. List FIVE brand names that are now are used at the generic term for that product (i.e. - Kleenex) 	1 Day
Branding	Advertising Icons	<p>In class we have discussed and described many marketing and advertising icons such as <i>Toucan Sam</i>, <i>Trix the Rabbit</i>, and <i>Snap</i>, <i>Crackle</i>, <i>Pop</i>, <i>Aunt Jemima</i>, the <i>Pillsbury Dough Boy</i>, and <i>Colonel Sanders</i>.</p> <p>After this semester, you should have a good grasp of marketing, including what makes an icon lovable and adoring to consumers, and how that icon can sell the product. Most icons are funny and have their own specific personality. Now it is your turn to create an advertising icon(s).</p> <p><u>Assignment:</u></p> <p>You will be creating an ad icon for the product or service of your choice. You will need to describe each section to me in multimedia format. The steps you will need to complete this assignment are:</p> <ul style="list-style-type: none"> • Describe the product in detail. This should 	2 Days

		<p>include the product history.</p> <ul style="list-style-type: none"> • Describe the target market of the product. Include a complete description including geographic, demographics, psychographics, and product benefits. • Describe the characteristics of your icon. This should include the personality of the icon. How do these characteristics relate to the product and the customer? • Describe the features of your new icon for your product or service. What does he/she/it look like? • Write a brief script or description for how to introduce the new icon to the public using a television commercial. If you would rather submit a storyboard for this step, please feel free to do so. <p>Be creative and have fun!</p>	
New Product Development	Idea Generation & Screening of Ideas	<p>Students need to brainstorm and come up with 10 ideas for a new product/service or business to start. After developing 10 ideas students need to screen their own ideas and then get feedback on the ideas from classmates. <i>See Appendix B for student handout.</i></p>	2 Days

Unit 3: Pricing

Subject: Marketing I

Grade: 9-12

Name of Unit: Pricing

Length of Unit: 3 Weeks

Overview of Unit: In this unit students will learn the basic price planning techniques and policies. Students will learn how to adjust prices based upon many factors. Students will learn how pricing correlates with the branding and image of a product or business.

Priority Standards for unit:

- Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value. (DESE Marketing: P)
 - P.1: Competency: Develop a foundational knowledge of pricing to understand its role in marketing.
 - P.2: Competency: Employ pricing strategies to set prices for marketing communications services.
 - P.3: Competency: Employ pricing strategies to determine optimal prices.
- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting Standards for unit:

- Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning. (DESE Marketing: N)
 - N.1: Competency: Prepare registers/terminals for sales operations.
- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (DESE Marketing: B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (DESE Marketing: C)
 - C.1: Competency: Apply algebraic skills to make business decisions.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (DESE Marketing: G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.

- Integrates sociological knowledge of group behavior to understand customer decision-making. (DESE Marketing: D)
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.
- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	Understand	Understand	2
Integrates psychological knowledge to understand customer motivation.	Integrate	Apply	3

Essential Questions:

1. How do companies come up with a set product price?
2. Why do companies use different pricing strategies?
3. How do product life cycles affect product pricing?

Enduring Understanding/Big Ideas:

1. The students will understand that several factors go into a product price like perceived value, competition, and cost of production.
2. The students will understand that a company's branding goals, and product mix will affect product price.
3. The student will be able to identify product life cycles and suggest pricing modifications: (I.E. Introductory pricing, maximum profit pricing and discount pricing)

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Demand● Margin● Market Share● Pricing● Return on Investment	<ul style="list-style-type: none">● Bundle Pricing● Elasticity● Law of Diminishing Marginal Utility● Loss Leader● Price Discrimination● Price Fixing

Resources for Vocabulary Development: Quality Tools

Topic 1: Price Planning

Engaging Experience 1

Title: Price Planning

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
 - P.1: Competency: Develop a foundational knowledge of pricing to understand its role in marketing.
 - P.2: Competency: Employ pricing strategies to set prices for marketing communications services.
 - P.3: Competency: Employ pricing strategies to determine optimal prices.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (C)
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- Integrates sociological knowledge of group behavior to understand customer decision-making. (D)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After talking about price planning issues, students will do a pricing scavenger hunt that reinforces the discussion topics.

Visit www.carmax.com and answer the following questions:

- Based on the search screen on the homepage, on what basis does the price of cars go up or down? (2 pts.)
- Why are some makes (i.e. brands) of vehicles more expensive than others? (2 pts.)
- What factors might be figured into price that are not displayed on the screen? (2 pts.)
- What role does the brands or make play in the price of vehicles? (2 pts.)
- What would happen to the perceived value of a Porsche if the price was cut in half? (2 pts.)

Based on what you learned from the Price Planning PowerPoint, answer the following questions:

- Why would anyone want to buy something that is more expensive than other, similar products? (2 pts.)
- Explain, in your own words, the balancing act sellers perform when setting prices for products. (3 pts.)
- One of the slides in the Price Planning PowerPoint shows the impact on sales of shoes with increasing prices. Why do you think the number of shoes sold goes down as the price increases? (2 pts.)
- The mobile phone market is a \$4 billion industry. Use the following market share percentages to determine the amount of sales for each company (1 pt. each):

Mobile Phone Maker	Market Share	Sales (\$)
Sony Ericsson's share	7%	
Nokia's share	35%	
Motorola's share	23%	
Samsung's share	12%	
LG's share	7%	
Other makers' share	16%	

- A company sells computer desks for \$125 each. The cost to make and market the computer desks is \$95 per unit. Calculate the return on investment.

Bloom's Levels: Understanding, Apply

Webb's DOK: 2, 3

Rubric: One point for each correct answer.

Topic 2: Price Strategies

Engaging Experience 1

Title: Pricing Strategies

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
 - P.1: Competency: Develop a foundational knowledge of pricing to understand its role in marketing.
 - P.2: Competency: Employ pricing strategies to set prices for marketing communications services.
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting:

- Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.
 - N.1: Competency: Prepare registers/terminals for sales operations.
- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: As a group, we will go over the life cycle of a products and talk about the different pricing strategies that a company can use at the different stages. After the class discussion, give students a Pricing strategies worksheet. They will use the internet to find product for sale that use the different strategies.

For example: Find an example of each of the following pricing techniques on the Internet. List the website and the product:

- odd-even pricing (example of both)

- prestige pricing
- multiple-unit pricing
- bundle pricing
- promotional pricing
- everyday low pricing
- price lining

Bloom's Levels: Understanding, Apply

Webb's DOK: 2, 3

Rubric: One point for each product correctly identified

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Branson Golf and Spa Resort Project

Your Role:

You work for Missouri Promotions Unlimited (MPU), a company devoted to serving the needs of its clients who include college, university and professional sports teams, sporting events and sports arenas and associated industries. You are an intern for this company and have the opportunity work on a project supervised by your department supervisor.

Situation:

Branson Resort and Golf Course is a new golf resort in Branson, Missouri, and it would like MPU to help market its facility and determine its pricing structure for some of its key amenities. The resort features two 72 par, 18-hole championship golf courses with rolling hills. Additional amenities include a comprehensive practice facility with a driving range and areas to practice putting, chipping and sand bunker shots. A pro shop is stocked with golf apparel, equipment and accessories and a gift shop offers apparel, collectibles, resort logo items and personal sundries. There are three restaurants in the resort: formal, casual and a snack bar. The hotel has 250 rooms and suites and 12 conference rooms for meetings and gatherings. There are two swimming pools, ten tennis courts and a health spa offering fitness equipment, classes, trainers as well as other personal services such as massages and facials.

Assignment:

Your supervisor wants you to determine the rates for hotel accommodations, golf green fees and health spa services (massages and facials). Separate seasonal rates for each of these should be established. Design at least *three* comprehensive golf packages that include breakfast, greens fees, admission to the spa and any other special features you wish to add. Your task will be the following:

1. Name your resort
2. Research your competition
3. Describe your overall pricing philosophy
4. Create THREE resort packages for different target markets. Name each package (i.e. – guy’s getaway, romance, golf lover, spring fling package) and give me details of the package. You need to keep your competition in mind as well as your target market.

Research:

Research three competitors with whom the client wishes to directly compete.

BRANSON GOLF RESORT & SPA

- Name of Resort in Branson _____/15 * You need to come up with a name for your resort.
- Competitors _____/30
 - * Who are your competitors? Remember, they do not have to be in Branson. This is a destination and families, couples or individuals will think about where they want to go as a getaway.
 - a. Competitor #1
 - b. Competitor #2
 - c. Competitor #3
- Pricing Strategy _____/10
 - *Give me an overall philosophy of how you are going to price your packages. Low/High price? Quality? Discounts? Special Events?
- Package #1 _____/15
 - Name
 - Details
 - Pricing
- Package #2 _____/15
 - Name
 - Details
 - Pricing
- Package #3 _____/15
 - Name
 - Details
 - Pricing
- TOTAL POINTS _____/100
- COMMENTS:

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Price Planning	Price Planning	<p>After talking about price planning issues, I have them do a pricing scavenger hunt that reinforces the discussion topics.</p> <p>Visit www.carmax.com and answer the following questions:</p> <ul style="list-style-type: none"> • Based on the search screen on the homepage, on what basis does the price of cars go up or down? (2 pts.) • Why are some makes (i.e. brands) of vehicles more expensive than others? (2 pts.) • What factors might be figured into price that are not displayed on the screen? (2 pts.) • What role does the brands or make play in the price of vehicles? (2 pts.) • What would happen to the perceived value of a Porsche if the price was cut in half? (2 pts.) <p>Based on what you learned from the Price Planning PowerPoint, answer the following questions:</p> <ul style="list-style-type: none"> • Why would anyone want to buy something that is more expensive than other, similar products? (2 pts.) • Explain, in your own words, the balancing act sellers perform when setting prices for products. (3 pts.) <ul style="list-style-type: none"> • One of the slides in the Price Planning PowerPoint shows the impact on sales of shoes with increasing prices. Why do you think the number of shoes sold goes down as the price increases? (2 pts.) • The mobile phone market is a \$4 billion industry. Use the following market share 	1 Day

		<p>percentages to determine the amount of sales for each company (1 pt. each)</p> <ul style="list-style-type: none"> • A company sells computer desks for \$125 each. The cost to make and market the computer desks is \$95 per unit. Calculate the return on investment. 	
Price Strategies	Pricing Strategies	<p>As a group, we will go over the life cycle of a products and talk about the different pricing strategies that a company can use at the different stages. After the class discussion, I give them a Pricing strategies worksheet. They will use the internet to find product for sale that use the different strategies.</p> <p>For example: Find an example of each of the following pricing techniques on the Internet. List the website and the product:</p> <ul style="list-style-type: none"> • odd-even pricing (example of both) <ul style="list-style-type: none"> • prestige pricing • multiple-unit pricing • bundle pricing • promotional pricing • everyday low pricing • price lining 	1 Day

Unit 4: Channel Management

Subject: Marketing I

Grade: 9-12

Name of Unit: Channel Management

Length of Unit: 2 Weeks

Overview of Unit: The students will investigate the different channels of distribution that the modern companies use to move goods and services. This investigation will include a look at ecommerce options.

Priority Standards for unit:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (DESE Marketing: G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services. (DESE Marketing: I)
 - I.1: Competency: Utilize inventory-control methods to minimize costs and to meet customer demand.
 - I.2: Competency: Assess distribution strategies to improve their effectiveness and to minimize their costs.
- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Supporting Standards for unit:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (DESE Marketing: B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (DESE Marketing: C)
 - C.1: Competency: Apply algebraic skills to make business decisions.
- Integrates sociological knowledge of group behavior to understand customer decision-making. (DESE Marketing: D)
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.

- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (DESE Marketing: G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the concepts and strategies utilized to determine and target marketing strategies to a select audience.	Understand	Understand	3
the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.	Understand	Understand	2
psychological knowledge to understand customer motivation.	Integrate	Apply	3

Essential Questions:

1. How do companies determine the best channel of distribution?
2. Why is distribution intensity a consideration in channel management?
3. How can ecommerce affect a distribution?

Enduring Understanding/Big Ideas:

1. There are many channels of distribution to choose from and each has positives and negatives associated with it and costs that need to be considered.
2. Distribution intensity can determine the ease of access to product and/or services.
3. E-commerce is a process in which products are sold to consumers over the internet.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Agents ● Manufacturing ● Retail ● Vendor ● Wholesale 	<ul style="list-style-type: none"> ● Distribution Intensity ● Drop Shipper ● E-Marketplace

Resources for Vocabulary Development: Quality Tools

Topic 1: Channels of Distribution

Engaging Experience 1

Title: Distribution Channels

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
 - I.1: Competency: Utilize inventory-control methods to minimize costs and to meet customer demand.
 - I.2: Competency: Assess distribution strategies to improve their effectiveness and to minimize their costs.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research and determine a product for each of the consumer distribution channels (A-E) and identify a product that is likely to use that distribution channel. Explain why you think that the product uses that type of distribution channel. Describe why it would be best to use that channel. *See Appendix C for the worksheet.*

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: 10 points for each section.

Engaging Experience 2

Title: T-Shirt Channels of Distribution

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing

activities.

- G.3: Competency: Employ marketing information to determine and meet customer needs.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making.
 - B.1: Competency: Acquire information to guide business decision-making.

Detailed Description/Instructions: The teacher will show a t-shirt and have students define channels of distribution below:

- Channels of Distribution—*the path from the manufacturer to the final user, consumer.*
- Brainstorm for five minutes. What are the elements and steps involved in getting a t-shirt into your hands? (*Farmer, cloth manufacturer, production lines, warehouse, trucking, retail store, etc.*) *Have a student write these on the board.*
 1. Distribute cards around the room. Manufacturer, wholesaler, agent, retailer, customer
 2. Ask students with cards to walk to the front of the room one at a time. Discuss channel member and then briefly describe the channels. Point out we are creating a path from the manufacturer to the consumer. Name the middle men so they understand this concept.
 3. Ask students to line themselves up with their cards in channel order. Tell them we will learn how the products go from manufacturer to consumer or industrial user in our distribution unit.

Bloom's Levels: Understand

Webb's DOK: 3

Rubric: Check for student understanding

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In this project students will need to do a little bit of research. Explain how the following products get from the producer or manufacturer to the final user/consumer. The project is NOT looking for the physical method (boat, train, etc.), we are looking to see who touches it or takes possession of the product before it gets to the ultimate user. What stops does each product make along the way? What is the distribution intensity for this product?

- Oranges
- Automobiles
- Books
- Soft Drinks
- Clothing
- Living Room Furniture
- Computers
- Potato Chips
- Movies
- Cell Phones

***Finally, pick your favorite product/brand you purchase. Trace the channels of distribution it travels through to get to you, the final consumer. Include the distribution intensity of this product as well. Be specific!!!

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Channels of Distribution	Distribution Channels	Students will research and determine a product for each of the consumer distribution channels (A-E) and identify a product that is likely to use that distribution channel. Explain why you think that the product uses that type of distribution channel. Describe why it would be best to use that channel. <i>See Appendix C for the worksheet.</i>	1 Day
Channels of Distribution	T-Shirt Channels of Distribution	<p>The teacher will show a t-shirt and have students define channels of distribution below:</p> <ul style="list-style-type: none"> • Channels of Distribution—<i>the path from the manufacturer to the final user, consumer.</i> • Brainstorm for five minutes. What are the elements and steps involved in getting a t-shirt into your hands? (<i>Farmer, cloth manufacturer, production lines, warehouse, trucking, retail store, etc.</i>) Have a student write these on the board. <ol style="list-style-type: none"> 1. Distribute cards around the room. Manufacturer, wholesaler, agent, retailer, customer 2. Ask students with cards to walk to the front of the room one at a time. Discuss channel member and then briefly describe the channels. Point out we are creating a path from the manufacturer to the consumer. Name the middle men so they understand this concept. 3. Ask students to line themselves up with their cards in channel order. Tell them we will learn how the products go from manufacturer to consumer or industrial user in our distribution unit. 	1 Day

Unit 5: Sales and Promotion

Subject: Marketing I

Grade: 9-12

Name of Unit: Sales and Promotion

Length of Unit: 5 Weeks

Overview of Unit: This unit investigates the promotional process and its effects on company sales. By the end of this unit, the student will be able to manage the different media types to produce a successful promotional mix.

Priority Standards for unit:

- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)
- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome. (DESE Marketing: I)
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.2: Competency: Understand promotional channels used to communicate with targeted audiences.
 - I.3: Competency: Understand the use of an advertisement's components to communicate with targeted audiences.
 - I.4: Competency: Understand the use of public-relations activities to communicate with targeted audiences.
 - I.5: Competency: Understand the use of trade shows/expositions to communicate with targeted audiences.
 - I.6: Competency: Utilize word-of-mouth strategies to build brand and to promote products.
 - I.7: Competency: Understand the use of direct marketing to attract attention and build brand.
 - I.8: Competency: Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.
 - I.9: Competency: Understand types of digital advertising strategies that can be used to achieve promotional goals.
 - I.10: Competency: Evaluate advertising copy strategies that can be used to create interest in advertising messages.

- I.11: Competency: Understand design principles to be able to communicate needs to designers.
- I.12: Competency: Assess advertisements to ensure achievement of marketing communications goals/objectives.
- I.13: Competency: Manage media planning and placement to enhance return on marketing investment.
- I.14: Competency: Develop and execute an advertising campaign to achieve marketing-communications objectives.
- I.16: Competency: Utilize publicity/public-relations activities to create goodwill with stakeholders.
- I.17: Competency: Employ sales-promotion activities to inform or remind customers of business/product.
- I.18: Competency: Develop marketing/creative briefs to apprise staff and client of promotional strategy.
- I.19: Competency: Participate in company's community outreach involvement to foster a positive company image.
- I.20: Competency: Employ visual merchandising techniques to increase interest in product offerings.
- I.21: Competency: Implement display techniques to attract customers and increase sales potential.
- I.22: Competency: Manage promotional activities to maximize return on promotional efforts.

Supporting Standards for unit:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (DESE Marketing: B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (DESE Marketing: C)
 - C.1: Competency: Apply algebraic skills to make business decisions.
- Integrates sociological knowledge of group behavior to understand customer decision-making. (DESE Marketing: D)
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.
- Integrates psychological knowledge to understand customer motivation. (DESE Marketing: E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (DESE Marketing: G)

- G.1: Competency: Employ marketing information to develop a marketing plan.
- G.2: Competency: Employ marketing information to plan marketing activities.
- G.3: Competency: Employ marketing information to determine and meet customer needs.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
psychological knowledge to understand customer motivation	Integrates	Apply	3
Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.	Understands	Understands	2

Essential Questions:

1. How does a Promotional Mix help guide and determine an overall promotional plan?
2. Why is advertising such an integral part of our daily lives and how do marketers effectively use advertising to sell product?
3. How does social media play a part in promotion?

Enduring Understanding/Big Ideas:

1. Students will use all 5 parts of the Promotional Mix to create an effective and efficient promotional plan.
2. Students will learn about all types of advertising techniques and media to best reach the intended target audience.
3. Students will learn the impact of social media in direct marketing.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Advertising● Budget● Direct Marketing● Kiosks● Layouts● News Release● Personal Selling● Public Relations● Sales Promotion● Social Media	<ul style="list-style-type: none">● Promotional Mix● Consumer Promotion● Trade Promotion● Planogram

Topic 1: Promotional Mix

Engaging Experience 1

Title: Public Relations Event

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.4: Competency: Understand the use of public-relations activities to communicate with targeted audiences.
 - I.14: Competency: Develop and execute an advertising campaign to achieve marketing-communications objectives.
 - I.16: Competency: Utilize publicity/public-relations activities to create goodwill with stakeholders.

Supporting:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)
 - G.1: Competency: Employ marketing information to develop a marketing plan.
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will create Public Relations Event for the company of their choice. To describe the event, they will need to write a News/Press Release about the event. Students will need to use their creativity and marketing ability in order to create an event that will be covered by the media and create positive goodwill and publicity for the company.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Check for understanding

Engaging Experience 2

Title: Celebrity Endorsement Activity

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.22: Competency: Manage promotional activities to maximize return on promotional efforts.

Supporting:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Detailed Description/Instructions:

1. You will choose one celebrity who you think would make a good spokesman (for endorsing a product/service).
2. You will choose one product / service for that celebrity to endorse.
3. You will provide your rationale as to why you chose that celebrity and why you think he/she will make a good spokesperson (endorsement) for that product/service.
4. Describe the promotional campaign you would use for this endorsement. What forms of media would you use? Why? Your campaign must include a creative and memorable "tag line" (Example: Eric Hosmer endorsing Liquid Plummer could say "Liquid Plumber clears your clogged sink as quickly as one swing of my bat clears the bases.")
5. Create a magazine print ad that includes your spokesman and product/service. Your ad might include a picture of your spokesman, a quote from him, etc. You will design these advertisements yourself. Remember the headline, copy, signature, illustration, and action. Make sure your ad follows the AIDA principles that you learned.
6. You will need to create a storyboard for a television advertisement for the promotional campaign with your celebrity.
7. Create an event where your celebrity will attend and promote the product you chose. Example: Jimmy Johnson will show up at Lowe's retail stores the week of a race and promote the store by doing autograph signing and do it yourself sessions.

You will need to present all the above items in class. Have fun and be creative!

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Title: Promo Mix Research

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.

Detailed Description/Instructions: Students will pick a business that they are familiar with. They will need to go through each of the 5 parts of the promotional mix and explain how that company uses that as part of their promotional plan.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Check for understanding

Engaging Experience 4

Title: Product Placement

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.3: Competency: Understand the use of an advertisement's components to communicate with targeted audiences.
 - I.12: Competency: Assess advertisements to ensure achievement of marketing communications goals/objectives.

- I.13: Competency: Manage media planning and placement to enhance return on marketing investment.
- I.14: Competency: Develop and execute an advertising campaign to achieve marketing-communications objectives.
- I.18: Competency: Develop marketing/creative briefs to apprise staff and client of promotional strategy.
- I.22: Competency: Manage promotional activities to maximize return on promotional efforts.

Supporting:

- Integrates sociological knowledge of group behavior to understand customer decision-making.
 - D.1: Competency: Employ sociological knowledge to facilitate marketing activities.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will act as if they run an advertising agency that has been hired to help a television network find ways to use product placement in television shows. It is especially interested in targeting young people, ages 16 – 25.

Complete the following activities:

1. Choose a television network and a television show for which to produce a product placement plan.
2. Select 5 products that could easily be placed in the show.
3. Give examples of how each product could be placed in the show and describe which characters would be involved in their use.
4. Use all the information to create a multimedia presentation to be given to the television network.

Multimedia presentation needs to include:

- 6 slide minimum
- Title Slide
 - TV Show
 - Picture
 - Main Characters
 - What season the show is currently in.
 - What day and time the show airs.
- 5 Products
 - Picture of the product
 - Example of how it will be placed.
 - What characters will be involved.

Be creative and have fun with this project!

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: 50 Points, to be created

Engaging Experience 5

Title: Advertising Pitch

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.3: Competency: Understand the use of an advertisement's components to communicate with targeted audiences.
 - I.7: Competency: Understand the use of direct marketing to attract attention and build brand.
 - I.8: Competency: Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.
 - II.9: Competency: Understand types of digital advertising strategies that can be used to achieve promotional goals.
 - I.10: Competency: Evaluate advertising copy strategies that can be used to create interest in advertising messages.
 - I.12: Competency: Assess advertisements to ensure achievement of marketing communications goals/objectives.
 - I.14: Competency: Develop and execute an advertising campaign to achieve marketing-communications objectives.
 - I.17: Competency: Employ sales-promotion activities to inform or remind customers of business/product.
 - I.19: Competency: Participate in company's community outreach involvement to foster a positive company image.

Supporting:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.

Detailed Description/Instructions: Students will pick a brand name food product that they will create an advertising campaign. Their job is to present a campaign to the board of directors (the class) that will amaze and encourage them to hire their advertising agency. Teachers are encouraged to make this a fun competition as well as simulate the intensity of board of director meetings.

Students will need to include the following items in your presentation:

1. Campaign Theme
 - a. This is the basic concept of the campaign
2. Slogan
 - a. Slogan that will be repeated throughout the campaign
3. Television Advertising Storyboard
 - a. Description of the television advertisement
4. Radio Advertisement
 - a. Script of radio advertisement
5. Print Ad
 - a. Be creative and use all 5 parts of print ad
6. One other type of advertisement of your choice
 - a. Choose one other medium and explain ad
7. Social Media
 - a. How will you use social media to develop a customer base
8. Advertising Icon or Celebrity Endorsement
 - a. Design an Advertising Icon or hire a celebrity endorser. Explain the reasoning behind either decision.
9. Five Product Placements
 - a. Place product in the entertainment industry somewhere. Explain where and how it will be used.
10. Jingle
 - a. Design a jingle that will appeal to your target market
11. Food Samples
 - a. Must have food samples for the class to enjoy during your presentation.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric:

1. Campaign Theme (10 points)
2. Slogan (10 points)
3. Television Advertising Storyboard (10 points)
4. Radio Advertisement (10 points)
5. Print Advertisement (10 Points)
6. One other type of advertisement of your choice (10 points)
7. Social Media (10 points)

8. Advertising Icon or Celebrity Endorsement (10 points)

9. Five Product Placements (10 points)

10. Jingle (10 points)

11. Food Samples (10 points)

12. Presentation (15 points)

TOTAL POINTS: 125

Comments:

Topic 2: Social Media

Engaging Experience 1

Title: Mark Zuckerberg (Facebook) Interview

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. (E.2)

Detailed Description/Instructions: Have students watch the two videos (links below) that are 60 Minutes interviews. It provides insight and a historical look at Facebook and Mark Zuckerberg. After watching the videos students need to answer the following questions:

- Part 1: <https://www.youtube.com/watch?v=C2VAIbEdTv8>
- Part 2: <https://www.youtube.com/watch?v=7XQpAoj549o>
 1. Tell me 3 things you learned.
 2. Tell me 2 things you already knew.
 3. Tell me 1 question you still have.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: Check for understanding

Engaging Experience 2

Title: Social Media in Corporate America

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.8: Competency: Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.

Supporting:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G)

- G.1: Competency: Employ marketing information to develop a marketing plan.
- G.2: Competency: Employ marketing information to plan marketing activities.
- G.3: Competency: Employ marketing information to determine and meet customer needs.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.I.3: Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Detailed Description/Instructions: Your assignment will be to research and investigate how corporations are using social media in their business and promotional/sales practices. For each type of media, you need to research two companies and their use of this media. What are the positives and negatives of how they use it? What is unique about their techniques? What is outdated and ineffective or new fresh and successful? Be ready to present your finding to class with a multimedia presentation.

- Facebook
- Twitter
- YouTube
- Snapchat or Instagram
- E-mail/Database Marketing
- Blogs:

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Title: Viral Marketing Activity

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.

Supporting:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will need to create a viral marketing campaign for Park Hill/Park Hill South DECA. Students will need to research viral marketing to understand what it is and why it is effective. Students will also need to watch the video (links below) to see firsthand a good viral marketing example. From there they will need to create the viral marketing activity for their DECA chapter. Flip to Mexico:

<https://www.youtube.com/watch?v=N4suXAzKMYE>

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: Check for understanding

Topic 3: Visual Display

Engaging Experience 1

Title: Visual Merchandising & Display

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.11: Competency: Understand design principles to be able to communicate needs to designers.
 - I.20: Competency: Employ visual merchandising techniques to increase interest in product offerings.

Supporting:

- Integrates psychological knowledge to understand customer motivation.
 - E.1: Competency: Apply psychological knowledge to facilitate marketing activities.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will choose their favorite retail store and describe and create a visual display. They will need to follow the steps to create a visual display. *See Appendix D for all the details and rubric.* In addition to the handout, students will need to use graph paper to layout the floor plan of the store.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: *See Appendix D for all the details and rubric*

Topic 4: Budgets

Engaging Experience 1

Title: How much for promotional budgets?

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- Integrates psychological knowledge to understand customer motivation. (E)
 - E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

Supporting:

- Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making. (B)
 - B.1: Competency: Acquire information to guide business decision-making.
- Solves mathematical problems to obtain information for decision making in marketing. (C)
 - C.1: Competency: Apply algebraic skills to make business decisions.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: In this activity students will need to do some research and find answers to the following questions:

1. Research 3 different companies and figure out how they allocate their marketing budget?
2. Pick your favorite primetime TV show and research how much it would cost for a 30 second ad.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: Students will report to class on their finding. Check for understanding.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Directions: Your task is to come up with a promotional campaign for product you are given. Have fun! our job is to develop a Promotional Campaign for one product of the business you choose. For example, you may choose to work for Coca-Cola and pick Diet Coke for your promotional campaign.

Your group will be judged on the following:

- Creativity and uniqueness of the promotional campaign
- Feasibility of promotional campaign for your product
- Use of entire promotional mix strategies
- Potential effectiveness of promotional campaign
- Campaign theme tying all part of the promotional mix together to create one clear and concise campaign that will promote sales and long term growth

Presentation

1. Promotional Campaign Theme or Concept (25 Points)
2. Describe the overall campaign idea you will be using to promote your product. Be sure to describe who you target market is and the customer profile of your audience.
3. Promotional Mix Item #1: Personal selling (15 points)
4. Promotional Mix Item #2: Advertising (15 points)
5. Promotional Mix Item #3: Direct marketing (15 points)
6. Promotional Mix Item #4: Sales promotion (15 points)
7. Promotional Mix Item #5: Public relations (15 points)

Make sure to explain/demonstrate how you will incorporate these FIVE promotional mix items in your presentation!

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Promotional Mix	Public Relations Event	Students will create Public Relations Event for the company of their choice. To describe the event, they will need to write a News/Press Release about the event. Students will need to use their creativity and marketing ability in order to create an event that will be covered by the media and create positive goodwill and publicity for the company.	1 Day
Promotional Mix	Advertising Pitch	Students will pick a brand name food product that they will create an advertising campaign. Their job is to present a campaign to the board of directors (the class) that will amaze and encourage them to hire their advertising agency. Teachers are encouraged to make this a fun competition as well as simulate the intensity of board of director meetings.	3 Days
Promotional Mix	Celebrity Endorsement Activity	<ol style="list-style-type: none"> 1. You will choose one celebrity who you think would make a good spokesman (for endorsing a product/service). 2. You will choose one product / service for that celebrity to endorse. 3. You will provide your rationale as to why you chose that celebrity and why you think he/she will make a good spokesperson (endorsement) for that product/service. 4. Describe the promotional campaign you would use for this endorsement. What forms of media would you use? Why? Your campaign must include a creative and memorable “tag line” (Example: Eric 	2 Days

		<p>Hosmer endorsing Liquid Plummer could say “Liquid Plumber clears your clogged sink as quickly as one swing of my bat clears the bases.”)</p> <p>5. Create a magazine print ad that includes your spokesman and product/service. Your ad might include a picture of your spokesman, a quote from him, etc. You will design these advertisements yourself. Remember the headline, copy, signature, illustration, and action. Make sure your ad follows the AIDA principles that you learned.</p> <p>6. You will need to create a storyboard for a television advertisement for the promotional campaign with your celebrity.</p> <p>7. Create an event where your celebrity will attend and promote the product you chose. Example: Jimmy Johnson will show up at Lowe’s retail stores the week of a race and promote the store by doing autograph signing and do it yourself sessions.</p> <p>You will need to present all the above items in class. Have fun and be creative!</p>	
Promotional Mix	Promo Mix Research	Students will pick a business that they are familiar with. They will need to go through each of the 5 parts of the promotional mix and explain how that company uses that as part of their promotional plan.	45 Minutes
Promotional Mix	Product Placement	<p>Students will act as if they run an advertising agency that has been hired to help a television network find ways to use product placement in television shows. It is especially interested in targeting young people, ages 16-25.</p> <p>Complete the following activities:</p> <p>1. Choose a television network and a television show for which to produce a product placement plan.</p>	2 Days

		<ol style="list-style-type: none"> 2. Select 5 products that could easily be placed in the show. 3. Give examples of how each product could be placed in the show and describe which characters would be involved in their use. 4. Use all the information to create a multimedia presentation to be given to the television network. The Multimedia presentation needs to include: <ul style="list-style-type: none"> ● 6 slide minimum <ul style="list-style-type: none"> ● Title Slide <ul style="list-style-type: none"> ○ TV Show ○ Picture ○ Main Characters ○ What season the show is currently in. <ul style="list-style-type: none"> ○ What day and time the show airs. <ul style="list-style-type: none"> ● 5 Products <ul style="list-style-type: none"> ○ Picture of the product ○ Example of how it will be placed. ○ What characters will be involved. <p>Be creative and have fun with this project!</p> 	
Social Media	Mark Zuckerberg (Facebook) Interview	<p>Have students watch the two videos (links below) that are 60 Minutes interviews. It provides insight and a historical look at Facebook and Mark Zuckerberg. After watching the videos students need to answer the following questions:</p> <ul style="list-style-type: none"> ● Part 1: https://www.youtube.com/watch?v=C2VAIbEdTv8 ● Part 2: https://www.youtube.com/watch?v=7XQpAoj549o <ol style="list-style-type: none"> 1. Tell me 3 things you learned. 2. Tell me 2 things you already knew. 3. Tell me 1 question you still have. 	1 Day

Social Media	Social Media in Corporate America	<p>Your assignment will be to research and investigate how corporations are using social media in their business and promotional/sales practices. For each type of media, you need to research two companies and their use of this media. What are the positives and negatives of how they use it? What is unique about their techniques? What is outdated and ineffective or new fresh and successful? Be ready to present your finding to class with a multimedia presentation.</p> <ul style="list-style-type: none"> • Facebook • Twitter • YouTube • Snapchat or Instagram • E-mail/Database Marketing • Blogs 	2 Days
Social Media	Viral Marketing Activity	<p>Students will need to create a viral marketing campaign for Park Hill/Park Hill South DECA. Students will need to research viral marketing to understand what it is and why it is effective. Students will also need to watch the video (links below) to see firsthand a good viral marketing example. From there they will need to create the viral marketing activity for their DECA chapter.</p> <p>Flip to Mexico: https://www.youtube.com/watch?v=N4suXAzKMYE</p>	1 Day
Visual Display	Visual Merchandising & Display	<p>Students will choose their favorite retail store and describe and create a visual display. They will need to follow the steps to create a visual display. <i>See Appendix D for all the details and rubric.</i> In addition to the handout, students will need to use graph paper to layout the floor plan of the store.</p>	3 Days

Budgets	How much for promotional budgets?	<p>In this activity students will need to do some research and find answers to the following questions:</p> <ol style="list-style-type: none"> 1. Research 3 different companies and figure out how they allocate their marketing budget? 2. Pick your favorite primetime TV show and research how much it would cost for a 30 second ad. 	1 Day
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End of Course Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

DECA Project: Advertising Campaign, Fashion Merchandising Promotion Plan or Sports & Entertainment Promotion Plan

Students will work with local business throughout the semester on the project. Students can use a businessperson they know or can be assigned one from Professional Studies. At the end of the semester students will present their project to the businessperson. Complete guidelines for each project are listed on the website below:

<https://www.deca.org/high-school-programs/high-school-competitive-events/>

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.