

RSM#2(2018 #02): Marketing Research & Information Management

Content Area: **Business/Tech.**
Course(s): **Retail Store Management**
Time Period: **September**
Length: **28**
Status: **Published**

Unit Overview:

The learner understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

LAB Activity/Structured Learning Experience: Each day, students will participate in the operations of the school store structured learning experience for a full lab period. The classroom learning will be incorporated into the daily school store activities.

The DECA Connection - (DECA opportunities and business/community connections) Students develop the skills to plan, organize, strategize, execute, reflect, and evaluate outcomes of various campaigns, activities, and projects that follow the National DECA guidelines

Enduring Understandings

The learner will utilize marketing information to drive merchandizing activities

Essential Questions

- How can I make a community and business connection through DECA?
- How can I obtain information from suppliers?
- Is competition healthy?
- What influences my buying decisions?
- What is price sensitivity?

Standards/Indicators/Student Learning Objectives (SLOs)

- Lesson 1 Objective: The student will discover avenues of market research
- Lesson 2 Objective: Identify the procedures for gathering information using technology
- Lesson 3: discover trends and limitations in mkg research
- Lesson 4 Objective: Identify the methods of conducting market research
- Lesson 5: Compare primary & secondary data

- Lesson 6 Objective: Conduct a survey to collect and interpret marketing information
- Lesson 7 Objective: Analyze information gathered in the market survey process.

12.9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
12.9.3.MK.5	Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
12.9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
12.9.3.MK-COM.3	Access, evaluate and disseminate information to enhance marketing decision-making processes.
12.9.3.MK-MER.6	Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
12.9.3.MK-MER.8	Create and manage merchandising activities that provide for client needs and wants.
12.9.3.MK-MGT.3	Plan, manage and organize to meet the requirements of the marketing plan.
12.9.3.MK-RES	Marketing Research

Lesson Titles

- Lesson 1. Market Segmentation
- Lesson 2. Market Information Systems
- Lesson 3. Types, trends, and Limits of Market Research
- Lesson 4. Conducting Market Research
- Lesson 5. The Market Research Process
- Lesson 6. The Market Survey
- Lesson 7. The Market Research Analysis

Inter-Disciplinary Connections

LA.RI.11-12	Reading Informational Text
LA.W.11-12	Writing
	Numbers and Number Systems
	Quantities.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
------------------	---

TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an AAPI person or owned business and his/her/its contributions in the field of marketing/business.. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

Climate Change

Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of a person or business that is a pro OR anti-climate change supporter, and his/her/its contributions in the field of marketing/business. . The purpose is for promoting a wider implementation of

awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

LGBTQ and Disabilities Mandate

Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an LGBTQ person or owned business and his/her/its contributions in the field of marketing/business. . The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

Amistad Mandate

Topic: Profiling Greatness: t: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an African American person/business and his/her/its contributions in the field of marketing/business. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- African Slave Trade

- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Individual project
- Internet Research
- Large group discussion
- Online Activity
- Partner Project/Activity
- Reading activity/text/workbook
- Small group activity
- Store Operations
- Teacher Lecture/Notes
- Teacher provided activity

Modifications

Diverse Learners: Teacher will solicit responses from a diverse sampling of the classroom population to acknowledge the influence of race, ethnicity, gender, religion, socioeconomics, culture, or academic achievement on a student's development or attitude. The classroom will incorporate additional resources for:

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary

- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

504 and IEP Accommodations and Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Gifted and Talented Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

- Additional time for assignments

- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Formative Assessment

- Class Discussion
- Group Work
- Guided Practice
- Oral Response/Random Questioning
- Peer Evaluations
- Performance Assessment
- Presentations - The Retail Market Survey Results
- Project - Market Surveys
- Teacher Observations
- Written Activity

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Warm-Up

- Brainstorm 5!
- Learning Log
- Minute to Win it!
- Pair/Share
- So What?
- The DECA Connection

Summative Assessment

- Marking Period Assessment
- Oral Product/Presentation Rubric
- Partner Project - The Market Research Paper

- Performance Task/Evaluation Rubric
- Quiz - Market Segmentation
- Quiz - Marketing Information Management Vocabulary
- Quiz - The Market Research Process
- Written Product/Evaluation Rubric

Anticipatory Set

- Notable Quotables
- Question of the Day
- Review Prior Lesson
- The "Retail Doctor" Blog
- Video Clip Presentation
- Vocabulary introduction

Closure

- 3-2-1 List!
- Exit Card
- Journalize memorable learning/muddy points
- The DECA Connection
- The Gray Zone
- Whip around

Resources & Materials

- DECA Competitive Events Manual and Practice Materials
- DECA.org
- Marketing Essentials 2016 -student workbook & math practice book activities
- Marketing Essentials 2016 –textbook
- MBA Research LAP(Learning, Achievement, Performance) Packets & Activities
- The Bureau of Labor Statistics=<https://www.bls.gov/ooh/>
- The Job Hunter's Handbook
- The Marketing Teacher online textbook: Developing an IMC
- The Marketing Teacher online textbook: Project Management Made Easy
- The Marketing Teacher online textbook: Reputation Management resource for BOE
- The Marketing Teacher online textbook: The Double Win resource for BOE
- Various Business Magazines/Articles

Technology

- Calculators
- Google Chromebooks, Classroom, & various Google Applications
- Internet
- Large Electric Appliances
- Microsoft Office Suite 2016
- Personal Technology Devices
- Promethean Interactive Smartboard
- Remind Application
- Small Electric Appliances
- SQUARE Electronic Cash Register Terminal & Interface
- Surveillance Equipment

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.