Unit 3: Marketing

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **4-5 Weeks**
Status: **Published**

Summary

Introduction to Business provides students with a foundational understanding of key business areas, including marketing, accounting, production, and entrepreneurship. Through hands-on activities and real-world examples, students explore the principles of a market economy, the mindset of an entrepreneur, and the strategies behind successful branding and marketing. Throughout the course, students have opportunities to discover their interests so they can specialize in areas like marketing, finance, or entrepreneurship in future coursework if they so choose.

This unit is part of the larger aforementioned course sequence and specifically focuses on marketing where students will understand the importance of successful marketing techniques to best promote a business. By the end of this unit, students will be able to define target markets, research market trends, present research findings in a comprehensive way, create an effective social media marketing ad, and develop an email marketing campaign.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2025

Standards

9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.1.12.FP.2: Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

9.3.12.BM□ADM.3 Plan, monitor and manage day□to□day business activities.

9.3.12.BM□MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

9.3.12.BM□MGT.6 Plan, monitor and manage day□to□day business activities to sustain continued business functioning.

9.3.12.BM□MGT.7 Plan, organize and manage an organization/department to achieve business goals.

9.3.12.BM□MGT.8 Create strategic plans used to manage business growth, profit and goals.

9.3.12.BM□OP.4 Plan, monitor and manage day□to□day business activities to maintain and improve operational functions.

9.3.12.BM□BIM.3 Access, evaluate and disseminate information for business decision making.

9.3.12.BM□BIM.4 Plan, monitor and manage day□to□day business activities to sustain continued business functioning.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (ex: charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (ex: informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (ex: student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and

justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (ex: textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, and tolerance.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions

Essential Questions:

- What ethical considerations must marketers critically evaluate when researching target markets and designing promotional campaigns, ensuring effectiveness without compromising consumer privacy or trust?
- Beyond simply presenting information, how can the strategic communication of research findings empower a business to make proactive and informed decisions that anticipate and respond to market shifts to maintain a competitive advantage?
- In what ways does the design and execution of social media marketing demand a nuanced understanding of platform-specific audience behaviors and digital trends to effectively cut through noise and compel action by consumers?

Enduring Understandings:

- Effective marketing is fundamentally about understanding and strategically engaging with specific

target markets, using data and research to anticipate their needs and drive business success.

- In today's dynamic business environment, successful marketing involves the continuous adaptation of promotional strategies across various platforms, leveraging research insights to build brand relevance and convert consumer interest into loyal relationships.

Objectives

Students will know:

- The definition and importance of a target market in business.
- Various methods for defining and segmenting target markets, including demographics, psychographics, and behaviors.
- Key techniques for conducting market research, such as surveys, focus groups, and competitive analysis.
- Different types of market trends (ex: consumer preferences, technological advancements, economic shifts).
- The process for analyzing market research findings to extract actionable insights.
- Effective strategies for presenting research findings in a clear and comprehensive manner to stakeholders.
- The core components of an effective social media marketing ad, including visuals, text, and calls to action.
- Best practices for tailoring social media ads to specific platforms and audiences.
- The purpose and benefits of email marketing campaigns for customer engagement and sales.
- Key elements of a successful email marketing campaign, such as subject lines, content, and segmentation.
- Strategies for developing compelling marketing messages that resonate with a defined target audience.
- The ethical considerations involved in collecting and using consumer data for marketing purposes.
- The impact of different marketing techniques on consumer purchasing decisions.
- The importance of continuously monitoring and adapting marketing strategies based on performance data and market changes.
- The role of branding in creating a strong market presence and customer loyalty.

Students will be skilled at:

- Defining and segmenting target markets with precision, identifying key demographic, psychographic, and behavioral characteristics.
- Conducting foundational market research, collecting and interpreting data about consumer preferences, industry trends, and competitors.
- Presenting complex market research findings comprehensively and persuasively, utilizing appropriate visuals and communication techniques.
- Creating effective and engaging social media marketing ads that are tailored to specific platforms and designed to achieve defined marketing objectives.
- Developing strategic email marketing campaigns that build customer relationships, drive engagement, and generate measurable results.

Learning Plan

Target Market Persona Sketch: Provide students with a product (ex: a new eco-friendly water bottle, a specific video game). Ask them to quickly sketch a "persona" for its ideal target customer, including 2-3 brief notes on their demographics (age, income), psychographics (interests, values), or lifestyle.

Market Trend Headlines: Give pairs a general industry (ex: fast food, fashion, technology). Ask them to brainstorm two current "headlines" or trends they are seeing in that industry and briefly explain why it's a trend related to consumer preferences.

Research Method Scenario: Provide 3-4 scenarios describing what a business needs to know (ex: "Why are customers abandoning their online shopping carts?", "What new features do teenagers want in a phone?"). Students choose the most appropriate market research method (ex: survey, focus group, A/B testing, competitive analysis) for each scenario and briefly justify it.

Social Media Ad Feature Spot: Show 2-3 examples of real social media ads (ex: from Instagram, TikTok, Facebook). Ask students to identify 2-3 specific elements that make each ad effective (ex: clear call to action, engaging visual, relevant text, use of influencer).

Email Subject Line Power-Up: Give students a simple email marketing goal (ex: "Get customers to click on a new product link," "Encourage sign-ups for a newsletter," "Announce a sale"). Ask them to write 2-3 compelling email subject lines for that goal, explaining why each might grab attention.

Target Market 'Who Am I?: Teacher thinks of a specific target market (ex: "college students who like gaming"). Students ask yes/no questions to guess the target market. Alternatively, students provide 3-5 descriptive clues about a target market, and peers guess.

Social Media Ad A/B Test Idea: Give students a simple product and a goal (ex: "Increase clicks on a new sneaker ad"). Ask them to propose two slightly different versions of a social media ad (ex: different headline, different image focus) they would "A/B test" to see which performs better, explaining their hypothesis.

Ethical Marketing Check: Present 2-3 short scenarios of marketing practices. Students decide if the practice is "ethical" or "unethical" and briefly explain why, referring to principles of honesty, privacy, or transparency.

Food/Service Truck Project: Students will work in groups of 2-3 and create a unique business idea. They will apply the learned materials throughout each unit to their truck (determining what type of entrepreneur they are, risk tolerance, marketing strategies, hiring employees and payroll)

Market Trend Analysis & Strategic Recommendation Report: Students will act as marketing consultants, choosing a current, real-world market trend. They'll conduct in-depth research on this trend, analyzing its impact on a specific industry or consumer segment. The core of the assessment is a formal report that not only presents their research findings in a comprehensive way (using data visualization where appropriate) but also provides strategic marketing recommendations for an existing company to adapt to or capitalize on this trend.

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative:

- Target Market Persona Sketch
- Market Trend Headlines
- Research Method Scenario
- Social Media Ad Feature Spot

- Email Subject Line Power-Up
- Target Market 'Who Am I?
- Social Media Ad A/B Test Idea
- Ethical Marketing Check

Summative:

- Food/Service Truck Project (Ongoing throughout semester)
- Market Trend Analysis & Strategic Recommendation Report
- Social Media Marketing Quiz
- Target Market Quiz

Alternative:

My Entrepreneurial Idea: The students will come up with an idea for a simple business, like a service or a product they could sell. They will focus on some of the key business concepts we've explored. The student will think about what kind of entrepreneur they would be, how the business would make money, and one way it could be responsible to the community or environment. Finally, they'll consider a small risk the business might face and how comfortable they feel about taking risks in general.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course.

The following are approved resources that teachers can include to further unit related objectives:

The Importance Of Having The Right Logo (Forbes)

How to Design a Logo in 12 Steps (Indeed)

12 Rules for Every Billboard Design - Stimulus Advertising - Lynchburg, Virginia Web Design, Advertising and Marketing Firm (Stimulus)

The Power of Jingles in Advertising (Score a Score)

The Four Ps of Marketing (American Marketing Association)

The 4 Ps of Marketing: What They Are & How to Use Them Successfully (Investopidia)

Why Identifying Your Target Audience Is Important to Your Marketing Strategy (Harvard Business School)

5 Tips To Help Identify Your Target Market And Reach Them Effectively (Forbes)

Email Marketing Still Works—And It's More Effective Than Ever (Forbes)

Social Media Marketing (SMM): What It Is, How It Works, Pros and Cons (Investopedia)

The 3-Part Formula For A Winning Sales Pitch (Forbes)

Understanding The Power Of Video For Marketing (Forbes)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:Highlighter for close reading and annotation strategies

- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.