

# Unit One: Branding Tools for Targeting Markets

Content Area: **Business Management and Information**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **5 Weeks**  
Status: **Published**

## Summary

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In the increasingly competitive world of business, marketing is an essential process to increase sales and meet business goals. In the two part Marketing sequence at Cranford High School, students develop the knowledge and skills to effectively target consumers using a variety of marketing techniques. Students develop foundational knowledge regarding market research, analysis, and target markets, that is then applied throughout the course series. The course sequence challenges students to think about how marketing pertains to all aspects of a business, including product development, distribution methods, sales, and advertising, and how effective marketing plans can help businesses meet and exceed their goals.

This unit is part of the larger aforementioned course sequence and specifically focuses on branding tools for targeting specific markets where students will examine techniques used by marketers to position a good or service in the marketplace. By the end of this unit, students will be able to develop a concept definition for a new product, identify a particular target market and test market city, and defend their choice for that location. Moreover, this is the first unit of a semester-long project where student groups will be required to bring a new product to the marketplace from concept definition through product launch, using a variety of media, technology, creative skills, collaborative learning, and research.

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 2022

## Standards

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- TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
- LA.RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

- LA.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- 12 texts and topics. Biological behavioral biases, psychology, and unconscious beliefs affect financial decisionmaking.
- LA.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
- PFL.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.
- TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- LA.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information

when possible.

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- PFL.9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- WRK.9.1.2.CAP.4 List the potential rewards and risks to starting a business.
- WRK.9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.
- TECH.9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 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).
- TECH.9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- PFL.9.1.12.FP.6 Evaluate the relationship of familial patterns, cultural traditions, and historical

influences on financial practice.

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.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

## **Essential Questions and Enduring Understandings**

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### **Essential Questions:**

- To what extent can branding tools expand customer reach?
- Why should a business analyze if there is a market with a need for its particular good or service before commercializing it?
- How can a business develop an effective testing procedure?

### **Enduring Understandings:**

- Branding tools should be simple and reflect the attributes of the good or service it represents; if done effectively, a visual branding tool can result in instant product recognition for sustained periods of time.
- All new products that are created must have a specific target market in mind before deciding on what marketing methods they will use.

## **Objectives**

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### **Students will know:**

- To be competitive in the marketplace, businesses must use visual and verbal marketing tools to reach the desired target market.
- Positioning a product in the mind of a consumer requires symbols, colors, and words that differentiate it from its competitors.
- Brand marks and trademarks are protected by the United States government.
- Properly identifying a target market reduces the risk of financial failure.
- Before a product launch, a city which reflects the characteristics of the target market is chosen for market research purposes.
- After research is gathered, it may be necessary to modify the product. .
- Demographic and psychographic data is vital for creating a strong customer profile.

### **Students will be skilled at:**

- Defining and explaining the significance of key terms and concepts to the discipline, including: target market, brand mark, trademark, United States Patent and Trademark Office, logo, brand name, brand symbol, brand recognition, slogan, brand loyalty, brand parity, brand image, market leader, differentiation, freelance, ad agency, advertising campaign, brand manager, positioning, creatives, metaphor, alliteration, play on words, rhyme, complexity, market target, market segmentation, geographics, psychographics, industrial markets, market research, focus group, historical research, secondary data, primary data, barriers to entry, mass marketing, market share, beta testing, niche market, competitive advantage, customer profile, customer needs analysis
- Explaining how proper branding allows for greater market share.
- Comparing and contrasting how different businesses use branding tools to appeal to their target market.
- Examining the nuance use of color, line, font, image, and words in brand logos.
- Analyzing the effectiveness of brand marks.
- Explaining the general guidelines to follow when creating logos, slogans, and brand names and applying these principles when developing a mock brand.
- Creating a brand name that is unique, short, memorable, easy to say and write, and evokes feeling.
- Developing a logo that is simple, timeless, memorable, versatile, and appropriate for the target market.
- Producing a slogan that is relevant, positive, empowering, and takes what the consumer already knows and builds upon it.
- Researching available brand names, slogans, and logos via the United States Patent and Trademark Office.
- Collaborating to begin an advertising campaign for an original product that will be presented to a client

(i.e. teacher, administrators, or other guest) - note: this is the first unit of a semester-long project where student groups will be required to bring a new product to the marketplace from concept definition through product launch, using a variety of media, technology, creative skills, collaborative learning, and research.

- Conducting market research for various geographic areas within the United States.
- Creating a clear customer profile that reaches a target market.
- Matching geographic and psychographic data with a target market.
- Gathering test market intelligence using secondary research, such as Census.gov or trade journals, and primary research, such as surveys and focus groups.
- Identifying the criteria used to select test market cities based on the product, its features, and benefits.
- Defending choices of target market and test market cities.

## **Learning Plan**

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This learning plan includes but is not limited to the following learning strategies:

**Studying Marketing Trends Through Current Events:** Students will use Adweek.com or Morningbrew.com to analyze current events and trends in marketing as related to the unit of study.

**Guess the Brand:** Students will be presented with a series of different logos, slogans, and brand marks and will guess which brand each represents. The instructor will then lead a discussion regarding what makes these effective and the power of brand recognition.

**What Makes a Truly Great Logo?:** Students will watch Vox's "What Makes a Truly Good Logo?" video. Students will then provide examples of the four different kinds of logos.

**Rate the Slogan:** Students will be presented with a series of slogans. As a class, they must develop a rubric for scoring the slogans based on the key principles. The instructor will then present the slogans in an elimination style competition where students will decide what is the ultimate slogan.

**Bring a New Product to the Marketplace - Phase One:** Students will collaborate in small groups to develop a product concept that is intended to be brought to the marketplace. During this phase of the development process, they will:

- Create an original product and assign it a brand name, slogan, and logo.
- Use the USPTO web site to research the availability of their brand name and logo - revise or edit brand name, slogan, or logo as needed.
- Use graphic design software to develop an effective brand name and logo.
- Begin to build a slideshow as a final presentation to the client.

**Testing a New Product Assessment:** Students will read excerpts from “Types of Research: Primary vs Secondary,” “Test Marketing in New Product Development,” and “5 Creative Ways To Test-Market A New Product.” In their groups, they will discuss the benefits and detriments of each of the methods presented and assess their viability in testing their concept.

**McDonald’s Test Kitchen Analysis:** Students will watch the “McDonald's Test Kitchen: Where Fast Food Is Born” video. They will then discuss the steps McDonald’s took to test their products and the extent to which these methods might be applicable to their own testing process.

**Test Market Treasure Hunt:** Students will listen to “Columbus, Ohio: 'Test City, USA'” from NPR. The teacher will then present a series of different criteria needed for a test market and students will use Census data to identify an ideal test city.

**Bring a New Product to the Marketplace - Phase Two:** Students will continue to collaborate in small groups to develop their marketing plan for their product. During this phase of the development process, they will:

- Examine secondary data for USA zip codes of at least 500,000 people that might serve as location to conduct field testing for their product.
- Come to a consensus regarding a test city for their product.
- Add the test city location and rationale (why city data justifies commercializing the product for the target market) to their existing slideshow for their client presentation.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

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 Assessments:**

- Do Nows/ Exit Slips, Class Activities, Homework, Quizzes, Current Event Analyses

### **Summative Assessments:**

- Unit tests including multiple choice, free response questions, and current events analysis as applicable.
- Bring a New Product to the Marketplace - Phase One
- Bring a New Product to the Marketplace - Phase Two

### **Alternative Assessments:**

- Brands, Logo, and Slogans Timeline: Students will select a brand that has been in the marketplace for at least fifty years. Students will then trace the changes and continuities of the brand over time, highlighting key turning points in its identity and how those changes were either beneficial or detrimental to its longevity.
- Test Market Research: Students will research how a company tested a particular product. Using unit vocabulary, they will write a short report assessing how this market research either allowed the product to thrive or led to its demise.

### **Benchmark Assessment:**

- Marketing Strategies Application and Analysis

## **Materials**

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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: [Core Book List](#)

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

[“What Makes a Truly Great Logo?”](#) video

[“30 Companies with Famous Brand Slogans & Taglines”](#) article

[“Top 10 Brands Synonymous with a Product”](#) video

[“10 Hidden Meanings of Famous Brands Names”](#) video

[“Five Tips on How to Write a Killer Slogan”](#) article

[Advertising Slogans Match Game](#)

[“How to Choose a Brand Name That Can Be Trademarked”](#) article

[“5 Creative Ways To Test-Market A New Product”](#) article

[“Test Marketing in New Product Development”](#) article

[“Types of Research: Primary vs Secondary”](#) article

[“McDonald's Test Kitchen: Where Fast Food Is Born”](#) video

[“Columbus, Ohio: 'Test City, USA'”](#) broadcast

[“Top U.S. Microcosm Cities to Test Market a National Product”](#) article

[“Steps To Identify Your Target Market”](#) article

[“Your Target Market: How to Find It”](#) video

[“Profiles of the 50 Largest Cities of the United States”](#) article

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.

### **Suggested Strategies for Modification**

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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.