

# Unit One: Marketing Makes a Difference

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 the fundamentals of marketing where students will understand how the functions of marketing add value to products. By the end of this unit, students will be able to identify and apply key marketing concepts, discuss how marketing benefits our society as a whole, and explain how the ultimate goal of marketing is to bridge the gap between producers and consumers.

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 does marketing benefit both consumers and producers respectively?
- How does effective marketing influence customers' purchasing decisions?

### **Enduring Understandings:**

- In a capitalist system, effective marketing leads to competition between producers, which in turn encourages business to create new products or improve their existing products, ultimately benefiting consumers.
- Businesses use SWOT analyses to improve market shares and revenues and reduce the possibility of business failure.

## **Objectives**

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### **Students will know:**

- The economic benefits of marketing include new and improved products, lower retail costs, added utility for consumers, and increased profits for businesses.
- The marketing process includes development, promotion, and distribution - it is vital to the success and

livelihood of all new and existing businesses.

- A voluntary exchange takes place each time a good or service is bought or sold in the marketplace.
- Marketing causes competition between businesses, which benefits the consumer.
- Marketing prompts the customer to action (i.e. purchasing and consumption).

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

- Defining and explaining the significance of key terms and concepts to the discipline, including: marketing, goods, services, channel management, information management, pricing, product & service management, promotion and sales, marketing concept, relationship marketing, and tangible vs. intangible
- Correctly matching examples of the marketing process with the appropriate phase.
- Classifying marketing examples as business management, communication and interpersonal skills, economics, or professional development.
- Explaining how marketing is vital to the success of new and existing products businesses sell.
- Comparing and contrasting marketing career areas to consider which might be of most interest to students personally (distribution, finance, information management, pricing, product and service management, promotion, and sales).
- Explaining how investing in marketing will lower costs per unit.
- Applying the five types of utility to specific examples (form, place, time, possession, and information) and why form utility does not apply to marketing.
- Completing a sample SWOT analysis to demonstrate how market share and revenues can be improved to reduce the possibility of business failure.

### **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.

**Impact of Marketing TED Talk Analysis:** Students will watch McKenna Pope's TED Talk "Want to Be An Activist? Star with Your Toys!" and discuss the impact marketing can have, both positive and negative.

**Big Box Jigsaw:** Students will research a big box store (ex: Walmart, Costco, Target, Kohl's, etc.) to determine how retailers use channel management, market planning, information management, pricing, product/service management, promotion, selling, distribution, and financing. They will then jigsaw with peers who researched the other big box stores to compare and contrast their findings and identify common marketing strategies amongst all case studies.

**Brand Manager Competition:** In small groups, students will serve as a brand management team tasked with creating a new fruit beverage. They will develop a pitch for their product which must highlight all of the marketing functions.

**Marketing Wheel:** Students will create a marketing wheel that is divided into seven distinct sections. Using magazines, students must find images that describe all seven areas of marketing and paste them into the correct segment of the wheel. Supporting textual explanations will be included to articulate students' rationale and highlight understanding of key vocabulary and its application.

**Department Stores' Utility Carousel:** Students will research a major department store and determine how the five utilities are used. Students will report their findings and review those of other groups using a "carousel" activity before engaging in a comparative analysis facilitated by the instructor.

**Marketing Math Activities:** Using Excel or Google Sheets, students will complete "Marketing Math" activities to examine how investments in marketing can increase profits, lower the cost per unit, and affect both variable and fixed costs.

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.

## **Assessment**

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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:**

- Local Business SWOT Report: In small groups, students will create a SWOT analysis for a local business of their choice. Students will then complete a formal report of their findings formatted in a way that could be easily shared with business owners or managers. Students' reports should utilize unit vocabulary and make recommendations as to how a marketing plan might allow the business to leverage their strengths, remedy their weaknesses, expand their opportunities, and mitigate their threats.
- Unit tests including multiple choice, free response questions, and current events analysis as applicable.

### **Alternative Assessments:**

- Columbia Case Study: Students may complete a case study analysis of Columbia Sportswear where they identify how the founder used the seven core areas of marketing to grow the business.

### **Benchmark Assessment:**

- SWOT Identification Assignment

### **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:

[Introduction to Marketing Video](#)

[“Want to be an activist? Start with your toys” TED Talk](#)

[Case study - Kraft Mac and Cheese](#)

[“How stores track your shopping behavior“](#) TED Talk

[Marketing Math Terms](#)

[Starbucks SWOT Analysis](#) Video

[SWOT Analysis Templates](#)

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.



