Unit 1: Marketing Matters

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Summary

In the increasingly competitive world of business, marketing is an essential process to increase sales and meet business goals. Students in the Introduction to Marketing course explore core marketing concepts and principles to consider ways businesses can alter consumer buying patterns. Topics include the eras of marketing, market research, consumer behavior, branding, advertising strategies, and the role of digital media in marketing. Through hands-on projects and case studies, students will learn how businesses identify target audiences, develop marketing campaigns, and measure their effectiveness. By the end of the course, students will be equipped with valuable insights and practical skills to pursue further studies in the CHS marketing course track.

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 2025

Standards

9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.

9.3.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

9.3.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.

9.3.MK.4 Plan, monitor and manage the day□to□day activities required for continued marketing business operations.

9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

9.3.MK.6 Select, monitor and manage sales and distribution channels. 9.3.MK.7 Determine and adjust prices to maximize return while maintaining customer perception of value.

9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.

9.3.MK□RES.1 Plan, organize and manage day□to□day marketing research activities.

9.3.MK□RES.2 Design and conduct research activities to facilitate marketing business decisions.

9.3.MK□RES.3 Use information systems and tools to make marketing research decisions.

9.3.MK□MGT.1 Plan, organize and lead marketing staff to achieve business goals.

9.3.MK□MGT.2 Plan, manage and monitor day□to□day marketing management operations.

9.3.MK□MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.

9.3.MK□MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.

9.3.MK□MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.

9.3.MK□MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

9.3.MK□MGT.7 Communicate information about products, services, images and/or ideas.

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

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).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

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.

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)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

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).

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 (e.g., 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.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize

multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., 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.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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 (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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:

- To what extent does marketing provide value to both consumers and producers?
- In what ways does effective marketing influence consumer buying behavior?

Enduring Understandings:

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

Objectives

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).
- The role of SWOT (strengths, weaknesses, opportunities, threats) analysis in creating a marketing plan.

- How buying behaviors of both producers and consumers should be considered in the marketing process.
- The five types of utility and how they apply to marketing.
- The seven areas of marketing or the "marketing mix" and how they are considered when creating a marketing strategy.

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, variable costs, fixed costs, revenue, and tangible vs. intangible.
- Identifying what actions occurred during the 5 eras of marketing.
- 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 between business buying behaviors and customer buying behaviors.
- Identify the parts of the product life cycle and measures businesses take to prevent products from entering the decline phase.
- 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.
- Analyze how marketing strategies and practices are utilized in current events and trends.
- Evaluate the positive and negative effects of marketing strategies on consumers and producers.

Learning Plan

- **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? Start 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.

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 Assessments:

- Do Nows/ Exit Slips

- Class Activities
- Homework
- Quizzes
- Current Event Analyses
- Big Box Jigsaw
- Brand Manager Competition
- Marketing Wheel
- Department Store Carousel
- Marketing Math

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:

- Students will work individually or in small teams to create and develop a new brand and product, building a full marketing plan from idea to launch. Each phase of the project aligns with essential marketing topics, reinforcing classroom instruction with hands-on experience.

-Week 1–2: Brand Concept & Team Formation

-Week 3: Target Market & Segmentation

-Week 4: Product Development

-Week 5: SWOT Analysis

-Week 6: Pricing Strategy

-Week 7: Distribution Strategy (Place)

-Week 8–9: Promotion Plan

-Week 10: Social Responsibility & Ethics

-Week 11–12: Final Marketing Plan + Presentation

Benchmark Assessment:

- SWOT Identification Assignment: Students will choose an existing project to complete a SWOT analysis, where they identify and explain current strengths, weaknesses, opportunities and threats for the product and brainstorm ways to utilize their SWOT analysis in their marketing plan.

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: Core Book List.

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

Marketing Math Terms (Digital Third Coast)

Introduction to Marketing Video (Study.com)

"Want to be an activist? Start with your toys" (TED Talk)

Case study - Kraft Mac and Cheese (Libretexts.org)

"How stores track your shopping behavior" (TED Talk)

Starbucks SWOT Analysis Video (365 Financial Analyst)

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.

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.
- Utilizing a calculator when applicable.