Unit 3: Planning and Execution

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **9-10 Weeks**
Status: **Published**

Summary

Students in the Introduction to Marketing explore core marketing concepts and principles to consider ways businesses can alter consumer buying patterns. Topics include 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 media marketing and planning and execution of marketing strategies, where students will understand that effective marketing requires careful planning and purposeful execution in order to increase sales. By the end of this unit, students will be able to identify the most appropriate media channel to promote a company's products, explain how to ethically collect data to target consumers and maximize advertisement reach, create and effectively utilize both physical and digital forms of advertisement for brand promotion, create a website and social media account that showcase the company's identity and offer direct messaging about the brand.

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.

9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

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., NJSLSA.W8, Social Studies Practice: Gathering and

Evaluating Sources.

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.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., NJSLSA.R6, 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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).

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia

when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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.

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 (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 your 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, tolerance, and belonging.

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:

- How do companies manage the products they market by leveraging the appropriate print, broadcast and media tools to effectively and ethically reach their target market?
- Why do businesses need to use a variety of media when attempting to reach a target market?
- Why is it imperative that businesses create and maintain websites?
- To what extent can social media increase brand recognition and steer conversations regarding products?

Enduring Understandings:

- An effective and coordinated media campaign requires significant time, technology, talent, and planning; selecting which forms of media will be used is imperative to maximize a marketer's return on their media investment.

- Websites and social media accounts that are well-constructed can inform, persuade, or remind consumers about a good or service and businesses must carefully consider content that is posted to their websites and social media accounts, as failure to do so can affect the success of the business.

Objectives

Students will know:

- Most businesses, both large and small, need to create some form of print advertising.

- Businesses need to complete research and data analysis on how to best market their product prior to creating advertising.

- All magazine ads contain five basic parts (headline, design/artwork, ad copy, call-to-action, and company signature).

- Jingles are developed to be memorable to promote the sale of a particular good or service; they are designed to help the consumer remember the key features or benefits of a product.

- Podcast advertising allows marketers to speak directly to potential customers through an audio ad.

- Marketers can have podcast hosts discuss the brand or product directly (baked in) or they can hire voice talent to create an ad (dynamic insertion) to be placed at the beginning (preroll), middle (midroll), or end (postroll) of an episode.

- A storyboard is needed for planning a TV commercial.

- Television commercials are used to inform, persuade, or remind consumers about a good or service.

- Ethos, pathos, and logos are rhetorical appeals used by marketers to encourage customers to act.

- A company's website or social media account can reach millions of customers at a time.

- Websites should contain product information, company information, historical information, and links to social media.

- Websites and social media accounts should be frequently updated and maintained.

- Targeted advertising utilizes data to promote products with a specific audience in mind, promoting products or services based on their habits, characteristics, and online interests rather than everyone.

- The Federal Trade Commission helps protect consumer privacy from being exploited.

- Primary data is collected through surveys, observations, and interviews, while secondary data may be bought from companies that specialize in market research.

- Companies use consumer data to determine how to best determine their print and online marketing strategies.
- Like people, products have a life cycle; the health of a product must be managed in different ways during its life stages.
- Companies must continue to innovate in order to acquire shelf space and grow their customer bases.
- Product planning involves making decisions about what features should be used in selling a business's products, services, or ideas.
- The U.S. Patent and Trademark Office protects inventors' and creators' original works of art.
- The purpose of branding is to build product recognition and customer loyalty, to ensure quality and consistency, and to capitalize on brand exposure.
- Today's consumers shop online, therefore, websites should be easy to navigate.
- Consumer complaints and praise posted online can affect revenue.
- Businesses must carefully consider content before posting to websites and social media accounts.

Students will be skilled at:

- Defining and explaining the significance of key terms and concepts to the discipline, including but not limited to: marketing research, marketing information system, data base, quantitative research, qualitative research, market intelligence, media research, sales forecasting, product research, problem definition, primary data, secondary data, survey method, sample, observation method, point-of-sale research, experimental method, data analysis, data mining, reliability, Likert scale, focus group, product planning, product mix, product line, product width and depth, product modification, category management, product positioning, brand, brand mark, trademark, brand extension, licensing, co-branding, package, mixed bundling, price bundling, label, national magazine, local magazine, shopper, premium space, centerfold, first cover, second cover, third cover, fourth cover, call to action, headline, copywriter, white space, signature, media kit, circulation, impression, dayparting, network affiliates, Arbitron, sponsor, audience composition, cluster, coverage area, gross impressions, live read, baked in, dynamic insertion, pre/mid/post roll, equal distribution, ad rotation, piggyback, sponsorship, institutional promotion, product promotion, promotion, pay-per-click, press kit, media kit, outlet, company overview, testimonials, publication, national network, regional network, local network, audience, frequency, airtime, voiceover, early morning, day time, prime time, graveyard slot, audio track, media buyers, Nielsen Media, people meter, ratings, statistical sampling, layout, style, content, functionality, header, navigation, main content, sidebar, footer, hyperlinks, cost-per-click, click through, impressions, algorithm, conversion rate, crowdsourcing, engagement rate, feed, handle, hashtag, social media ROI, targeted advertising.
- Matching magazine ads with a desired target market.
- Explaining how marketing research data is collected, bought, and sold.
- Identifying tactics used by unethical marketers.
- Identifying steps in the research process and explaining why following these steps in sequential order is imperative.

- Comparing and contrasting the benefits and detriments of primary and secondary data.
- Providing examples of the four major areas of market research (media research, market intelligence, product research, and attitude research).
- Differentiating between qualitative and quantitative methods.
- Developing qualitative and quantitative methods to collect data.
- Assessing the benefits and detriments of television as an advertising medium.
- Writing, producing, and editing a 30-60 second TV commercial.
- Developing a radio or podcast ad that is designed to reach a target market.
- Assessing the benefits and detriments of television, magazines, podcasts, and radio as advertising mediums.
- Using different rhetorical appeals in print and broadcast advertising.
- Evaluating the attractiveness and ease of navigation of a business's website.
- Analyze the use of marketing tactics such as piggybacking, sponsorships, ad rotation, influencer collaborations, promotions, dayparting and flighting in advertising.
- Determining the core elements of a product and creating a website that best highlights those assets.
- Using software to create a company website.
- Strategically utilizing specific social media to heighten brand awareness, reach the target market, increase brand loyalty, and convert followers into verified customers.
- Creating and curating content for a social media page, including carefully considering the implications of what is posted online.

Learning Plan

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.

Marketing Research Stations: Students will circulate to stations where they will complete the following tasks:

- Supermarket Rewards Cards: Examine supermarket rewards card systems to address the following

questions: what type of information may be collected from such cards? What is done with that information? What are other possible ways in which businesses collect information that consumers might not be aware of?

- Consumer Survey Dissection: Examine examples of consumer surveys conducted by companies to identify common types of questions asked and speculate as to how data collected from responses might be used for marketing purposes.

- Nielsen Segmentation & Market Solutions: Watch "Nielsen Segmentation & Market Solutions" video and discuss how data collected gives marketers a "deep holistic view of your consumer" to "understand the context of how to develop better products and create more engaging offers."

- Gallup Poll Data: Visit gallup.org to read one attitude/opinion article and explain how this data might be beneficial to marketers.

- "Reality Show Cast Members Charged With Running Nationwide Telemarketing Fraud Scheme": Read the press release from the Department of Justice - analyze how Shah and Smith used unethical marketing practice and to what extent the FTC responded to their actions.

Issues-Based Marketing Plan: In small groups, students will brainstorm several issues that need to be addressed in our school or community. They will then select one issue and use the five steps of the marketing research process to explain how data could be collected to address their selected issue. Remind students about the issue of scarcity and encourage them to develop creative solutions that require less time, money, or resources.

Product Life Cycle Ids: Students will be assigned different corporations and will use the company website to determine its product width and depth. They will then select three products made by the company and determine where each is in the product life cycle.

Museum of Failed Products: Students will begin by watching the "Inside Sweden's 'Museum of Failure' for failed gadgets and electronics" video. They will then create an virtual American Museum of Failure where they will each be tasked with contributing one failed product to the curation. They will add a picture or video of the failed product, a brief description of its development, and explanation of why the product failed. Students will also add a "lesson" to marketers regarding what can be learned from this product flop. Students will share their museum contributions in a Google Slideshow with each student developing a slide. As a class, students will "tour" the virtual exhibit.

Products Over Time Analysis: Students will visit either stanley1913.com or levistrauss.com and examine how the brand of study has evolved from their over 100 years lifespans. Students will identify turning point moments in its brand development and how this allowed for it to extend its lifespan as a brand.

Rebranding Response Analysis: Students will watch the "How Product Design Was Transformed By 2020" video. Students will discuss why brands not only have a financial responsibility, but also an ethical responsibility to change their products and brands that unintentionally affirm biases.

Ethos, Pathos, or Logos?: After receiving direct instruction on rhetorical appeals, students will be presented with a series of print and broadcast advertisements. Students will be tasked with identifying if marketers use ethos, pathos, or logos and how their use of the rhetorical appeal encourages customers to act.

Advertisement Tactics Comparison: Students will be split into groups to analyze one of the following advertisement strategies, which they will then share with peers who examined other strategies. Students will discuss benefits and detriments of each strategy in their groups and when one may be preferred over the other:

- Influencers/ Sponsorships: Students will read an article about Influencer marketing and then utilize their own social media to identify an influencer they follow (approved by the instructor) and explain how they reflect the characteristics described in the article in terms of niche market, audience reach, content alignment, and follower engagement/ trust.

- Piggybacking: Students will examine the definition and characteristics of piggyback marketing, and then watch two movie promotions in collaboration with products and examine sports industry collaborations to evaluate how piggyback marketing is used.

- Pay-per-click: Students will define what pay-per-click refers to and how it is used by companies. Students will then practice entering keywords/terms for products or services to evaluate how it is used through search engines. Additionally, students will be given the pay-per-click equation as well as cost and practice analyzing how the tactic can be profitable.

- Endorsements: Students will examine the types of endorsements guides and pick three different endorsements to find examples of and explain how the endorsement form aids in advertising.

Magazine Space Analysis: Students will work in small groups to examine a series of magazines and develop conclusions as to what products are typically featured in different ad spaces in magazines.

Ad Dissection: Students will be given famous magazine ads. In small groups, they will need to dissect the ads and identify how the ad contains the five different fundamental parts of print advertising.

Podcasting Case Studies: After watching "Podcast Ads - A Podcaster's Guide to Podcast Advertising in 2022," students will read "6 Podcast Ad Examples to Inspire Your Next Campaign" - they will discuss with their groups why the provided case studies were effective and apply key terms to their analysis.

Scoring Commercials: Students will watch "How to Write a 30 Second Commercial Video Script" and create a rubric based on the recommendations listed in the video. They will then watch a series of commercials provided by the instructor and score the commercials based on their rubric. They should provide feedback as to how the commercials could be improved. Students will then read "How to Make a Great Local TV Commercial" and repeat the process of creating a rubric and scoring local commercials.

Unethical Ads: The teacher will provide direct instruction regarding the importance of upholding ethical

standards. The teacher will then select historical ads that were removed due to violating a code of ethics (ex: Peloton's "The Gift That Gives Back," Pepsi's "Live for Now," Nationwide's "Boy") and class will reflect on why they were taken down.

Website Ratings: Students will be presented with a series of businesses' websites. Using what they have learned about what makes an effective website, students must evaluate the websites and make recommendations for improvement, specifically explaining how those changes will increase revenues.

Social Media Complaints: Students will pretend they are responsible for managing the social media for Taco Bell. A number of complaints (generated by the teacher) have been posted regarding a new product. Working in small groups, students must compose a carefully constructed and thoughtful response that would be posted on social media.

Targeted Ads Ethics Inquiry: Students will examine the use of cookies and targeted ads to address the question, "To what extent is it acceptable for companies to utilize targeted advertisement?" Students will watch a video and read an accompanying article on the use of targeted ads and cookies to gather evidence for their stance. The class will then engage in a discussion (step to the line, four corners activity, etc.) where they will discuss the concerns as well as uses for targeted advertisements.

How Organizations Are Leveraging Digital Marketing Jigsaw: Students will meet in small groups where they will be assigned to learn about Tesla, Burberry, Netflix, or Visit Dubai's digital marketing strategies via Ojo's video series. They will take note of the pillars of their assigned brand's digital strategy and then investigate the brand's various digital marketing platforms, including their website and social media accounts. Students will find examples of how the brand brought their digital marketing strategy to life and why this strategy is so effective.

Working as a…. : Students will watch the "Working as a" video series that outlines the roles different digital marketers play. Students will consider how these marketers work together to support the digital marketing team. They will also consider the extent to which these positions might be appealing professions to them in the future.

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

- Research a newspaper in their test city to find its circulation cost per thousand and the name of the contact person for sending press releases for publication
- Write and edit a press release for the group's product - include a quote from the company president or a satisfied customer.

- Add the aforementioned to their existing slideshow for their client presentation.

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

- Determine which audio format is most effective for their targeted market: radio or podcast
- Research a specific radio station or podcast that would reach the target market - identify its listenership, the cost to run this ad three times, and when and how often the ad should run.
- Develop a 30-60 second radio spot or podcast ad for the product - use ethos, pathos, or logos as a rhetorical appeal.
- Add the aforementioned to their existing slideshow for their client presentation.

Storyboarding Grab Bag: Students will work in small groups where they will select a product from a ”grab bag” - they will be tasked with developing a storyboard advertisement for this product and acting out their “skit” for the class.

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

- Determine if a traditional tv commercial, a YouTube ad, or streaming service ad would be most appropriate for reaching the target market.
- Identify the channel or platform that would be most appropriate for reaching the target market.
- Write, record, and edit a traditional television commercial, YouTube ad, or streaming service ad - use ethos, pathos, or logos as a rhetorical appeal.
- Add the aforementioned to their existing slideshow for their client presentation.

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

- Create a website to highlight the product. The website must include: a description of the product, photos of the “entrepreneurs” and their job descriptions, a company history, upcoming events, links to social media, and any other interesting, unique, or applicable corporate information.
- Create a social media account (Facebook, Instagram, TikTok, Snapchat, or Twitter) with at least five posts that reflect the brand identity, encourage brand loyalty, and promote customers to act. Social media content should be carefully curated, aesthetically pleasing, and inform customers about the product.

Bring a New Product to the Marketplace - The Pitch: Students will present their new product marketing pitches to their clients (i.e. the instructor, administrators, community members, etc.). The clients will ask a series of questions to which students must be prepared to respond.

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
- Homework
- Quizzes
- Current Event Analyses
- Market Based Research Stations
- Issues-Based Marketing Plan
- Product Life Cycle Ids
- Museum of Failed Product
- Products Over Time Analysis
- Rebranding Response Analysis
- Ethos, Pathos, or Logos? Analysis
- Magazine Space Analysis
- Ad Dissection
- Podcast Case Studies
- Unethical Ads
- Website Ratings
- Social Media Complaints
- Targeted Ads Ethics Inquiry
- How Organizations Are Leveraging Digital Marketing Jigsaw

- Working as a… Activity
- Storyboarding Grabbag

Summative Assessments:

- Unit tests including multiple choice, free response questions, and current events analysis as applicable.
- Planogram Development: Students will be provided with an empty store template and tasked with creating the retail store of their choice. They must decide how to fill the shelves with products to maximize profits. Students will then share and critique each other's planograms.
- Bring a New Product to the Marketplace - Phases, Four, Five, Six and Seven
- Bring a New Product to the Marketplace - Pitch

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 Assessments:

- Scoring Commercials: Analysis and Application
- Website Ratings and Analysis

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:

Nielsen Segmentation & Market Solutions Video (Neilsen)

Reality Show Cast Members Charged With Running Nationwide Telemarketing Fraud Scheme Southern District of New York Press Release Article (U.S. Attorney's Office Southern District of New York)

The True Cost of Grocery Store Loyalty Cards Video (GO Banking Rates)

"Inside Sweden's 'Museum of Failure' for failed gadgets and electronics" Video (NBC)

26 of the Most Epic Product Fails in the History of American Business (Business Insider)

Understanding Influencer Marketing and Why it is so Effective article (Forbes)

What is Piggyback Marketing? (Marketing 91)

What is Pay-Per-Click? (Indeed)

8 Types of Endorsements (Indeed)

"How Product Design Was Transformed By 2020" video (Bloomberg)

Podcast Ads- A Podcaster's Guide to Podcast Advertising in 2022 (Riversidefm)

6 Creative Podcast Ad Examples To Inspire Your Next Campaign (WebFX)

Social Media Marketing video (iCEV)

BizAdmark Radio Advertising Guide (BizAdmark)

"Why You Should Advertise on Podcasts" article (Business.com)

"How to Write a 30 Second Commercial Video Script" video (Marketing 360)

"How to Make Video Ads (The Easy Way)" Video (Biteable)

The Ultimate Guide to Podcast Advertising and Sponsorship (Hubspot)

How Netflix leverages Digital Marketing video (Ojo Community)

Learning about Burberry's Digital Revolution video (Ojo Community)

Visit Dubai's Digital Marketing Strategy video (Ojo Community)

Tesla's Approach towards Social Media Marketing video (Ojo Community)

"Working as a…" Videos: (Ojo Community)

- Ads Manager

- Social Media Manager
- Content Marketing Manager
- Digital Marketing Executive
- Account Executive

Wix Tutorial - A Step-by-Step Guide for Beginners video (Tooltester)

How to Create Animated Social Media Posts with Canva video (Canva)

How Ads Follow You Around the Internet video (Vox)

Targeted Ads: The Dark Side of Divulging Your Data (iluli)

Why All Brands Should Study Stanley Cup CEO Terance Reilly's Marketing Masterclass (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
- Provide modeling (both visual and textual) for use of digital media, such as podcasting, video recording/editing, and creating a website.
- Providing opportunities for text-to-speech for written responses.