Unit 2: The Customer and Market/Marketing and Promotion

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

Summary

In the increasingly competitive world of business, merchandising is an essential process to increase sales and meet business goals. Merchandising introduces students to the dynamic world of merchandising, with a focus on the essential roles and responsibilities of buyers and merchandisers across industries. Students will explore tools and strategies used to market products in both brick-and-mortar stores and online platforms. The course emphasizes collaboration with product developers and designers, encouraging creative solutions and adaptability in response to emerging trends such as pop-up shops, live streaming, and seasonal shifts. Through the strategic study of store layouts, product presentation, and merchandising frameworks, students will learn how to influence consumer behavior. They will also analyze market trends and consumer data to gain the insights needed to thrive in the evolving merchandising landscape.

This unit is part of the larger aforementioned course sequence and specifically focuses on the fundamentals of the customer's relationship with marketing and promotion as it relates to merchandising. By the end of this unit, students will be able to analyze what influences consumer purchasing decisions, use market research to analyze trends in consumer preferences, use data to predict future sales and forecasting of inventory, and apply the 4 P's specifically in a retail setting.

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-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.

9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.

9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.

9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.

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

9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.

9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.

9.3.MK-MER.8 Create and manage merchandising activities that provide for 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.

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 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:

- How can merchandisers effectively identify and respond to evolving consumer preferences?
- What are the benefits of merchandisers gathering and utilizing market research and consumer data to identify and analyze trends?
- How does the presentation of a product impact promotion in retail settings?

Enduring Understandings:

- Effective merchandising leverages marketing principles to strategically communicate product value, shape consumer perception, and ultimately convert interest into sales by anticipating and responding to distinct customer needs and market trends.
- Successful merchandising acts as the crucial intersection of market research, data-driven consumer insights, and the agile application of promotional strategies (across diverse platforms) to create compelling product experiences that sustain competitive advantage.

Objectives

Students will know:

- The importance of a target market
- The break down of demographics in a target market
- Psychographic information for a target market
- Interpret raw data to make insightful marketing suggestions
- The importance of inventory levels
- What the four p's of marketing are
- Proper ways to implement the four p's of marketing
- The steps to conduct market research
- Presentation techniques to communicate market research findings
- Economic conditions and make predictions on how it will influence purchasing behavior

- Different platforms to promote products
- Different website designs
- The format an email marketing campaign

Students will be skilled at:

- Analyzing the factors that influence consumer purchasing decisions, including demographics, psychographics, lifestyles, and economic conditions.
- Identifying and defining specific target markets and explaining effective methods for segmenting consumers based on shared characteristics.
- Describing and applying basic market research methods to gather and interpret data about customer preferences, industry trends, and competitors.
- Using sales data and trends to forecast future sales and make informed decisions related to purchasing and inventory planning.
- Explaining and applying the 4 Ps of marketing—Product, Price, Place, and Promotion—in a retail business context.

Learning Plan

- **Target Market Tagline**: Give students a broad product category (e.g., "energy drinks," "backpacks," "skincare"). Ask them to choose one specific segment of consumers within that category (e.g., "college athletes," "eco-conscious travelers," "teenagers with oily skin") and then write a 1-2 sentence "tagline" or brief description that clearly identifies and appeals to only that specific segment.
- **Market Research Method Match-Up**: Create cards (physical or digital) with names of basic market research methods (e.g., "Survey," "Focus Group," "Observation," "Competitive Analysis," "Sales Data Review"). Create other cards with scenarios describing when each method would be useful, or a brief pro/con. Students match the method to its description, scenario, or pro/con.
- **4 P's in Action**: Assign each student a specific retail product (they can choose one from home or a common one like a specific cereal box, soda can, or shampoo bottle). Their task is to identify and briefly describe how each of the 4 P's (Product, Price, Place, Promotion) is evident for that specific item in a retail setting. (e.g., Product: unique features; Price: where they'd find its price; Place: where it's sold; Promotion: any obvious marketing on packaging or common ads).
- **Emerging Trend Brainstorm**: Give students a specific product (e.g., custom-designed phone cases). Ask them to brainstorm two different ways this product could be merchandised using an "emerging trend" (e.g., "How would you use a pop-up shop for this?" or "How would you use live streaming for this?")
- **Buyer vs. Merchandiser**: Who Does What?: Provide students with a list of 5-7 tasks related to

bringing a product to market (e.g., "Negotiating prices with a supplier," "Designing the in-store display," "Analyzing competitor product lines," "Ordering new stock based on sales data," "Collaborating with designers on new product features"). Students classify each task as primarily "Buyer," primarily "Merchandiser," or "Collaborative."

- **Promotion Plan for a Purpose**: Present a simple scenario: "Your store has 50 units of a winter coat left, and spring is coming. You need to sell them quickly!" Ask students to draft 2-3 specific promotional ideas they would implement, explaining why they chose those methods and how they would encourage quick sales.

- **Market Trend Spotter** (Homework/Observation): Assign students to observe retail environments (online or brick-and-mortar) outside of class. They must identify one specific "trend" they notice in merchandising (e.g., a recurring color scheme, a type of product gaining popularity, a new way products are displayed digitally). They should briefly describe the trend and hypothesize why retailers are adopting it (connecting to consumer preferences or market changes).

- **Store Layout Critique:** Show students 2-3 images of different retail store layouts (e.g., a well-organized grocery aisle, a cluttered discount store, a boutique with clear pathways). Ask them to identify one strength and one weakness of each layout in terms of influencing a customer's shopping experience or purchasing decisions.

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:

- Target Market Tagline
- Market Research Method Match-Up
- 4 P's in Action
- Emerging Trend Brainstorm
- Buyer vs. Merchandiser: Who Does What?
- Promotion Plan for a Purpose
- Market Trend Spotter (Homework/Observation)
- Store Layout Critique

Summative Assessments:

- Target Market Quiz
- Four P's of Marketing Applied Case Study
- Creating an Effective Store Layout project

Alternative Assessments:

- **Create Your Own Retail Store**: The students will first choose their store type (clothing, tech, home goods, beauty). They will be required to define their target market. Then they will be required to create the following: logo, mission statement, store design, product mix, promotional campaign, and finish with an end of project presentation
- **Merchandising Strategy Quick Pitch**: Product Re-Launch: This assignment challenges you to develop a quick merchandising strategy for re-launching an existing product to a new audience. You'll describe your chosen product and define its new target market. Then, you'll outline how the 4 P's (Product, Place, Presentation, Promotion, and Price) would be tailored for this re-launch, including a brief thought on inventory. The goal is to create a concise "pitch" explaining how your merchandising choices will influence this new audience to buy.

Materials

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

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

- How Do You Identify and Define Your Target Market? | Coursera (Coursera)
- 5 steps to identify your target audience | Start your business (Intuit Quickbooks- Video)
- The Four Ps of Marketing (American Marketing Association)
- The 4 Ps of The Marketing Mix Simplified (College and Career Readiness- Video)
- Three Important Ways Marketing Professionals Use Data Analytics | tulane (Tulane University)
- How to Spot Trends Early and React Fast in Digital Transformation - Blog - Silicon Valley Innovation Center (Silicon Valley Innovation Center)

- How to Conduct Market Research for a Startup (Harvard Business School)
- The Difference between Buyer, Merchandiser and Category Manager in Retail (WordPress)
- Retail Store Layout: 10 Ideas, Examples & Tips (2024) - Shopify (Shopify)
- Can you draw these logos from memory? - Blog (Next Gen. Personal Finance)
- Definitive Guide: What Is Promotional Planning? | Indeed.com (Indeed)
- 6 Purposes of a Marketing Plan (And Why They're Important) | Indeed.com (Indeed)

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.