| ***Product and Event Marketing: Unit 1 - Marketing Basics***  ***4 Weeks - 20 Days*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **9.2.12.CAP.13:** Analyze how the economic, social, and political conditions of a time period can affect the labor market.  **9.1.12.EG.5:** Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities. | | | | | |
| **Rationale and Transfer Goals** :  Students will be introduced to marketing during this unit. This unit will begin focusing on gaining a full understanding of the functions of marketing and all of the business functions that are considered part of marketing. Students will then explore factors that affect the marketing process, such as social issues. Students will learn about some of the major marketing concepts and begin to develop a better understanding of how marketing impacts  businesses, society, and consumers as a whole. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Marketing is a complex business function that includes much more than just sales and advertising.  Marketing plays a major role in improving the exchange process between consumers and businesses.  The marketing process is impacted by outside factors, including economics and social issues.  An effective marketing mix should be focused around customer needs. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  What is marketing?  How does the marketing process help improve exchanges between consumers and businesses?  How do social and economic issues affect the marketing process?  Why is it important to focus on customer needs during all phases of the marketing process? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * There are 7 functions of marketing. * The marketing process begins before a product or service exists and is. ongoing through the life of a product or service. * An effective marketing mix should be based around customer needs, * embracing the marketing concept. * It is important to consider social factors when planning a marketing mix for a product or service. | * Identify and explain the 7 functions of marketing. * Discuss the different stages of the marketing process for a product or service. * Explain what the Marketing Concept is and how it helps to improve the exchanges between consumers and businesses. * Analyze and discuss economic factors that affect the marketing process. * Analyze and discuss various social factors that can affect the marketing process. | | * Multimedia presentations. * Classroom activities. * Student participation in classroom discussion. * 7 Functions of Marketing Superbowl Activity. * Fresh Dressed Movie. * Needs vs. Wants Activity. * Organizing a Picnic Predicting Demand Activity. * YouTube videos of products advertisements and commercials to analyze for economic utility. | | * Class Activities. * Class Discussions. * Challenge Question participation. * [Quiz](https://docs.google.com/forms/d/e/1FAIpQLSe685eYxbcasxKUFEej7OXflVH2nfCMnCFysc969jNIWdDhPA/viewform?usp=sf_link). * [Unit Test](https://docs.google.com/forms/d/e/1FAIpQLSf85b4Y7fn9QdB4BDHV9L7zKNsf5YSxlEg1VLTZi-bXFmWCGg/viewform?usp=sf_link). * Exit Tickets. * Teacher observation and reflection. * 7 Functions of Marketing Superbowl Assignment Rubric. * Ability to distinguish between a need and a want. * Answers to Movie Questions. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Putting together a presentation. * How the marketing process and marketing mix relate to customer needs. * Supply and demand. | | * Google Classroom and Google Drive familiarity. * Basic Research Skills. * Familiarity with products and services from popular businesses (i.e. Coca-Cola, Apple, etc.) * Needs vs. Wants. * Personal values. * Supply and demand from Economics. * Maslow’s Hierarchy of Needs. | | * Challenge Questions. * Mini Paragraphs/Sentence Starters. * Use of Google Classroom and Google Drive applications. | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  CRP1. Act as a responsible and contributing citizen and employee.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?   * Quizizz * Google Classroom * Google Drive Applications (Docs, Sheets, Slides) * Nearpod * Internet use for research * SMART Board for presentations * Projector | | | | | |
| **Interdisciplinary Connections:**  **English Language Arts -** Students will be presenting their 7 Functions of Marketing presentations and including graphs and visual displays of data related to the Super Bowl / NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express  information and enhance understanding of presentations.  **World Language -** Class discussions and writing activities will be based on professional topics such as key trends in business and the documents necessary to obtaining a new career/ 7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames. | | | | | |