| ***Product and Event Marketing: Unit 2 - Marketing Research, Consumer Behavior, and Competition***  ***5 Weeks - 25 Days*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **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). | | | | | |
| **Rationale and Transfer Goals** :  In this unit students will explore how marketing information is used to help in the marketing of products and services. Students will learn the different types of information that businesses use to aid in the decision making process, as well as how this information can be obtained. The effects of consumer behavior and the psychological aspects will be explored, as well as how to analyze purchase processes for different products. Lastly, students will gain an understanding of how competition can affect the marketing process and different ways to position a product or service in the market in order to be as successful as possible. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Marketers collect marketing information through a various amount of internal and external sources.  It is important to gather and use marketing information when making decisions regarding the marketing mix for a product or service.  Businesses should have a full understanding of consumer behavior and the psychology behind the purchasing process in order to plan an effective marketing mix.  Businesses must consider competition when identifying a target market and planning a positioning strategy for a product or service.  Businesses must identify specific goals and objectives in order to develop marketing plans where all elements of the marketing mix target the same audience. | | | | | |
| **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.  How do businesses collect marketing information?  How is marketing information used in the marketing process?  How can knowledge of consumer behavior be used as a marketing tool?  How do businesses plan for competition in a market for their products and services?  Why is it important for a business to identify goals and objectives when developing a marketing plan? | | | | | |
| **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*** |
| * It is important to obtain and analyze marketing information to help make good decisions when planning a marketing mix. * Consumer behavior can be used as a marketing tool to help businesses create an effective marketing plan. * It is necessary for businesses to understand the type of competition they face in a market in order to plan appropriate strategies. * Businesses can perform market segmentation in a variety of ways in order to select a proper target market. * It is important for businesses to understand the different consumer purchase classifications and the processes which consumers shop for different types of products. | * Identify and analyze various types of marketing information in order to make good decisions while planning a marketing mix. * Consider buying motives, influencing factors, and other consumer behavior concepts when planning a marketing mix for a product or service. * Analyze competition in order to plan an appropriate positioning strategy for a product or service. * Create target market descriptions based off of various types of market segmentation. * Discuss how consumer purchase classifications can be used as a marketing tool and consider these purchase processes while preparing marketing mix elements. | | * Multimedia presentations. * Classroom activities. * Student participation in classroom discussion. * SWOT Analysis Case Studies. * Focus Group Class Activity. * Selling Products at Lunch Activity. * Market Segmentation Activities. * YouTube videos. | | * Class Activities. * Class Discussions. * Challenge Question participation. * Closure Activities. * [Buying Process Quiz](https://drive.google.com/file/d/1k-UVZqQuWyQ1R3JtJB36JXzVWXsOlPzA/view?usp=sharing). * Focus Group Activity responses. * Results of the Selling Products at Lunch Activity. * Student responses to the SWOT Analysis Case Studies. * Teacher observation and reflection. * [Quarterly Exam](https://docs.google.com/presentation/d/1CTnXH7yXPJdBYBMelxMVmyJLNsOMv5PIcIwhSs9WKlU/edit?usp=sharing). |
| **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** | |
| * SWOT Analysis. * Obtaining marketing information. * Consumer buying habits and the buying process. * Market Segmentation. * Analyzing Competition. | | * Google Classroom and Google Drive familiarity. * Marketing Concept. * 7 Functions of Marketing. * Basic understanding of the marketing mix. * Product Life Cycle. * Social and Economic marketing concepts. | | * 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 conduct focus groups using real life products and will collaborate with their peers to develop the best market research possible /NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **World Language -** Students will develop a product and marketing campaign to sell at student lunch. Students must persuade others to by their products/ 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. | | | | | |