

Marketing Unit 1: The Marketing Mix

ESTABLISHED GOALS:	Transfer	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to become a well-informed and discerning consumer of goods and services.</i>	
<ul style="list-style-type: none"> ● <i>Students will demonstrate the ability to collaborate, create and reflect in order to create an innovative marketing plan.</i> ● <i>Students will demonstrate the ability to identify consumer needs through marketing research in order to develop a marketing solution.</i> ● <i>Students will demonstrate the ability to analyze the internal and external marketing environment as a means to identifying strengths, weaknesses, opportunities and threats.</i> ● <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> ● <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> ● <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> 	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● even though marketing practices continue to evolve, the focus on consumer needs, wants and desires must remain constant. ● ethical marketing practices are important to everyone because they impact individuals, business and society. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Is all marketing good for business? ● Has the focus of marketing evolved for the betterment or the detriment of our society?
<u>Content Standards:</u>	Acquisition	
<p>NBEA - National Business Education Association (NBEA)</p> <ul style="list-style-type: none"> ● <u>NBEA Marketing 1</u> - Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society ● <u>NBEA Marketing 3</u> - Analyze the influence of external factors on marketing. ● <u>NBEA Marketing 4</u> - Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process and their role in positioning. ● <u>NBEA Marketing 5</u> - Describe the elements, design, and purposes of a marketing plan. 	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the importance of marketing in a global economy. ● that consumer demand impacts the marketing mix. ● that a business must take into account the consumer as well as the non-consumer. ● the impact that the marketing function has on society and legal/ethical decisions <p><u>Vocabulary:</u> marketing, marketing mix, brick and mortar, distribution channel, loss leader, multi-unit pricing, skim pricing, penetration pricing, niche market, public relations, personal selling, sales promotion, consumer behavior, marketing concept, utility, societal marketing concept, social responsibility, code of ethics, regulatory agencies, SWOT analysis</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● recognizing the consumer-oriented nature of marketing ● analyzing the impact of marketing activities on the individual, business and society. ● analyzing the influence of internal and external factors on marketing. ● analyzing the elements of the marketing mix ● explaining the relationships between the essential marketing functions ● Identifying the legal and ethical considerations of marketing a product or service ● Identifying major consumer protection agencies and their function

Content Area Literacy Standards	21st Century Skills
<p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> ● <i>Reason Effectively</i> ● <i>Solve Problems</i> ● <i>Think Creatively</i> ● <i>Work Creatively with Others</i> ● <i>Communicate Clearly</i>

Assessment Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Summary of Key Learning Events and Instruction		
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Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources