

# Marketing Unit 2: Market Research

<p>ESTABLISHED GOALS:</p>	<b>Transfer</b>	
<p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to identify consumer needs through marketing research in order to develop a marketing solution.</li> <li>• Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>• 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.</li> <li>• Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u> NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li>• <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.</li> <li>• <u>NBEA Marketing 2:</u> Analyze the characteristics, motivations, and behaviors of consumers.</li> <li>• <u>NBEA Marketing 6:</u> Analyze the role of marketing research in decision making.</li> </ul>	<b>Students will be able to independently use their learning to become a well-informed and discerning consumer of goods and services.</b>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• marketing information is critical so business can respond to groups of customers with similar needs</li> <li>• to gather and study data relevant to an identified problem, it is imperative to select the appropriate target audience.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• Is marketing research an art or a science?</li> <li>• Is the value of marketing research in conflict with the consumer’s right to privacy?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that because of the high failure rate of new products, market research can make or break a business plan.</li> <li>• that successful marketing plans are data driven.</li> <li>• that there are different methods for gathering information from consumers.</li> <li>• that technology improves data collection and enhances data analysis.</li> </ul> <p><u>vocabulary:</u> market segmentation, demographic, psychographic, commitment/usage, marketing research, focus group, test market, point of sale research, quantitative and qualitative research, primary data/secondary data, random sampling, weighted average, nielsen ratings, audience, frequency, reach, rating, sales forecasting</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• analyzing the role of market research in decision making.</li> <li>• gathering and interpreting primary data.</li> <li>• analyzing the characteristics, motivations and behaviors of consumers.</li> <li>• making marketing decisions based on research gathered.</li> </ul>

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<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.11-12.7 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.</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"> <li>● <i>Reason Effectively</i></li> <li>● <i>Make Judgement and Decisions</i></li> <li>● <i>Communicate Clearly</i></li> <li>● <i>Assess and Evaluate Information</i></li> <li>● <i>Apply Technology Effectively</i></li> </ul>

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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