

# Marketing Unit 3: Developing the Promotional Mix

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to collaborate, create and reflect in order to create an innovative marketing plan.</li> <li>Students will demonstrate the ability to analyze the internal and external marketing environment as a means to identifying strengths, weaknesses, opportunities and threats</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 3:</u> Analyze the influence of external factors on marketing.</li> <li><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.</li> <li><u>NBEA Marketing 5:</u> Describe the elements, design, and purposes of a marketing plan.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to become a well-informed and discerning consumer of goods and services.</i>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>the promotional mix is the cornerstone of a marketing plan.</li> <li>promotional strategies evolve as technologies change.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Can goodwill be bought?</li> <li>When promoting a product, is the promotion more important than the product itself?</li> <li>Is unethical behavior worth the risk for a company?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that product promotion is a form of communication which could serve a variety of purposes.</li> <li>that there are advantages and disadvantages to each form of promotion.</li> <li>that a promotion mix is affected by a variety of internal and external factors.</li> </ul> <p><u>vocabulary:</u> advertising, endorsement, sponsorship, marketing partnership, publicity, premiums, visual merchandising, broadcast media, online media, print media, promotional mix, cross promotion, AIDA formula, slogan, logo, trademark, genericized trademark, goodwill</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>analyzing brand longevity.</li> <li>explaining how branding helps consumers and marketers differentiate products</li> <li>evaluating factors to determine media selection.</li> <li>assessing the effectiveness of promotional messages.</li> <li>identifying ethical issues in promotion.</li> <li>using emerging technologies to create promotional materials to achieve marketing goals.</li> </ul>	

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
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	<ul style="list-style-type: none"> <li><i>Reason Effectively</i></li> <li><i>Solve Problems</i></li> </ul>

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

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

- *Think Creatively*
- *Work Creatively with Others*
- *Communicate Clearly*
- *Apply Technology Effectively*

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

<b>Summary of Key Learning Events and Instruction</b>		
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<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>