



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES & SERVICE

PATHWAY: Marketing and Management

COURSE: Advanced Marketing

UNIT 7: Product/Service Mix



INTRODUCTION

Annotation:

In this unit, students will review the Product Life Cycle, analyze the different strategies used to implement the marketing mix in each phase, evaluate why products succeed or fail, study product strategies, and look at what goes into planning for a new product.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

7 – 50 minute class periods

Author:

Revised by Meghan Hatcher

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

MKT-AM-7 Obtain, develop, maintain, and improve a product/service mix to respond to market opportunities.

- a. Determine factors that affect product/service planning strategies.
- b. Evaluate product mix strategies.
- c. Examine the phases of the product life cycle.
- d. Analyze the factors affecting product/service planning.

GPS Academic Standards:

ELA12W1 The student produces writing that establishes an appropriate organized structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will become familiar with the steps involved in coming up with a new product/service. They will be able to identify where there is a “need”. Students will also see how the same product/service’s marketing mix can change throughout the product life cycle process.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- How do you go about deciding to use a particular product planning strategy?
- Why is it important to understand which factors sway price during the planning process?

Knowledge from this Unit: Factual information.

- Student will examine product strategies
- Students will analyze the factors that influence price throughout the planning process.

Skills from this Unit: Performance.

- Students will determine factors which lead to using a certain product planning strategy.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MKT-AM-7 Obtain, develop, maintain, and improve a product/service mix to respond to market opportunities.

- a. Determine factors that affect product/service planning strategies.
- b. Evaluate product mix strategies.
- c. Examine the phases of the product life cycle.
- d. Analyze the factors affecting product/service planning.

2. Review Essential Questions.

- How do you go about deciding to use a particular product planning strategy?
- Why is it important to understand which factors sway price during the planning process?

3. Identify and review the unit vocabulary.

PP- Product Concepts (MKT-AM-7 Product Concepts)

PP- Product Life Cycle (MKT-AM-7 Product Life Cycle)

****Activity:** Have students pick a product and identify the 4 P's throughout the products/service life cycle.

Illustrate and post up in your classroom.

PP- New Product Development (MKT-AM-7 New Product Development NPD Process)

****Activity:** MKT-AM-7 Understanding Product Failures

Project: MKT-AM-7 Design for Athletes

4. Assessment Activity.

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

MKT-AM-7 Design for Athletes

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

The directions for this project are attached to this file. Students can work as individuals or in groups. This also works if students want to choose a theme for their bags such as nonprofit organizations. Evaluation will be based on written responses and design of athletic bags.

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		