



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Marketing Communications and Promotion

COURSE: Marketing Principles

UNIT 10: New Product Development



INTRODUCTION

Annotation:

In this unit students will create and manufacturer a new product making decisions regarding various factors of product design, and understand the terminology associated with product/service management as one of the functions of marketing.

Grade(s):

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

Time: 15 hours

Author: Rachel McClain

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:

MKT-MP-10 Employ processes and techniques to develop, maintain, and improve a product/service mix to utilize market opportunities.

- a. Analyze the purpose of product/service planning in marketing.
- b. Examine how businesses determine products/services to produce and sell.
- c. Detail the procedure of positioning products/services.
- d. Identify key product mix strategies and explain the significance of brands in product planning.
- e. Explain the significance of brand names in product planning.

GPS Academic Standards:

ELA11W3 The student uses research and technology to support writing.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

The student will:

- Understand the process of new product development in a corporation.
- Analyze competition to better position products in the consumer's minds.
- Engage in an overall thought process to understand why current products are marketed with specific strategies and goals.

Essential Questions:

- How does understanding the competition give you the advantage in marketing?
- In what ways is design linked to marketing, and how can a particular design simultaneously help sales with some while hurting sales with others? Is there a way to balance this?

Knowledge from this Unit:

The student will:

- Understand basic terminology related to product/service marketing.
- Analyze concepts used in product decision making.
- Design a new product concept applying terminology and concepts in product design.

Skills from this Unit:



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:

New Product Development and Design

Assessment(s) Description/Directions:

This assessment is a continuation of the portfolio project with the first section under the Marketing Research Unit. In this section students will take their market research findings and develop a new product, design the product, manufacturer and package the product, and then prepare the product for sale in a school-based enterprise. This is a good time to allow the group to evaluate the members' effectiveness and work ethic concerning the portfolio development.

Attachments for Assessment(s):

See attached rubrics (parts 2-4)



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.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. **Assessment Activity.**

Egg Drop Activity

What is Product Planning? PP

Marketing Portfolio Part II

Product Concepts PP

Competitive Analysis and Product Features Portfolio Part III

Developing and Maintaining Products PP

Portfolio Part IV Package Design

Attachments for Learning Experiences:

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Egg Drop Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

To get students interested in product design, students are given a real raw egg and challenged to design a package that will keep the egg safe during delivery. Since packaging falls under the product portion of the marketing mix, this is a great time to introduce aspects of the product are not always just the product itself. This will also overlap with distribution to a certain extent as well.

Teachers will need to gather various supplies including cardboard boxes, newspaper, bubble wrap, construction paper, etc for students to use in creating their package for their egg.

Attachments for Culminating Performance Task:

See attached student handout.



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		