



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing Communications and Promotion

**COURSE:** Marketing Principles

**UNIT 12:** The Promotional Mix



## INTRODUCTION

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**Annotation:**

In this unit students will define the main components of the promotional mix, develop promotional pieces for a new product idea, and host a trade show booth that demonstrates all aspects of a new product idea.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** 15 hours

**Author:** Rachael 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

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### GPS Focus Standards:

**MKT-MP-12 Utilize promotional knowledge and skill for communicating information to achieve a desired marketing outcome.**

- Explain the purposes of promotion.
- Identify the types of promotion including personal selling, advertising, and public relations.
- Define promotional mix and promotional mix strategies.
- Identify the types of advertising media and media costs.
- Define cooperative advertising.
- Distinguish between publicity and public relations.
- Analyze the impact of media on the public.
- Determine the legalities and ethics of what can and cannot be said in promoting/ advertising a product or service.

### GPS Academic Standards:

*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.*

*ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrates solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

### National / Local Standards / Industry / ISTE:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

The student will:

- Distinguish between different aspects of the promotional mix.
- Relate how the promotional mix coordinates with the marketing mix.
- Develop an understanding of how to produce various promotional pieces as well as the best intended use for these promotional pieces.

### Essential Questions:

- How does promotion relate to marketing and what are the similarities and differences?
- How might marketing strategies (such as segmentation) be applied to promotion?

### Knowledge from this Unit:

The student will:

- Define the elements of the promotional mix.
- Design promotional pieces for a new product idea.
- Distinguish the best use of promotional pieces as related to the intended audience and budget.

### 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 Portfolio: Part V

**Assessment(s) Description/Directions:**

Students will develop a series of promotional pieces for their new product idea designed to increase awareness of their products in the minds of the target audience.

**Attachments for Assessment(s):**

See attached student handout and rubric.



## LEARNING EXPERIENCES

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**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.**

Logo Alphabet On-Line Game (found on-line at <http://www.joeykatzen.com/alpha/>)

Personal Logo Class Activity  
Promotion PP  
New Product Portfolio Part V: Promotional Mix  
Advertising PP  
PR & Publicity PP  
PR & Publicity Worksheet  
Trade Show Booth Portfolio Final

Alternate Resources:  
The Role of Promotion PP

### Attachments for Learning Experiences:

#### Notes & Reflections:

Attached to this lesson are rubrics for a new product portfolio project that is an on-going, semester-long portfolio development project where students research, design, manufacture, and sell new products within a school-based enterprise. If you do not plan to use rubrics for the semester-long project, then some alterations to the rubrics will be required.



## CULMINATING PERFORMANCE TASK (Optional)

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### Culminating Unit Performance Task Title:

Personal Logo Class Activity

### Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

As an introductory activity for the unit on promotion, students will design a personal logo that illustrates their ideas, attitudes, likes, etc. The logo can be a creative opportunity for you to learn more about your students. This is also a great student work to put up in the classroom.

**Attachments for Culminating Performance Task:**

See attached handout.



## UNIT RESOURCES

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**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		