GEORGIA PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Marketing Communications and Promotion

COURSE: **Marketing Principles**

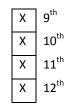
UNIT 12: The Promotional Mix



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):



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

GPS Focus Standards:

- MKT-MP-12 Utilize promotional knowledge and skill for communicating information to achieve a desired marketing outcome.
- a. Explain the purposes of promotion.
- b. Identify the types of promotion including personal selling, advertising, and public relations.
- c. Define promotional mix and promotional mix strategies.
- d. Identify the types of advertising media and media costs.
- e. Define cooperative advertising.
- f. Distinguish between publicity and public relations.
- g. Analyze the impact of media on the public.
- h. 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:



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 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
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
 FUSI-IESI

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

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, manufacturer, 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 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.



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:

