



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Marketing Communications and Promotion

COURSE: Marketing Principles

UNIT 8: Not a Guessing Game (Marketing Research)



INTRODUCTION

Annotation:

In this unit students will discover basic marketing research techniques, terms, and benefits, participate in marketing research activities, and design and implement a research campaign for a potential new product.

Grade(s):

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

Time: 6 hours

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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-8 Acquire foundational knowledge of marketing information and research to understand its scope on business and marketing decisions.

- Define the role of marketing information management.
- Describe the types of marketing research (advertising, product, market, and sales).
- Trace the steps in designing and conducting research.
- Contrast the differences in primary and secondary data.
- Define methods used to collect primary and secondary data.
- Demonstrate knowledge of the terms population, sample, bias, and error.
- Relate trends and limitations in marketing research.

GPS Academic Standards:

ELA11W3 The student uses research and technology to support writing.

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

MM3P1 Students will solve problems (using appropriate technology).

SCSh3 Students will identify and investigate problems scientifically.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

The student will:

- Understand the importance and process of marketing research in the creation of new products as well as the continued development of effective marketing strategies.

Essential Questions:

- How can marketing research aid in the creation of a new business?
- How should the marketing research be applied to the development of the business?

Knowledge from this Unit:

The student will:

- Discuss the importance of marketing research.
- Discuss the types of information that should be discovered before beginning a business.
- Develop sample market research processes.

Skills from this Unit:

Utilize market research results to develop a new product idea for a school based enterprise



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 Design and Portfolio Introduction

Assessment(s) Description/Directions:

Students working in groups of two or three will research, design, manufacturer, promote, and sell a new portfolio for a final presentation with sales results at the end of the semester/class.

Attachments for Assessment(s):

See attached 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.

Oreo Focus Group Class Activity
Marketing Research PP
Eney Meeny Can Be Dangerous Activity
Conducting Marketing Research PP
Market Research Product Development Project
Creating a Survey Activity (support material for students when developing a market research tool)
Types of Market Research Quizzes

Alternate: Market Research Analysis Research Paper or students interested in participating in DECA can compete in market research events targeted at a specific topic each year. Guidelines for the market research events can be found under competitive events at www.deca.org.

Attachments for Learning Experiences:

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Oreo Focus Group Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will act as a focus group for Nabisco taste-testing different types of Oreos giving feedback to the “researcher” as to taste, appearance, quality, etc.

Attachments for Culminating Performance Task:

See attached rubric.



UNIT RESOURCES

Web Resources:

Attachment(s):

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		