



CTAE PROGRAM AREA

PATHWAY: MARKETING COMMUNICATIONS & PROMOTION

COURSE: PROFESSIONAL SALES & PROMOTION

UNIT 3: ANALYZING POTENTIAL MARKETS



INTRODUCTION

Annotation:

The group will compare and contrast a pair of companies based on each company's market segmentation, and forecast the future segmentation trends utilizing the U.S. Census. All research will be presented in a power point presentation.

Grade(s):

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

Time:

4-5 50 minute periods

Author:

Billy Richardson, Kennesaw Mountain High School

Additional Author(s):

Revised by: Memory Reed, Harris County High School, reed-m@harris.k12.ga.us



FOCUS STANDARDS

GPS Focus Standards:

MKT-PSP-3. Students will demonstrate techniques used to analyze the potential market.

- a. Identify ways to segment the advertising/promotion markets.
- b. Explain the need for target marketing in advertising/promotion.
- c. Develop customer/client profiles.
- d. Identify market segments for products/services.
- e. Select a target market for a product/service.
- f. Conduct a market analysis (market size, area, potential, etc.).

GPS Academic Standards:

ELA12LSV1. The students participate in student-to-teacher, student-to-student, and group verbal instructions.

ELA12W3. The student uses research and technology to support writing.

MC4P1. Students will solve problems using appropriate technology.

MC4P4. Students will make connections among mathematical ideas and other disciplines.

MC3D1. Using sample data, students will make informal inferences about population means and standards deviations

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand target marketing and how businesses determine location for their businesses based on analyzing the market and trends in the market.

Essential Questions:

- Why is it important to understand target marketing?
- Why do companies need to look at trends in the marketplace before making decisions?
- Why is it important for a business to identify their customer profile?

Knowledge from this Unit:

- Students will understand what a target market is.
- Students will understand the main types of market segments.

- Students will know where to find demographic information.
- Students will be able to develop a customer profile.
- Students will be able to analyze census information to make decisions.

Skills from this Unit:

- Students will complete a Market Segmentation & Positioning project.



ASSESSMENT(S)

Assessment Method Type:

<input type="checkbox"/>	Individual project
<input type="checkbox"/>	Subjective assessment - Includes short answer and essay tests.
<input type="checkbox"/>	Post-test
<input checked="" type="checkbox"/>	Group projects
<input type="checkbox"/>	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
<input checked="" type="checkbox"/>	Objective assessment - multiple-choice, true- false, etc.
<input type="checkbox"/>	Pre-test
<input checked="" type="checkbox"/>	Peer-assessment - assessment of peer proficiency using specific criteria

Assessment(s) Title:

Market Segmentation Quiz

Team Member Evaluation

Assessment(s) Description/Directions:

Students will take an objective quiz identifying types of market segmentation. Key is located within Quiz document.

Students will complete a peer assessment of team member's participation on group project.

Attachments for Assessment(s):

Market Segmentation Quiz with Key

Team Member Evaluation Form



LEARNING EXPERIENCES

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. Show "The Domestic Marketplace" PowerPoint presentation:
5. Assign "Relationships - Market Segmentation & Positioning Project":
 - Step 1 Read the lesson and become familiar with the web-sites.
 - Step 2 Schedule computer time for the students to complete the exercise (recommended time: 2 to 3 class periods).
 - Step 3 Place the entrepreneurs in groups and assign a pair of companies.
 - Step 4 Facilitate student engagement.
 - Step 5 Grade the presentations.
6. Give students "Marketing Segmentation Quiz with Key".



CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

Relationships - Market Segmentation & Positioning Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Entrepreneurs will be placed on a research team. The group will compare and contrast a pair of companies based on each company's market segmentation, and forecast the future segmentation trends utilizing the U.S. Census. All research will be presented in a power point presentation.



UNIT RESOURCES

Web Resources:

<http://www.census.gov/dmd/www/schoollessons.html>) This website provides several worksheets and answer sheets. This is a great way to integrate math and social studies into the marketing curriculum.

Other integrated lessons using the U.S. Census can be found at
<http://www.census.gov/dmd/www/schtm03.html>

If students are struggling reading graphs, or the math associated with graphs have them check out:
<http://www.bbc.co.uk/schools/gcsebitesize/maths/datahandlingfi/interpretingrawdatarev1.shtml>

<http://money.howstuffworks.com/marketing-plan.htm>
<http://learnmarketing.net/segmentation.htm>
http://en.wikipedia.org/wiki/Market_segmentation
[http://en.wikipedia.org/wiki/Positioning_\(marketing\)](http://en.wikipedia.org/wiki/Positioning_(marketing))
<http://www.marketingpower.com/content1482.php>
http://www.marketingteacher.com/Lessons/lesson_segmentation.htm
http://www.marketingteacher.com/Lessons/lesson_positioning.htm
<http://www.census.gov/population/www/projections/projectionsagesex.html>
www.census.gov
<http://data.bls.gov/cgi-bin/surveymost?la+13>

Attachments, Materials & Equipment:

- Computer Lab Time
- The Domestic Marketplace PowerPoint
- Market Segmentation Quiz with Key
- Relationships - Market Segmentation & Positioning Project
- Team Member Evaluation Form

What 21st Century Technology was used in this Unit:

<input checked="" 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 checked="" type="checkbox"/>	Website		

Notes & Reflections:

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.