



GEORGIA MIDDLE SCHOOL

Instructional Resources
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

BUSINESS & COMPUTER SCIENCE

COURSE: Business & Computer Science

UNIT 7: Marketing

INTRODUCTION

Annotation:

Students will understand how marketing affects businesses and product sales.

Grade(s):

<input type="checkbox"/>	6 th
<input type="checkbox"/>	7 th
<input checked="" type="checkbox"/>	8 th

Time:

Four 50 minute class periods

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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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

GPS Focus Standards:

MSBCS-BCSIII-10- The students will examine basics of marketing.

- a) List and describe the four elements of the marketing mix (product, place, price and promotion).
- b) Explain the importance of target market relative to cultural diversity.
- c) Address the elements of the marketing mix utilizing desktop publishing, word processing and/or web page application.

MSBCS-BCSIII-2- The students will demonstrate effective communication skills used to succeed in the business world.

- a) Verbal Communication
- b) Written communication
- c) Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.
- d) Explain the importance of proper etiquette for greeting and meeting people, dress code, attendance, and other workplace expectations.
- e) Differentiate between verbal and non-verbal

MSBCS-BCSIII-3- The students will demonstrate the ability to problem solve.

- a) Utilize brainstorming techniques
- b) Identify cause and effects.
- c) Understand how a process works.
- d) Understand the big picture and beyond yourself.

MSBCS-BCSIII-4- The students will exhibit critical thinking.

- a) Understanding the importance of making informed or educated decisions.
- b) Develop cohesive and logical reasoning patterns.
- c) Importance of accepting, rejecting or suspending judgment.

GPS Academic Standards:

ELA8W3 – The student uses research and technology to support writing.

ELA8W4 – The student consistently uses the writing process to develop, revise, and evaluate writing.

M8A1 – Students will use algebra to represent, analyze, and solve problems.

M8A3 – Students will understand relations and linear functions.

M8D2 – Students will determine the number of outcomes related to a given event.

M8D3 – Students will use the basic laws of probability.

M8D4 – Students will organize, interpret, and make inferences from statistical data.

M8P1 – Students will solve problems (using appropriate technology).

M8P2 – Students will reason and evaluate mathematical arguments.

M8P3 – Students will communicate mathematically.

M8P4 – Students will make connections among mathematical ideas and to other disciplines.

S8CS6 – Students will communicate scientific ideas and activities clearly.

S8CS1 – Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

M8RC1 – Students will enhance reading in all curriculum areas.

S8CS6 – Students will communicate scientific ideas and activities clearly.

ELA8RC3 – The student acquires new vocabulary in each content area and uses it correctly.

ELA8C1 – 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.

National / Local Standards / Industry / ISTE:

For MSBCS-BCSIII-10:

Standard 1 – Apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.

Standard 2 – Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

Standard 3 – Analyze the relationships between contract law, law of sales, and consumer law.

Standard 4 – Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.

Standard 5 – Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace.

Standard 6 – Explain the legal rules that apply to the environment and energy regulation.

Standard 7 – Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

Standard 8 – Analyze choices available to consumers for protection against risk and financial loss.

Standard 9 – Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

Standard 10 – Use the financial competencies needed by an entrepreneur.

Standard 11 – Develop a business plan.

Standard 12 – Describe current and emerging computer architecture; configure, install, and upgrade hardware; diagnose and repair hardware problems.

Standard 13 – Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems, environments, and utilities.

Standard 14 – Describe the information technology components of major business functions and explain their interrelationships.

Standard 15 – Use input technologies appropriately to enter and manipulate text and data.

Standard 16 – Develop the skills to design, deploy, and administer networks and communications systems.

Standard 17 – Use, evaluate, and deploy communications and networking applications.

Standard 18 – Design and implement risk management policies and procedures for information technology.

Standard 19 – Describe positions and career paths in information technology.

Standard 20 – Analyze the management functions and their implementation and integration within the business environment.

Standard 21 – Analyze management theories and their application within the business environment.

Standard 22 – Analyze the organization of a business.

Standard 23 – Develop personal management skills to function effectively and efficiently in a business environment.

Standard 24 – Examine the role of ethics and social responsibility in decision making.

Standard 25 – Describe human resource functions and their importance to an organization's successful operation.

Standard 26 – Utilize information and technology tools to conduct business effectively and efficiently.

Standard 27 – Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

Standard 28 – Analyze the characteristics, motivations, and behaviors of consumers.

Standard 29 – Analyze the influence of external factors on marketing.

Standard 30 – Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

Standard 31 – Analyze the role of marketing research in decision making.

Standard 32 – Describe the elements, design, and purposes of a marketing plan.

For MSBCS-BCSIII-4:

Standard 1 – Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

Standard 2 – Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

Standard 3 – Apply basic social communication skills in personal and professional situations.

Standard 4 – Use technology to enhance the effectiveness of communication.

Standard 5 – Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.



UNDERSTANDING & GOALS

Enduring Understandings:

There is an art and science to Marketing. Companies must consider the marketing mix and the 7 P's of marketing to be successful. Income statements and financial statements are important tools in determining success.

Essential Questions:

- What is the Marketing Mix?
- What are the 7 P's of Marketing?
- How do major companies marketing their products using the 7 P's?
- How would I market a product if given the opportunity to start a business?
- What would an income statement for a company look like?

Knowledge from this Unit:

Students will:

- Explain the Marketing Mix PowerPoint
- List the 7 P's of marketing
- Explain how companies market products
- Explain the use of an income statement

Skills from this Unit:

- Students will develop a produce or product idea and a marketing plan for that product.
- Students will present their marketing plan.

ASSESSMENTS

Assessment Method Type:

- ☐ 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 and 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

Attachments for Assessment(s):

BCS 8-7 Marketing Marketing Research Project

BCS 8-7 Marketing Poster Rubric

BCS 8-7 Marketing Presentation Rubric

LESSON PLANS

• INTRODUCTION

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

- What is the Marketing Mix?
- What are the 7 P's of Marketing?
- How do major companies marketing their products using the 7 P's?
- How would I market a product if given the opportunity to start a business?
- What would an income statement for a company look like?

• LESSON 1:

1. Gather 5 products that you could use for marketing examples (Coke bottle, chip bag, magazines, air freshener, fast food bag, etc.) Tell students to write down the features about the product that stands out the most to them. Is it the colors used, the name of the product, the slogan, the logo, etc.?
2. Allow students to share their observations. Then begin a discussion on "The Marketing Mix" and the "7 P's of Marketing."
3. Show the "Marketing Mix PowerPoint" from biz/ed and discuss the 7 P's of Marketing. The PowerPoint can be found at: <http://www.bized.co.uk/educators/16-19/business/marketing/presentation/mix.ppt#10>
4. While you are going over the "Marketing Mix PowerPoint" have students create a concept map of the 7 P's of Marketing. The information that should be included is in the PowerPoint.
5. Go over the **Marketing Research Project** with the students.
 - Go over how to make an income statement.
 - Go over the **Marketing Poster Rubric**.
 - Go over the **Marketing Presentation Rubric**.
 - Have students complete the **Marketing Research Project**.
6. Summarize the unit by quizzing the class on important parts of marketing.

• ATTACHMENTS FOR LESSON PLANS

BCS 8-7 Marketing Marketing Research Project

BCS 8-7 Marketing Poster Rubric

BCS 8-7 Marketing Presentation Rubric

UNIT RESOURCES

Web Resources:

6 different company websites

http://money.cnn.com/magazines/fortune/mostadmired/2009/full_list/

<http://www.bized.co.uk/educators/16-19/business/marketing/presentation/mix.ppt#10>

Materials & Equipment:

- 5 example products that students can observe
- Computer and projector for the Marketing Mix slideshow
- Paper for students to create a concept map of the 7 P's of Marketing
- Poster board and other crafty supplies for students to create their marketing presentations
- Student computers with the internet for students to do their research

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker