

Course: *Sales and Marketing*
Unit #: 2 - Products

Year of Implementation: 2022-2023

Curriculum Team Members: Melissa Dietz (mdietz@lrhsd.org), Grace McCloskey (gmcloskey@lrhsd.org), Jillian Ormsby (jormsby@lrhsd.org), Dina Wolf ([dewolf@lrhsd.org](mailto:dwolf@lrhsd.org))

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

- **Content Standards**
 - 9.4.12.CT.1:-Identify problem-solving strategies used in the development of an innovative product or practice
- **21st Century Life & Career Standards**
 - 9.4.12.CT.1:-Identify problem-solving strategies used in the development of an innovative product or practice
- **English Companion Standards**
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Interdisciplinary Content Standards**
 - 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
 - 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Transfer Goal: Students will be able to independently use their learning to *compare new and existing products*.

As aligned with LRHSD Long Term Learning Goal(s):

1. *apply information technology to achieve an organization's business goals*
2. *utilize and integrate essential communication and technical skills significant to 21st century life, work, and community*
3. *use technology to extend creativity and/or improve problem-solving ability*
4. *apply learning to successfully transfer knowledge into real-world experiences preparing them for life and career.*

Enduring Understandings

Students will understand that . . .

EU 1

Products have different stages of life.

Essential Questions

EU 1

- *Why are new products created?*
- *How does a business determine what products it should sell?*
- *How would you change the marketing mix based off of a product's stage in the product life cycle?*

<p><i>EU 2</i> A new product is a product that is different in some way from an existing product.</p> <p><i>EU 3</i> A brand sets a product or business apart from its competitors.</p>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • How could an existing product also be a new product? • If you were going to create a new product, how would you do it? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can a company influence how customers perceive their company? • How can a company protect their brand?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • products have multiple elements that can be changed to meet customer needs. (6.1.2.EconEM.2) (NJSLSA.R7) • the first decision made by any business is to select which products it will offer. (6.1.2.EconEM.2) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the six categories of new products. (6.1.2.EconEM.2) • the seven steps of the new product development process. (6.1.2.EconEM.1) (NJSLSA.R7) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • there are two elements of a brand: tangible and intangible. (6.1.2.EconEM.2) • there are three types of brands. (6.1.2.EconEM.2) • successful branding creates a unique brand identity. (6.1.2.EconEM.2) 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • differentiate between the different elements of a product. (6.1.2.EconEM.2) (NJSLSA.R7) • describe the product mix. (6.1.2.EconEM.2) • identify which stage of the product life cycle a product is in. (6.1.2.EconEM.2) (NJSLSA.R7) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • differentiate between the six different types of new products. (6.1.2.EconEM.2) (NJSLSA.R7) • create a new product following the new product development process. (6.1.2.EconEM.1) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • describe the elements of a brand. (6.1.2.EconEM.2) • explain the three different types of product brands. (6.1.2.EconEM.2) • discuss how branding relates to product identity. (6.1.2.EconEM.2)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Teacher lecture using Google Slide or Powerpoint Presentation for topic introduction. (A, EU1, EU2)
- Practice vocabulary through creating flash cards using online resources. (A, EU1, EU2)
- Watch and discuss relevant video clips. (A, EU1, EU2)
- Summative Assessment: End of unit assessment (A, EU1, EU2)
- Check for understanding using critical thinking questions. (A, M, EU1, EU2)
- Identify product life cycle stages for specific industries. (M, EU1)
- Brainstorm new product ideas. (M, EU1)
- Identify product lines for existing brands. (M, EU1)
- Identify product for each of the new product categories. (M, EU1)
- Create a list of product “fails” and identify reasons and changes that could be made to ensure success. (M, EU1)
- How does corporate social responsibility play into brand effectiveness? (M, EU2)
- Identify corporate logos. (M, EU2)
- Identify famous personalities to endorse existing products. (M, EU2)
- Create a product for a specific target market. (T, EU1)
- Create a new beverage to be sold in the US including all of the new product development criteria. (T, EU1, EU2)
- Develop a board game and utilize students in other classes (CAD, Computer Graphics) to develop a prototype. (T, EU1, EU2)
- Complete the DECA idea challenge. (T, EU1, EU2)
- Create a personal brand and logo. (T, EU2)
- Knowledge Matters - Virtual Business Retailing. (T, EU1, EU2)

- Stukent - Mimic Digital. (T, EU1, EU2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Marketing Basics	40 days
2	Product	30 days
3	Promotion	55 days
4	Price	25 days
5	Place	15 days
6	Careers	15 days

Instructional Materials

Marketing Dynamics, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.
Marketing Dynamics Student Workbook, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.
[Stukent - Mimic Social: High School.](#)
[Knowledge Matters - Virtual Business Retailing.](#)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.