

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honors SCSU Principles of Marketing Grade 10-12 Pilot Curriculum Guide

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Curriculum Writing Team

Christina Rusate

Susan C. Iwanicki, Ed.D.

Business Department Chair

Assistant Superintendent

Honors SCSU Principles of Marketing

Grade 10-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Marketing education introduces students to the processes and functions involved in providing products or services that meet consumers' wants and needs. As a major business function, marketing impacts both the domestic and International economies.

Marketing exists within a dynamic environment of rapidly evolving technology and constant change, emerging interdependent nations and their economies, and increasing demands for ethical and social responsibility.

There are at least two major principles related to marketing that all students should understand:

- General marketing concepts are important to everyone, because they impact individuals, business, and society.
- Even though marketing practices continue to change, the conceptual framework, which is built upon a consumer orientation, should not be noticeably altered.

Honors SCSU Principles of Marketing is a full year course that examines the marketing concepts underlying both consumer and business to business marketing strategy and tactics.. The course's main focus is on analyzing the marketing mix (product, place, price, promotion), their interrelationships, how they are used in the marketing process, and how they relate to other business functions. The goal is for students to acquire the necessary analytical and conceptual skills for developing successful marketing programs and to develop an appreciation for the relationship between marketing and other business functions. This course curriculum is in alignment with MKT200: Principles of Marketing at Southern Connecticut State University. Upon successful completion of course requirements, students may be eligible for three college credits.

Participation in the School Based Enterprise (SBE) as well as DECA are an integral part of this course. Competition occurs at the State and National levels.

The purpose is to prepare students for post-secondary education, employment, and also teach students valuable skills essential to college and career success.

COURSE GOALS

The following course goal derives from the MBA Research Business Administration Core:

Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

The following course goals derive from the MBA Research Marketing Cluster Core:

Market Planning: Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience

Marketing-Information management: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Product/Service Management: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

Channel Management: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

Pricing: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Selling: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

The following course goals derive from the 2010 Connecticut Core Standards:

Key Ideas and Details:

CCSS.ELA-LITERACY.RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

The following course goal derives from the 2010 Connecticut Standards for Mathematical Practice:

CCSS.MATH.PRACTICE.MP4

Model with mathematics.

The following course goals derive from the 2016 ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- marketing is a driving force in the global economy, influencing consumer behavior, and shaping societal trends.
- effective marketing revolves around understanding and responding to consumer needs and behaviors.
- the digital revolution has transformed marketing strategies.
- clear, consistent, and ethical communication is essential for conveying ideas, building trust, and fostering relationships. This applies to marketing, personal interactions, and professional endeavors.
- strategic thinking involves considering all elements of a situation, making informed decisions, and planning effectively.

COURSE ESSENTIAL QUESTIONS

- How do market dynamics and competition shape marketing strategies and business success? (Unit 1)
- What ethical considerations should marketers take into account, and how do these impact business practices and consumer trust? (Unit 1)
- How do marketers effectively identify and understand their target audience in a diverse and global market? (Unit 2)
- How does understanding consumer behavior lead to more effective product development and innovation? (Unit 3)
- In what ways do branding and messaging influence consumer perception and behavior? (Unit 3)
- How do companies develop and manage products that meet consumer needs and stay competitive in the market? (Unit 4)
- What factors influence pricing decisions, and how do companies balance profitability with customer value? (Unit 5)
- How do companies choose and manage distribution channels to ensure product availability and customer satisfaction? (Unit 6)
- How do companies create and implement promotional strategies to effectively communicate with and engage their target audience? (Unit 7)
- How do technological advancements and digital platforms transform traditional marketing strategies? (Unit 7)
- In what ways can integrated marketing communications create a cohesive and impactful brand experience? (Unit 7)

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
 - the concepts and strategies utilized to determine and target marketing strategies to a select audience
 - the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
 - the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization
 - the concepts and processes needed to identify, select, monitor, and evaluate sales channels
 - the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value
 - the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
 - the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
 - the concepts, tools, and strategies used to explore, obtain, and develop in a business career
- Students will be able to . . .
 - apply appropriate business concepts and appropriate ethical actions across business
 - demonstrate the capacity for critical thinking, problem-solving and management with a marketer's vision, marketing plan and analysis
 - develop clear, concise, audience-appropriate, interesting, and grammatically correct written/oral messages
 - utilize data to aid in marketing decision making and demonstrate understanding of the interaction between elements of the marketing mix and the organization

**Based on SCSU Course Syllabus for MKT 200: Principles of Marketing*

COURSE SYLLABUS

Course Name

Honors SCSU Principles of Marketing

Level

Honors, dual enrollment

Prerequisites

None

General Description of the Course

Honors SCSU Principles of Marketing is a full year course that examines the marketing concepts underlying both consumer and business to business marketing strategy and tactics. The course's main focus is on analyzing the marketing mix (product, place, price, promotion), their interrelationships, how they are used in the marketing process, and how they relate to other business functions. The goal is for students to acquire the necessary analytical and conceptual skills for developing successful marketing programs and to develop an appreciation for the relationship between marketing and other business functions. This course curriculum is in alignment with MKT200: Principles of Marketing at Southern Connecticut State University. Upon successful completion of course requirements, students may be eligible for three college credits.

Participation in the School Based Enterprise (SBE) as well as DECA are an integral part of this course. DECA competition occurs at the State and National levels.

Assured Assessments

Formative Assessments:

- o Class Participation
- o Class Presentations
- o School Store Reflection Journal

Summative Assessments:

- o Midterm Examination
- o Final Examination/Project

Required Text

Foundations of Marketing, 9th Edition by William M. Pride and O.C. Ferrell

Supplemental Texts

- o Teacher selected current event articles

UNIT 1

Foundations of Marketing

Unit Goals

At the completion of this unit, students will:

MBA Research, Business Administration Core:

Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How do market dynamics and competition shape marketing strategies and business success?
- What ethical considerations should marketers take into account, and how do these impact business practices and consumer trust?

Unit Scope and Sequence

- the definition of marketing
- understanding the marketing concept
- the importance of marketing in our global economy
- the strategic planning process - organizational mission and goals
- SWOT analysis
- social responsibility in marketing
- ethics in marketing

Key Vocabulary

- marketing
- target market
- marketing mix
- SWOT analysis
- social responsibility
- ethics

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Marketing Mix Application Activity: Students will be given a product and a target market and asked to develop a marketing mix strategy.
- School Store SWOT Analysis: Students will conduct a SWOT analysis of the school store.

Summative Assessments:

- Evolution of Marketing Case Study: Students will research a brand of their choosing and create a timeline highlighting the evolution of the brand's marketing activities throughout the years.

Resources

Core

- *Foundations of Marketing*, 9th Edition by William M. Pride and O.C. Ferrell
 - Chapters 1, 2, 3

Supplemental

- Case studies in textbook

Time Allotment

- Approximately 24 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	School Store SWOT Analysis
Communication	
Collaboration	School Store Participation

UNIT 2

Marketing Research & Target Marketing

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:

Market Planning: Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience

Marketing-Information Management: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit Essential Questions

- How do marketers effectively identify and understand their target audience in a diverse and global market?

Unit Scope and Sequence

- marketing research process and its importance
- five basic steps in documenting market research including 2 types of data and 4 survey methods
- tools for market research such as databases, big data, marketing analytics
- ethical issues in marketing research
- market segmentation variables
- targeting strategy

Key Vocabulary

- primary data
- secondary data
- ethics
- market segmentation
- target markets
- demographic segmentation
- psychographic segmentation
- geographic segmentation
- behavioral segmentation

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Customer profile
- Development of market research survey

Summative Assessments:

- Hershey's Market Research Project: Students will conduct primary and secondary research to develop a new chocolate bar for a specified target market.

Resources

Core

- *Foundations of Marketing*, 9th Edition by William M. Pride and O.C. Ferrell
 - o Chapters 4, 5

Supplemental

- Case studies in textbook

Time Allotment

- Approximately 16 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Hershey's Market Research Project
Communication	Hershey's Market Research Project
Collaboration	Hershey's Market Research Project School Store Participation

UNIT 3

Consumer Behavior

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:

Market Planning: Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How does understanding consumer behavior lead to more effective product development and innovation?
- In what ways do branding and messaging influence consumer perception and behavior?

Unit Scope and Sequence

- stages of the consumer buying decision making process
- types of consumer decision making

- influences on the buying decision process (situational, psychological, social)

Key Vocabulary

- problem recognition
- information search
- consideration set
- evaluation of alternatives
- purchase
- post purchase evaluation
- cognitive dissonance
- perception
- motivation
- learning
- attitudes
- reference groups
- opinion leaders
- culture
- subculture

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Consumer Decision Making Comic Strip/Skit

Summative Assessments:

- Why Do They Buy? Research Project: Students will conduct an inquiry based research study to learn more about what goes into consumer decisions when purchasing a specific product.
 - Suggested Accommodation: Provide students with a specific question to answer.

Resources

Core

- *Foundations of Marketing*, 9th Edition by William M. Pride and O.C. Ferrell
 - Chapter 6

Supplemental

- Case studies in textbook

Time Allotment

- Approximately 10 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Why doThey Buy? Research Project
Communication	Why doThey Buy? Research Project
Collaboration	Why doThey Buy? Research Project School Store Participation

UNIT 4

Product Strategy

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:

Product/Service Management: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How do companies develop and manage products that meet consumer needs and stay competitive in the market?

Unit Scope and Sequence

- the concept of product
- concepts of product line and product mix
- product life cycle and its impact on marketing strategies
- product adoption process
- major components of branding - brand types, branding strategies, brand protection
- major packaging functions
- management of existing products through line extensions and product modifications
- new product development
- importance of product differentiation and the elements that differentiate one product from another
- how businesses position their products

Key Vocabulary

- innovators
- laggards
- brand
- brand equity
- trademark
- differentiation
- product positioning

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Branding yourself activity

Summative Assessments:

- Product Rebrand: Students will select a product from a brand's product mix that is in need of revitalization and create a rebranding proposal.
- New Product Development: Students will create an innovative new product idea, go through the new product development process, and pitch their idea.

Resources

Core

- *Foundations of Marketing*, 9th Edition by William M. Pride and O.C. Ferrell
 - o Chapters 10, 11

Supplemental

- Cobranding/Rebranding case studies (current events)
- Case studies in textbook

Time Allotment

- Approximately 16 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Product Rebrand New Product Development
Communication	New Product Development
Collaboration	School Store Participation

UNIT 5

Pricing Strategy

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:

Pricing: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

CCSS.MATH.PRACTICE.MP4

Model with mathematics.

Unit Essential Questions

- What factors influence pricing decisions, and how do companies balance profitability with customer value?

Unit Scope and Sequence

- developing pricing objectives
- role of demand and price elasticity of demand
- demand, cost, and profit relationships
- breakeven analysis
- selection of a basis for pricing (cost-based, demand-based, competition-based)
- selection of a pricing strategy (new product, differential, psychological, product-line, promotional)

Key Vocabulary

- price elasticity
- fixed cost
- variable cost
- price skimming
- marginal cost

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Dirt & Worms

Summative Assessments:

- Pricing Baked Goods: Students will be required to calculate the costs of ingredients for a recipe, incorporate fixed costs, calculate the cost of goods sold for one unit, determine break even point, set a retail price applying a pricing strategy, and calculate net and gross profit. *Alternatively:* Pricing New Product: Students can use the new product they created

in the previous unit and calculate retail pricing (and previously mentioned items) for this product.

- Suggested accommodation: Provide students with a very simple recipe with limited ingredients; also may need to provide formulas.

Resources

Core

- *Foundations of Marketing*, 9th Edition by William M. Pride and O.C. Ferrell
 - Chapter 12

Supplemental

- Case studies in textbook

Time Allotment

- Approximately 10 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Pricing Baked Goods
Communication	
Collaboration	School Store Participation

UNIT 6

Distribution Decisions

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:

Channel Management: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ISTE Standards:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How do companies choose and manage distribution channels to ensure product availability and customer satisfaction?

Unit Scope and Sequence

- foundations of supply chain management
- role and significance of marketing channels and supply chains
- intensity of market coverage
- strategic issues in marketing channels
- logistics activities
- legal issues in channel management
- purpose and function of retailers and wholesalers

Key Vocabulary

- distribution
- supply chain
- procurement
- marketing intermediaries
- retailing
- wholesaling
- franchising

Unit Assured Assessments

Formative Assessments:

- Participation in class discussions
- School Store Reflection Journal
- Eggman Distribution

Summative Assessments:

- How Did It Get Here? Culminating Activity: Choose a product and create a map of its travels from raw materials to final user.

Resources

Core

- *Foundations of Marketing*, 9th Edition by William M. Pride and O.C. Ferrell
 - o Chapters 13, 14

Supplemental

- Case studies in textbook
- Taylor Swift Eras Tour Ticket Distribution Case Study
- Wall Street Journal, “[Why Global Supply Chains May Never Be the Same](#)” documentary

Time Allotment

- Approximately 16 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	How Did it Get Here?
Communication	
Collaboration	Eggman Distribution Activity School Store Participation

UNIT 7

Promotional Strategies

Unit Goals

At the completion of this unit, students will:

MBA Research Marketing Cluster Core:

Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Selling: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ISTE Standard:

3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How do companies create and implement promotional strategies to effectively communicate with and engage their target audience?
- How do technological advancements and digital platforms transform traditional marketing strategies?
- In what ways can integrated marketing communications create a cohesive and impactful brand experience?

Unit Scope and Sequence

- define integrated marketing communications
- steps of the communication process
- definition and objectives of promotion

- promotional mix
- advertising and its different types
- tools of public relations and how it's used
- purpose and steps of personal selling process
- sales promotion activities
- the growth and importance of digital marketing and digital media
- legal and ethical considerations in digital marketing

Key Vocabulary

- integrated marketing communications
- source
- receiver
- decoding
- noise
- push vs pull policy
- advertising
- public relations
- publicity
- personal selling
- sales promotion
- digital media
- digital marketing

Unit Assured Assessments

Formative Assessments:

- Participation in Class Discussions
- School Store Reflection Journal
- Close reading of case studies (Share a Coke, Snickers, or other current event)

Summative Assessments:

- Analysis of a Promotional Mix: Students will analyze a promotional mix for a brand that already exists. They will identify what promotional mix the brand uses and conduct a SWOT analysis. Students will then make suggestions on how to improve the brand's promotional strategy.
- Promotional Strategy: Students will develop a promotional strategy for the product they created in Unit 4.

Resources

Core

- *Foundations of Marketing*, 9th Edition by William M. Pride and O.C. Ferrell
 - o Chapters 15, 16, 17, 9

Supplemental

- Case studies in textbook

- Share a Coke case study
- Snickers case study
- You Tube The AIDA Model Explained | How Gymshark uses the AIDA Model by Two Teachers.

Time Allotment

- Approximately 32 class periods

Vision of the Graduate Experiences	
Critical Thinking & Problem Solving	Analysis of a Promotional Mix
Communication	
Collaboration	School Store Participation

CREDIT

One credit in Humanities
One class period for a full year

PREREQUISITES

None

CURRENT REFERENCES

- *The Future of Marketing: Future Marketing Trends for 2024*. The Future of Marketing | Future Marketing Trends For 2024. (n.d.).
<https://www.impactmybiz.com/blog/future-marketing-trends/>
- “Marketing Principles Course Guide.” *MBA Research and Curriculum Center*, 2022.
- McClary, J. “Nurturing Future Marketers: Key Trends and Issues in Marketing to Convey to Students.” *National Business Education Association*, May 19 2023,
<https://nbea.org/blogpost/1901181/489142/Nurturing-Future-Marketers-Key-Trends-and-Issues-in-Marketing-to-Convey-to-Students?hhSearchTerms=%22marketing%22&terms=>
- Pride, W. M., & Ferrell, O. C. (2022). *Foundations of Marketing*. Cengage.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School Vision of the Graduate Rubrics
- THS Business Department Level of Engagement Rubric
- THS Business Department School Store Rubric
- School Store Reflection Journal

OTHER RESOURCES

- Evolution of Marketing Timeline
- Market Research Project
- Why do They Buy? Consumer Behavior
- Rebranding - Product Project
- Pricing Baked Goods - Pricing Project
- How Did it Get Here? Distribution Project
- Analyzing a Promotional Mix - Promotion Project
- Final Project: Food Truck Wars

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

__ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

__ / 12

Skill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

Disposition Rubrics 9-12
Draft Rubrics

Draft Rubrics/Frameworks (9-12)

1. [Self-Efficacy](#)
2. [Growth Mindset](#)
3. [Innovation](#)
4. [Emotional Intelligence](#)
5. [Integrity](#)

DRAFT Self-Efficacy 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	<p>A secondary student may demonstrate self-efficacy by:</p> <ul style="list-style-type: none"> • Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. • Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. • Participating in class discourse despite being unsure of the answer • Tackling new challenges with a positive attitude • Using positive self talk while playing sports even when losing • Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. • Setting personal goals and celebrating successes • Confidently participating in class discussions • Willingly accepting feedback from students and peers • Standing up for yourself or a peer after observing name calling 	Areas of Growth
	Feedback to Students	

	Goals (growth areas) for Future Learning	
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Growth Mindset 9-12

**PORTRAIT OF A GRADUATE
- GRADES 9-12**

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	<p>A secondary school student may demonstrate a growth mindset by...</p> <ul style="list-style-type: none"> Analyzing errors on assessments with the intent to expand their learning Exhibiting grit in task completion regardless of obstacles Setting, adapting, and completing short term and long term goals Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task Taking breaks when needed in order accomplish small components towards the larger goal Identify the leverage aspects of a task that will move completion forward Exhibiting flexibility and adaptability while going through the process of goal setting Develop a path to succeed by evaluating one's own abilities Shows drive and motivation with an end goal in mind. Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals. 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

**PORTRAIT OF A GRADUATE
- GRADES 9-12**

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by... <ul style="list-style-type: none"> • Giving a presentation that has a high degree of creativity. • Trying a unique, different method to solve a problem instead of the one shown by the teacher • Incorporating new technology, such as creating a podcast, to enhance their final project in class. • Independently researching a topic from class that was of particular interest • Expressing excitement about the opportunity to do/try something new • Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response • Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry • Asking questions to intellectually challenge teachers and peers • Designing or improving new processes or approaches • Generating ideas for how to approach the group project 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

**PORTRAIT OF A GRADUATE
- GRADES 9-12**

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	<p>A secondary school student may demonstrate emotional intelligence by...</p> <ul style="list-style-type: none"> • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time. 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

**PORTRAIT OF A GRADUATE
GRADES 9-12**

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	<p>A secondary school student may demonstrate integrity by...</p> <ul style="list-style-type: none"> • Showing up on time to class and doing homework in a timely manner • Noticing when another student drops her/his books in the hallway, and helps to pick them up • Returning a wallet that is found in the parking lot with the content intact • Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) • Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. • Respecting her peer who is wearing a sari • Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak • Advocating for a peer after observing another student calling someone names • Volunteering to help at practice for the Unified basketball team. • Taking pride in their work and behaviors • Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. • Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity • Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others 	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

BUSINESS DEPARTMENT LEVEL OF ENGAGEMENT RUBRIC

Topic	5 points	4-3 points	2 points	1-0 points
Interactive participation <ul style="list-style-type: none"> on task group work/pair work,/Teacher (T) listening raising hands CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	-Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	-Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively -Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T -Occasionally listens attentively -Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T -Rarely listens attentively -Rarely attempts to respond to questions/class discussion
Responsibility for learning <ul style="list-style-type: none"> class materials extra help outside assignments etc. 	-Always brings required materials to class -Always asks for assistance if needed -Always completes outside assignments	-Usually brings required materials to class -Usually asks for assistance if needed -Usually completes outside assignments	-Occasionally brings required materials to class -Occasionally asks for assistance if needed -Occasionally completes outside assignments	-Rarely brings required materials to class -Rarely asks for assistance if needed -Rarely completes outside assignments
Attendance/promptness	-Always arrives on time to class(in person and virtually) -Always remains in class throughout the period -All absences are accounted for	-Usually arrives on time to class -Usually remains in class throughout the period -All absences are accounted for	-Occasionally arrives on time to class -Occasionally remains in class throughout the period -Absences are generally accounted for	-Rarely arrives on time to class -Rarely remains in class throughout the period -Absences are rarely accounted for
Behavior/civility <ul style="list-style-type: none"> electronic devices following directions respectful of others obeys classroom and school rules 	-Always displays positive behavior in the classroom -Always respectful of others -Always follows school and classroom rules	-Usually displays positive behavior in the classroom -Usually respectful of others -Usually follows school and classroom rules	-Occasionally displays positive behavior in the classroom -Occasionally respectful of others -Occasionally follows school and classroom rules	-Rarely displays positive behavior in the classroom -Rarely respectful of others -Rarely follows school and classroom rules

SCHOOL STORE EMPLOYEE RUBRIC

Criteria	5 - Exemplary	4 - Proficient	3/2 - Developing	1/0 - Needs Improvement
Customer Service	Always friendly, helpful, and professional. Consistently addresses customer needs promptly and effectively.	Usually friendly, helpful, and professional. Addresses customer needs in a timely manner.	Sometimes friendly and helpful, but may miss opportunities to address customer needs promptly.	Rarely friendly or helpful. Often fails to address customer needs or is unprofessional.
Cash Handling	Accurately handles cash transactions without errors. Consistently follows procedures for cash handling and security.	Generally handles cash transactions accurately. Follows procedures for cash handling and security with minor errors.	Occasionally makes errors in cash transactions. Needs reminders to follow proper procedures for cash handling.	Frequently makes errors in cash transactions. Does not follow procedures for cash handling and security.
Inventory Management	Consistently maintains accurate inventory records. Regularly participates in inventory checks and restocking.	Maintains accurate inventory records with minor discrepancies. Participates in inventory checks and restocking.	Inconsistently maintains inventory records. Occasionally participates in inventory checks and restocking.	Rarely maintains accurate inventory records. Seldom participates in inventory checks and restocking.
Teamwork	Always works collaboratively and effectively with others. Takes initiative to assist team members.	Usually works well with others. Assists team members when asked.	Sometimes works well with others but may struggle with communication or cooperation.	Rarely works well with others. Often does not communicate or cooperate with team members.
Professionalism	Consistently demonstrates professionalism in behavior and communication.	Usually demonstrates professionalism in behavior and communication.	Sometimes demonstrates professionalism, but may need reminders.	Rarely demonstrates professionalism in behavior or communication.
Problem Solving	Proactively identifies and resolves issues effectively. Demonstrates strong critical thinking skills.	Usually identifies and resolves issues effectively. Demonstrates good critical thinking skills.	Sometimes identifies and resolves issues, but may need assistance. Critical thinking skills need development.	Rarely identifies or resolves issues effectively. Lacks critical thinking skills.
Punctuality and Attendance	Always punctual and has excellent attendance. Consistently adheres to schedule.	Usually punctual and has good attendance. Generally adheres to schedule.	Occasionally late or absent. Needs reminders to adhere to schedule.	Frequently late or absent. Often does not adhere to schedule.
Work Ethic and Initiative	Consistently demonstrates a strong work ethic. Takes initiative and goes above and beyond	Usually demonstrates a strong work ethic. Takes initiative with assigned tasks.	Sometimes demonstrates a strong work ethic. Occasionally takes initiative.	Rarely demonstrates a strong work ethic. Does not take initiative with assigned tasks.

	assigned tasks.			
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Scoring

Total out of 40 points: _____

Comments:

This rubric will be used to evaluate your professionalism and work performance in the School Store three times per marking period. The first two are for FEEDBACK purposes and so that you know what you need to improve. The last evaluation will be recorded in the gradebook as part of your Level of Engagement grade.

Weekly School Store Reflection Journal

Week of	
Summary of Activities: <ul style="list-style-type: none"> Briefly describe the tasks and activities you participated in at the school store this week. 	
Key Learnings: <ul style="list-style-type: none"> What new skills or knowledge did you acquire this week? How did you apply classroom concepts in your work at the school store? 	
Challenges Faced: <ul style="list-style-type: none"> What challenges or obstacles did you encounter? How did you address or overcome these challenges? 	
Successes and Achievements: <ul style="list-style-type: none"> What were your key successes or accomplishments this week? What contributed to these successes? 	
Customer Interactions: <ul style="list-style-type: none"> Describe any significant interactions you had with customers. How did you handle these interactions, and what did you learn from them? 	
Personal Reflection: <ul style="list-style-type: none"> How do you feel about your performance this week? What are your strengths and areas for improvement? How do you plan to improve or build on your strengths next week? 	
Goals for Next Week: <ul style="list-style-type: none"> What specific goals do you have for next week? How do you plan to achieve these goals? 	
Any other comments, concerns, questions, ideas, or issues you'd like to share confidentially with Ms. Rusate.	

<p>4 EXEMPLARY</p>	<p>The journal entry is comprehensive, insightful, and reflective. It thoroughly addresses all prompts with clear, well-organized, and coherent writing. Demonstrates deep critical thinking and personal growth. Sets specific and actionable goals for improvement. Maintains a high level of professionalism with proper grammar and mechanics.</p>
<p>3 PROFICIENT</p>	<p>The journal entry is complete and reflective, addressing most prompts with clarity and coherence. Shows good critical thinking and personal growth. Goals for improvement are relevant and mostly specific. Maintains professionalism with few errors in grammar and mechanics.</p>
<p>2 DEVELOPING</p>	<p>The journal entry addresses some prompts but lacks detail and depth. Shows basic reflection with limited critical thinking. Goals for improvement are general or vague. Contains several errors in grammar and mechanics, affecting readability.</p>
<p>1 NEEDS IMPROVEMENT</p>	<p>The journal entry is incomplete, addressing few prompts with little to no detail. Lacks reflection and critical thinking. Goals for improvement are unclear or missing. Contains numerous errors in grammar and mechanics, making it difficult to understand.</p>

Evolution of Marketing Case Study Assessment

Create a **timeline** highlighting the evolution of a brand's marketing activities throughout the years.

- Select a well-known brand that has been around for at least 75 years.
- Include **at least 10 events** on the timeline with caption and visual examples.
 - (year, caption, visual)
 - Label each event with the corresponding element of the marketing mix (product, place, price or promotion)
- Focus on **more than just print advertisements** (new product launches, new markets, department expansions, packaging changes...) Think about **all four P's** of marketing.
- **Summarize**, in your own words, how this brand's marketing focus and priorities have shifted throughout the years. What did you observe that tells you this?
 - This can be a separate slide or add a box with "Summary"
- **Extend:** Where do you think or predict this brand's focus would be in 10 years (2030)? Summarize in a short statement.
 - This can be a separate slide or add a text box with "Extension"
- **BONUS (Optional):** Design a future ad for this brand with the above mentioned focus.

Some suggested brands: Kraft, Nabisco, Oscar Meyer, Cadbury, Campbell Soup Company, Aunt Jemima, Quaker Oats, Entenmanns, The Keebler Company, Kelloggs, Pepsi, Coca Cola Company, General Electric, JM Smucker, JCPenney, UPS, Nieman Marcus, Boeing, Nikon, LL Bean, Carhartt, John Deere, Colgate, Harley Davidson Motorcycles, Brooks Brothers, Ford, Chevrolet, (most American car manufacturers)

**Please no repeats! If you have another idea for a brand you would like to search, please just run it by me first.*



Evolution of the DECA logo

Suggested technology tools:

[Canva](#) (search: timeline for some great starter templates)

[Visme](#) (Use ps.net account to create an account)

Prezi

iMovie

Google Slides is always an option, but will not create as nice of a visual - last resort

Suggested sources:

NOT Wikipedia!

NOT any site with "essays" in the title for example ukessays.com

Use the brand's website. Often they have an "About Us" page.

Begin with Google search "History of ____ Marketing"

Evolution of Marketing Case Study Assessment Rubric

	Developing	Proficient	Goal	Exemplary
<p>Demonstrate an understanding of the evolution of marketing - including examples <u>from all 4 P's</u> of the marketing mix.</p> <p>CT Marketing Standard: C. Understand the processes and set of institutions for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.</p>				
<p>Use <u>technology</u> to produce a timeline to convey this information. Include at least <u>10 events</u> with year, visual, and description.</p> <p>CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>				
<p>Conduct research on the history of the brand. Summarize how this brand's strategies have shifted over the years. Predict where this brand's focus may be in 10 years.</p> <p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>				
<p>Overall creativity, visual presentation, and work habits.</p>				

Generic Sample

Hershey's Market Research Project



Hershey's Chocolate Bars have the lowest market share in the chocolate industry. More and more consumers choose Hershey's competitors' products over the simple Hershey's Milk Chocolate Bar. Once the leader in the chocolate industry, Hershey's has lost considerable popularity among the fastest growing population, youth ages 12-18. Youth prefer Reese's, Snickers, Twix, Kit Kat and other more innovative chocolate bars.

Still, Hershey's Milk Chocolate Bar is considered top quality and has 100% mind share. Everyone knows and recognizes the Hershey's Milk Chocolate Bar brand. The problem: no one in the youth market buys them.

Hershey's is looking to invest in a new chocolate bar company owned and operated by a team of young entrepreneurs. However, it has yet to find a team that has an innovative and exciting new product and brand that caters specifically to the market of youth ages 12-18.



Hershey's has hired your team to conduct market research to identify the tastes of young consumers of chocolate ages 12-18.

Part One: Secondary Research

Using credible internet resources, research the chocolate industry and your target market. Find out information about trends in this area. Think about the four P's when doing your research.

Some sources to get you started:

[Info on Hershey's Demographics](#)

[Chocolate Industry Trends](#)

[More Chocolate Trends](#)

<https://www.marketresearch.com/Food-Beverage-c84/Food-c167/Chocolate-c1717/>

<https://www.grandviewresearch.com/industry-analysis/chocolate-market>

<https://analysis.technavio.com/chocolate-industry-analysis-research>

Part Two: Primary Research - Survey

Design a simple market research survey. Possible questions include, but are not limited to the following:

- Rank the top 3 criteria for chocolate selection from ingredients, price, quality, and packaging.
- What are your top 3 favorite ingredients?
- What are your 3 favorite brands?
- How often do you purchase chocolate bars?
- What is the price you are willing to pay for a chocolate bar?
- Etc.

Implement the market research survey.

Draw conclusions based on the results of the market research surveys.

Part Three: Primary Research - Focus Group

Develop questions to ask your focus group.

Conduct focus group.

Draw conclusions based on the results of the focus group.

Part Four: Product Design

Based on the results of the market research and the conclusions you have drawn, you must now:

- Create a NEW product based on the results of the survey.
 - You must create a mock-up (actual or "virtual") of your product packaging
 - Your presentation should include details/description of your product

- Create strategy that addresses EACH part of the Marketing Mix.
 - Report data. Must cite both primary and secondary sources for each element of the marketing mix.
 - Draw conclusions/make insights based on research!
 - PEOPLE
 - Who is your target market? Demographics, Psychographics.
 - PRODUCT
 - What is your product? (flavor, size, etc)
 - Name? Logo? Slogan?
 - PLACE
 - Where will it be sold? What stores? Where within the store?
 - PRICE
 - how much will you sell it for?
 - PROMOTION - how will you get the word out? Sample advertisement?
 - Where will you promote your candy product? (what media - TV? Radio? Etc. Be specific with what channel, when, what programs, etc.)
- Explain the reasoning behind the strategy
- Works cited page



Hershey's Market Research INDIVIDUAL Project Rubric

	Points Possible	Points Earned
Class participation in Secondary Research	10	
Class participation in Focus Group Design/Execution	10	
Class participation in Survey Design/Execution	10	
Creates a mock up of new product	10	
Thoroughly addresses element of the Marketing Mix Cites both primary and secondary data Sound recommendations based on market research Draw conclusions/makes consumer insights based on market research	40	
Creativity	10	
Presentation skills	10	
TOTAL	100	



Hershey's Market Research Project: Part One
Secondary Research

Individually, you will focus on your “P” and research the chocolate industry and your target market.
Together, collaborate to be sure you have information on all four P’s of the marketing mix.

PRODUCT	PLACE
PRICE	PROMOTION

PEOPLE



Hershey's Market Research Project: Part Three
Conduct a Focus Group

Name: _____

Assigned "P" of the marketing mix: _____

INDIVIDUALLY: Come up with 7-10 questions that you would like to ask the consumers. These questions should be focused on your assigned "P" of the marketing mix.

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SMALL GROUPS: Now, sit with the other members assigned to your "P". Share your lists and come up with the 7-10 BEST questions that represent your "P".

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PROJECT GROUPS: Finally, sit with your project group. Each person should share his/her questions. Choose the best ones to ask the consumers. Your final list of questions (approx 15) should be reflective of all four P's of the marketing mix.

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Hershey's Market Research Project: Part Three continued

Planning your Focus Group

Introduction:

Who will speak?

What will he/she say? Prepare a script:

Facilitators (2 total):

Questions to be asked (IN ORDER!)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Conclusion:

Who will speak?

What will he/she say? Prepare a short script.

Helpful Links:

Logo design:

Logo Maker Websites:

<https://logomakr.com/>

<https://www.logomaker.com/>

https://www.fiverr.com/categories/graphics-design/creative-logo-design?show_join=true&u_sou=bing&u_med=cpc&u_campaign=B_US_Logo-Design_Free_BMM&u_term=bmm_free-logo-maker&u_con=AdID^78615128845199^

Package design

<https://placeit.net/packaging-mockups>

<https://packola.com/>

<https://smartmockups.com/mockups/cans>

H Principles of Marketing

Units: Consumer Decision Making & Buyer Behavior

Assessment: PBA Consumer Decision Making & Buyer Behavior

WHY DO THEY BUY?

Task: Working with a partner, choose a consumer product category that you would like to learn more about the consumer decision making buying process. You and your partner are going to create a research study to learn more about what goes into consumer decisions when purchasing this product.

Step 1: Ask a Question

Think about what you want to find out. This must relate to something about consumer decision making! Create a research question. For example:

- What makes people choose one smartphone over another?
- Do they care more about the price, brand, or what the phone can do?
- Where do they get information about smartphones?
- Does loyalty to a particular brand affect their choices?
- How do online reviews and social media impact their decisions?

Our research question(s):

This must be approved and signed off on by Ms. Rusate _____

Step 2: Pick Who to Study

Decide who you want to ask these questions to. What target market are you going to focus on? This could be people in your school or community. Think about their age, gender, and where they live. Be specific.

Who are you going to study? (Target Market)

Step 3: How to Collect Information

There are different ways to get information from people. Your plan should include 2 of these.

Surveys: Prepare a set of questions and ask people to answer them.

Interviews: Talk to a few people in more detail.

Observations: Watch how people actually buy smartphones.

What questions are you going to ask and/or how are you going to get answers to your research question?

How are you going to collect information? DETAIL - need the questions and/or plan

If survey - link. If interview -link.

This must be approved and signed off on by Ms. Rusate _____

Step 4: Collect Information

Now go get your info! Make sure you are respectful and don't share personal information without permission. Keep what people tell you private.

Step 5: Analyze the Information

After you've collected the answers, you need to make sense of it. Look for patterns or things that most people say. This helps you understand what's important to them when buying a smartphone.

Step 6: Share What You Found

Prepare a presentation with your findings, maybe using graphs and charts to make it easier to understand.

- Introduce yourself
- Introduce your study
 - What: Research question
 - Who: Who did you study?
 - How: How did you collect your data?
- Findings & Analysis: What was your data? What does your data say?
- Recommendations: Based on what you learned, suggest ways companies could do better or different things to make people like their product more. *** This is key *** What did you learn about consumer behavior/buying process for this product category? What recommendations do you have for marketers in this field?
- Limitations: Remember, every study has limits. Maybe you couldn't ask as many people as you wanted, or some people didn't want to talk. Share these limitations.
- Next Steps: Think about what else you could find out based on what you've learned. What other questions could you ask in a follow-up study?

This project is a fun way to learn how people make choices, and it's like a little science experiment. You'll talk to people, analyze information, and make suggestions based on what you discover. It's a great way to understand how and why people choose the things they buy.

Criteria	Developing	Proficient	Goal	Exemplary
Research Objective and Questions	The research objectives and questions are unclear or not focused.	The research objectives and questions are somewhat clear and relevant.	The research objectives and questions are clear and well-focused.	The research objectives and questions are exceptionally clear, focused, and highly relevant.
Sampling and Participants	The target audience is not well-defined, and the sample size is inappropriate.	The target audience is somewhat defined, and the sample size is somewhat appropriate.	The target audience is well-defined, and the sample size is appropriate.	The target audience is meticulously defined, and the sample size is highly appropriate.
Data Collection Methods	The choice of data collection methods is inappropriate or poorly explained.	The choice of data collection methods is somewhat appropriate and explained.	The data collection methods are appropriate and clearly explained.	The data collection methods are exceptionally appropriate, innovative, and expertly explained.
Results and Findings	Findings are unclear and not effectively communicated.	Findings are somewhat clear, but could be more effectively communicated.	Findings are clearly presented and effectively communicated.	Findings are exceptionally clear, presented with exceptional effectiveness.
Data Analysis	Data analysis is insufficient or lacks an understanding of relevant techniques.	Data analysis is somewhat thorough and shows a basic understanding of techniques.	Data analysis is thorough and demonstrates a good understanding of techniques.	Data analysis is exceptionally thorough, showing a deep understanding of advanced techniques.
Recommendations	Recommendations are unclear or not based on research findings.	Recommendations are somewhat clear and somewhat based on research findings.	Recommendations are clear and based on research findings.	Recommendations are exceptionally clear and highly grounded in research findings.
Limitations	Limitations are not identified or explained.	Limitations are somewhat identified and explained.	Limitations are clearly identified and explained.	Limitations are meticulously identified and thoroughly explained.
Next Steps	No suggestions for future research are provided.	Suggestions for future research are somewhat mentioned.	Suggestions for future research are mentioned.	Exceptional suggestions for future research are provided.
Presentation	The presentation lacks organization and structure.	The presentation is somewhat organized and structured.	The presentation is well-organized and structured.	The presentation is exceptionally organized and structured.
Overall Quality and Creativity	The project lacks creativity, critical thinking, or an understanding of the topic.	The project demonstrates some creativity, critical thinking, and a basic understanding of the topic.	The project shows creativity, critical thinking, and a good understanding of the topic.	The project is exceptionally creative, demonstrates advanced critical thinking, and has a deep understanding of the topic.
Total Score (100 points)	0-65 points	65-79 points C Range	80-89 points B Range	90-100 points A range

H Principles of Marketing

PRODUCT STRATEGY

Congratulations! You have just been hired as a Brand Manager for your favorite brand. Your first assignment on the job is to **revitalize/rebrand** one of their brands. Begin by reviewing their product mix. Identify an opportunity in the market or a brand that could use some “updating”. You may also wish to review general industry information. What are the trends? What does your target market need/want?

- **Product Selection**

- a. Choose a product you want to rebrand. **There should be room for improvement or a new angle.** Explain your initial thoughts about why you picked this product and what you think could be the improvement/new angle.

- **Research**

- a. Conduct research on the current branding of the selected product.
 - i. What is the current branding?

- ii. Identify the current target audience in detail (RESEARCH! Demographics, psychographics, etc)

- b. Analyze current market trends in this product category or amongst this target market (RESEARCH! Include a LINK and bullets of insights from that source. Min 3 sources!)

- c. Identify strengths, weaknesses, opportunities, and threats (SWOT) to this product.
STRENGTHS (internal)

WEAKNESSES (internal)

OPPORTUNITIES (external)

THREATS (external)

- **Creative concept development**

- a. Brainstorm and develop a creative concept for your rebrand. When thinking about rebrand consider ALL of these elements:

- i. Name
 - ii. Logo
 - iii. Packaging
 - iv. Product attributes (feature, quality, style, design)
 - v. Messaging
 - vi. Target audience

What data/trends are you basing your changes off of?*

- b. Think about how your rebrand aligns with the target audience's preferences and addresses any identified weaknesses.

Briefly summarize your rebrand here. List the changes and reasons for each change.
(Further detail should be given in presentation)

--

- **Mockup and visual**

- a. Create a mockup of your product.
 - b. Create a presentation to pitch your rebrand

Presentation Suggested Outline:

- Introduction: Briefly introduce the current product and its challenges/opportunities.
- Creative Concept: Showcase the new branding elements, explaining the rationale behind each choice.
- Target Audience: Clearly define the target audience and explain how the rebrand appeals to them.
- Conclusion: Explain why this rebrand would be successful for the brand.

You may work alone or with ONE partner of your choice for this project. If you work with a partner I'm expecting MAX creativity and effort! Your presentation should include a **visual** (please do not feel limited to Slides - Render Forest, iMovie, I'm open....) which provides speaking points and accompanying visuals on the above topics and your product strategy, as well as a **replica of your product packaging**. Your presentation should fit the look and feel of your brand - corporate presentations typically include the company logo and colors. You should NOT be reading off the slides, but instead telling a story about your product. .

PRODUCT STRATEGY-GRADING RUBRIC

Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

	Below Standard D/F	Standard B/C	Exceeds Standard A	Comments
Research		Demonstrates an ability to analyze and synthesize information from various reputable sources, providing a solid foundation for the research.		
Creativity and Innovation		The rebranding concept is creative and innovative, bringing a new perspective to the product.		
Alignment with target audience		Effectively defines the current target audience and aligns the rebranding elements with the new target audience's preferences and/or trends.		
Integration of marketing principles		Effectively incorporates marketing principles into the rebranding strategy. Demonstrates a solid understanding of their application. Explains rationale behind rebrand choices (colors, fonts, etc)		
Clarity and effectiveness of presentation		The presentation is clear and well-organized, with good engagement of the audience. Information is presented logically.		
Visual appeal of mock ups and presentation		Visual aids are well-designed and contribute to the overall presentation, providing a clear representation of the rebranded product.		

Principles of Marketing

PRICING UNIT - ASSESSMENT

allrecipes

Three Ingredient Peanut Butter Cookies

★★★★☆

This recipe has just 3 ingredients. It's fast, easy, and the cookies are wonderful! It's great for kids that are just learning to bake.

By Allrecipes Member

Servings: 6

Yield: 1 dozen



Ingredients

1 cup peanut butter

1 cup white sugar

1 egg

Directions

Step 1

Preheat oven to 350 degrees F (175 degrees C). Line baking sheets with parchment paper.

Step 2

Combine the peanut butter, white sugar and egg. Mix until smooth.

Step 3

Drop spoonfuls of dough onto the prepared baking sheet. Bake at 350 degrees F (175 degrees C) for 6 to 8 minutes. Do not overbake! These cookies are best when they are still soft and just barely brown on the bottoms.

Nutrition Facts

Per Serving: 394 calories; protein 11.8g; carbohydrates 41.8g; fat 22.5g; cholesterol 31mg; sodium 209mg.

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(10 points)

VARIABLE COSTS				
Ingredients	Cost	Total Quantity	Cost per one unit	Total Cost for the recipe
1 cup peanut butter	\$3.29 for 16 oz (1 cup = 8 oz)			
1 cup white sugar	\$2.39 for 4 lbs (use 1 cup = .5 lbs)			

1 egg	\$2.49 for 1 dozen eggs			
Total Cost of Ingredients				
FIXED COSTS				
Labor (CT Min wage \$15/hr) 1 employee (\$15/hr, 20 hours per week, 4 weeks) \$1200/month				
Rent \$1,000/month				
Utilities \$100/month				

5 points each

1. What is the **Cost of Goods Sold** for ONE unit? (Check how many the recipe makes)

2. What will be your **retail price**? (Pick the price)

3. What **pricing strategy** will you use? Why?

4. What **percentage markup** are you using?

5. What is the **Break even point in units** for the month?

6. If you sold 1000 units this month, what is your **gross profit**?

7. What is your **net profit (don't forget monthly fixed costs)**?

8. Based on this information, how might you adjust your **pricing strategy** for month two? Would you run any discount/markdown/markup? Explain

Break Even Units Formula

Break Even
Units

=

Fixed Costs

SP – VC

Markup Percentage Formula

$$\text{Markup Percentage} = \frac{\text{Selling Price Per Unit} - \text{Cost Price Per Unit}}{\text{Cost Price Per Unit}} \times 100$$

$$\text{Markup Percentage} = \frac{\text{Revenue Per Unit} - \text{COGS Per Unit}}{\text{COGS Per Unit}} \times 100$$

How Did It Get Here? Distribution Culminating Activity

Have you ever wondered how your favorite product got to its destination? Each product we consume travels short and long distances to arrive at its destination so that we are able to enjoy its benefits.

Choose a product and create a map of its travels. You can find this out by researching online. Questions to ask when conducting your research include:

- Who is responsible for purchasing the product?
- Where and how was the merchandise stored prior to distribution?
- By what means of transportation did it arrive at its final destination?
- How is the merchandise checked in and stored once it arrives?
- How often is merchandise reordered and rotated?
- How would you best describe this channel of distribution? How many intermediaries are used?

Your map can be created on paper (if you have the materials and if you choose) or Prezi might be a really great platform for this project. If you have another way you would like to create your map - just let me know.

Your map should detail each step of the product's journey. Each destination on your map should have a caption that explains the process and the journey. Refer to the example below to see how this should be done.

You will be graded on the following:

How Did It Get Here Distribution Activity Checklist

Grading Category	Points Worth	Points Awarded
All required research questions listed above are answered	15	
At least 3 key terms from this unit are used in your captions	10	
From the map drawn, it can be concluded that the student understands the processes involved in distribution	15	
Map is creative - either drawn neatly or done on the computer	10	
Total Points	50	

Sample Student Work

(Sorry- I do not have a sample of one done on Prezi)

FROM BEAN TO CUP

Starbucks coffee bean farms are located in Latin America, Africa, and Asia. Out of these areas the major growing farms are Brazil, Columbia, Costa Rica, Guatemala, Mexico, Saudi Arabia, Ethiopia, Kenya, and Indonesia. From this location the beans will grow, mature, be cleaned and then picked out by special buyers to be packed into huge ocean containers.

After making the long trip to the United States and Europe to Manufacturing & distribution plants the beans are then dried and roasted. For Starbucks the mark of perfection is sourcing beans of such high quality that they can be roast extra dark – a highly skilled process which means that only a slight inaccuracy could burn the beans, so special people with much experience keep a special eye on the roasting process. Then the beans are put into specially designed vacuum packs to ensure they arrive the freshest possible.

Then the beans are distributed to all different stores around the country to which then best coffee making baristas are put to work to make sure you leave happy, with exactly what you ordered and a smile on your face.



Principles of Marketing
Promotions Unit
Culminating Activity

Analyzing a Promotional Mix

Key Understanding: The combination of personal selling, advertising, direct marketing, sales promotion, and public relations makes up the promotional mix.

Directions: You are going to analyze a promotional mix that already exists. This is an individual assignment that you will turn in, typed. You must pick one of the companies listed below. If you have another company in mind, check with me for approval before starting.

Step 1: Choose company

Step 2: Identify current promotional mix

Step 3: Analyze and assess current promotional mix

Step 4: Analyze effectiveness of current promotional mix

Step 5: Make suggestions to add/change promotional mix

Step One: Choose company

Approved Companies - highlight the one you choose: Apple, Lands' End, Starbucks, AT&T, Sprint, Verizon, Coca-Cola, Pepsi, Vera Bradley, Coach, McDonalds, Burger King, Taco Bell, Macys, Nike, Adidas, Under Armour, Ford, Toyota, Best Buy, Walt Disney, Kraft Foods

Step Two: Identify current promotional mix

Directions: Research the company that you chose, find out what their promotional mix is. Complete the following categories using complete sentences. Define what your company currently does in each category of their promotional mix. You may link examples if you like as well.

Personal Selling:

Advertising:

Direct Marketing:

Sales Promotion:

Public Relations:

Step Three: Analyze and assess current promotional mix

Directions: In complete sentences I want you to analyze your company's current promotional mix. This means, tell me what you think about it. Do they have a lot of different aspects? Do they use a lot of different media? Tell me what YOU think about their current promotional mix.

The next part of step three is to analyze using a SWOT Analysis. You must identify the strengths, weaknesses, opportunities & threats of your company's promotional mix. Please include at least three things for each category.

Strengths (What is going great?) 1. 2. 3.	Weaknesses (What is not going too well?) 1. 2. 3.
Opportunities (How can they be better?) 1. 2. 3.	Threats (What could harm their promotional mix?) 1. 2. 3.

Step 4: Analyze effectiveness of current promotional mix

Directions: In this step you are analyzing the effectiveness of the current promotional mix. This is where you are telling me if it is making the company money or not. (#1 and #2 – can be found usually on the company website in their annual report. You may wish to google “___’s Annual Report” to find it as well.)

1. Companies Annual Revenue:
2. Companies Annual Advertising Budget:
3. How many elements of the promotional mix does the company use?

4. Popularity of company on a scale of 1-10 (10 being most popular)?
5. Does the company use social media?
6. What social media outlets does the company use?
7. What different media types does the company use to advertise?

Below I want you to explain if you think the company's promotional mix is effective. This means, do you think the company is gaining enough attention/following based on their promotional efforts? Does the money the company spends on the promotions turn results for their business? Please answer this part in **complete sentences**.

Step 5: Make suggestions to add/change promotional mix

Directions:

In this section you are going to make suggestions to change the company's promotional mix. Go back and look at your SWOT analysis, what were some weaknesses or opportunities that you mentioned? Identify what can be added or changed about the promotional mix to make it more effective for the company. Do they need to advertise more? Do they need to advertise less? Do they need to change what media they are using to advertise? Do they need more public relations? Do they need less personal selling? Really look at how you can improve the company's promotional mix.

In each category of the promotional mix make at least three suggestions, additions, or changes to the promotional mix.

Personal Selling	1. 2. 3.
Advertising	1. 2. 3.
Direct Marketing	1. 2. 3.

Sales Promotion	1. 2. 3.
Public relations	1. 2. 3.

Analyzing a Promotional Mix Rubric

Criteria	Points Possible	Points Student Earned
Step 1: Company is identified		
Step 2: Identify current promotional mix (5 points each category)	25	
Step 3: Analyze promotional mix paragraph	10	
Step 3: Analyze promotional mix SWOT analysis (1 point each)	15	
Step 4: Analyze effectiveness Questions 1-7 (2 pts each)	15	
Step 4: Analyze effectiveness paragraph	20	
Step 5: Make suggestions (1 point each)	15	
Total Score	100 points possible (will be recorded out of 50 in IC)	

Teacher Comments:

Food Truck Wars - Final Project

This final project is going to incorporate all we have learned this year on marketing strategy, with the added bonus of collaborating with a student chef. You will submit a final [Marketing Plan/"portfolio"](#) with your work and give your pitch the day of the Food Truck Wars.

[2022 Food Truck Wars](#) [2023 Food Truck Wars](#)

Task 1: Research Food Truck Trends - What is happening in the food/beverage industry? What food concepts are trending? What do you need to know about Food Trucks specifically?

Task 2: Develop a Food Truck Concept (Product & Place) - Should be in alignment with target market and based on research, supported with evidence/data!

- ☐ Vision Board
- ☐ Color Scheme
- ☐ Food truck theme based on menu item from Culinary/Bake Shop
- ☐ Food truck name
- ☐ Logo
- ☐ Slogan
- ☐ Target Market - research!
- ☐ Location - research & rationale!
- ☐ Mission Statement

Task 3: Develop a Menu (Pricing)

- ☐ 5 items minimum
- ☐ Research competitive pricing
- ☐ Accurately calculate pricing for sample menu item based on supplies
- ☐ Menu design in Canva

Task 4: Plan your Promotions - Should be creative and represent professional quality work.

- ☐ Develop a social media page.
- ☐ Develop truck design (include logo/slogan). You will create a physical model
- ☐ Develop an additional promotional piece (groups of 3 must have TWO additional)

Task 5: Prepare for War - THE FINAL PITCH

- ☐ Plan your 60 second elevator pitch

Task 6: Food Truck Wars

- ☐ Wed May 29 period 5 - set up, period 6 - guests, period 7 - clean up

Task 7: Reflection

- ☐ After the Food Truck Wars, [reflect](#) on the entire experience.

H Principles of Marketing

FINAL PROJECT RUBRIC

	Requirements/Expectations Note: meeting these earns GOAL (B) - above and beyond earns A - not meeting these expectations earns C/D/F	Score Earned	Teacher Comments
Target Market	Target market description is complete and thorough including demographics and psychographics. Research is evident as supporting data is presented.		
Marketing Strategy	Product, place, price, and promotional strategies are in alignment with target market needs/wants. Strategies are well thought out, creative, and specific. Strategies are based on research as evidenced by supporting data.		
Professionalism	Group utilizes class time wisely and works <u>collaboratively</u> with each other and the student chef. Collaboration includes fair division of work, contribution from all members, discussion and sharing of ideas, etc. Project is complete and includes all required components. Project represents authentic, professional quality work.		

(4) Exemplary – Student completes task with skills that exceed expectations modeled and/or assigned by teacher and displays independent insight and ability by extending thinking and skills beyond what has been discussed in class. Project shows exemplary creativity and/or quality of work.

(3) Goal – Student completes tasks with skills that match expectations modeled and/or assigned by teacher and displays original thinking and understanding of the content.

(2) Progressing towards Goal – Student completes tasks with skills that include clear and substantial attempts to match expectations modeled and/or assigned by the teacher, which still inconsistently match those expectations. Work may display ideas already discussed in class and/or some misunderstandings of the content. The work requires more revision, development, research, and/or direction to meet expectations.

(1) Needs Support – Student attempts tasks with skills that do not consistently or do not meet expectations modeled and/or assigned by teacher and does not display ability to understand content. The work requires more revision, development, research, and/or direction to meet expectations.

(0) No Evidence – Student does not participate in tasks or display evidence of knowledge.

This calendar is meant to serve as a guide and planning tool and is subject to change. Each group may choose to divide the tasks to best suit the talents and work habits of the group. Certain deadlines are non negotiable.



Monday	Tuesday	Wednesday	Thursday	Friday
April 29 C	April 30 D	1 A Great Food Truck Race	2 B Food Truck Industry SWOT	3 C Food Truck Industry SWOT
6 D	7 A Marketing students get concepts Start Vision Board/Color Scheme *invite	8 B Marketing planning - research	9 C Menu development *highlight sample item	10 D
13 A Price planning	14 B Social Media	15 C Social Media	16 D	17 A Food Truck Design Senior Prom
20 B Food Truck Design	21 C Promotional Design	22 D	23 A Promotional Design Prepare Pitch	24 B Senior Plaque
27 KEY: Culinary Marketing Both	28 C Bake Shop 2 prep Prepare Pitch	29 D Culinary 2 prep BS2/Culinary2/ Marketing i school field trip 5, 6, 7 FOOD TRUCK WARS - per 6	30 A Senior Trip	31 B