



Philosophical Foundations in Education: Marketing Happens Everywhere

By Perry Watkins, 2021 CTI Fellow
(West Charlotte High School)

This curriculum unit is recommended for:
(Marketing 9th-12th Grade)

Keywords: (Philosophy, philosophers, critical thinking, Advertising, Marketing Media)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit, our focus will be on how marketing can influence our society to buy products in various Marketing ads. Through viewing how marketing happens everywhere, students will be able to recognize the power and effect of marketing. There will be a focus on economic, cultural, political and factors that will influence buying through marketing. We will postulate the question why do people buy products after seeing marketing or advertising? The power of marketing affects the culture. Culture affects our students by the advertising they see, and it influences their behavior and buying power.

Students will learn various factors of marketing including products, pricing, place of purchase and promotion. All the marketing factors will be based on some type of historical factor or event to make us more aware of certain marketing schemes. Students will explore the certain advertisements and other different types of marketing that changed the marketing world. This unit will align with the Marketing standards for North Carolina Career Technical Education. Students will identify how to make purchases with informed knowledge of how the Four P's help to provide knowledge through research which makes for better consumer and greater quality of products purchased, especially with technology. These Four P's are known as Product, Price, Place and Promotion. Based on The Fundamental Theorem of Market Share Determination by Earnest F. Cooke, Memphis State University 1972 Page 84-85, he believes that the market share of a firm in the long run is marketing. He also finds that the following major equal to the market effort share of that firm which is measured in dollars spent on components of marketing effort have been treated in the extensive literature which relates either directly or indirectly to market share determination. These components include Product, Promotion, Place and Price. For any company to get their market share, advertising, expenditure share, relative price, distribution outlet share, sales and product quality are all relevant product innovations. Because we are a society saturated in visual culture, it impacts us in a way that influences our lifestyle, our decisions, our livelihood and the products that we choose to purchase, "and this seminar will

explore this from a philosophical perspective, that asks ethical questions and applies critical thinking.²²

I plan to teach this unit during the coming year to 80 students in marketing 9th-12th grade.

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Introduction

Rationale

As a Title I School, our Marketing discipline is focused on teaching and understanding how marketing works. As a teacher of the Career Technical Education program, I encourage learners to respect and understand the real world around them. To provide the necessary skills and tools needed to be successful in the real world. Allowing them to think and use real life scenarios to prepare them. It is designed for them to see cultural factors that will affect their individual decisions in our society. Providing real life examples is very important for this curriculum and it will align with the North Carolina Career Technical Education standards as provided by the state of North Carolina.

Often my students will voice an opinion and ask why do I need to take marketing? So, my question is: Why not? When studying marketing, it will allow for them to understand it and how it affects daily decisions. This does not mean that every part of marketing is true, we just need to understand how it affects their lives. Is marketing relevant in our lives? While looking at the plan for our department curriculum, marketing is important, and our students need to make a connection to understand it. Without teaching the unit, our students will probably think it would be just an elective. Once they start the curriculum, they quickly see how it works and understand the meaningful way it is a part of our daily lives.

The goal for marketing is very different. Under the Career Technical Education (CTE) vision and requirements, it is designed for every student to be equipped to go into the real world after high school, even if they decide not to extend their education.

This unit will focus on different marketing techniques and ideas to help students in high school understand the program for marketing.

While the students will not learn about some philosophers as a part of the marketing curriculum, it is important to understand critical thinking skills to think about the true meaning and idea of marketing. Students will explore through group setting exercise, individual projects, round table discussion, student lead discussions, and other instruments to resolve problems.

Demographics

West Charlotte High School has been partnering with the (EOS) Equal Opportunity Schools initiative to increase the number of students we have taking advanced courses. As a Title I school, currently our school only has 273 students enrolled in AP courses. Currently, our total school enrollment by demographics are 49.5% female and 50.5% male, 77.1% African American, 3.4% Asian, 15.7% Hispanic, 1.8% Bi-Racial, 1.9% White, 0.1% American Indian, 56% Non-Hispanic, 3.0% AIG, 89% Non-EC, 13.8% SWD, 8% LEP, 92% Non-LEP, English Learners 7.4%, 96.1% Non-McKinney Vento, 4.1% McKinney Vento, 97% Non-504 Plan, 3.0% 504 Plan (a 504 Plan is a formal learning plan developed to support students that are in need of special services). This CU will be taught in the spring semester to 20 of my students on a regular schedule. Total students enrolled is approximately 1,552.

Goals/Objectives

My goal for this unit will be to encourage marketing students to think philosophically and to create a platform of philosophical inquiry. When looking at this unit I will teach the four features of a Community of Philosophical Inquiry (CPI). 1-Members of a CPI are engaged in a structured collaborative inquiry aimed at building meaning and acquiring understanding through the examination of philosophical questions or concepts of interest to the participants. 2- A CPI entailed a consensus of “epistemological modesty” an acknowledgement that all members of the group, including the facilitator, are fallible, and therefore hold views that could end up being mistaken. 3-Participants in CPI generally refrain from using much technical philosophical language or direct references to the work of professional philosophies to construct their arguments. 4-The establishment of an environment of intellectual safety, where any question or comment is acceptable as long as it does not belittle or devalue others in the group and allows trust and willingness to present one’s thoughts to participants.

Creating a CPI will be central to incorporating philosophy into lessons about earlier marketing ideas. I want students to understand how philosophies affected these earlier marketing civilizations and evaluate their continuing impact. The goal here is for students to make a connection to philosophies that marketing people use today. In our curriculum, we learn about major philosophers and their philosophies. This unit will allow students to develop a deeper understanding of how philosophy impacts society by learning to think like a philosopher themselves. Once they understand this, it will provide more marketing knowledge for future use.

Critical Thinking. It is important to understand how to use research as a model of thinking and growing to create a mindset with knowledge. If you think rationally, you understand who, what, when, where and why. This will generate thinking and students will be able to answer and generate questions about what problems we are trying to solve. Here are 5 critical thinking views for marketing. What are the 5 critical thinking strategies?

Strategy 1: Be a continuous learner, Strategy 2: Make the right decision for the majority, Strategy 3: Listen and consider unconventional opinions, Strategy 4: Avoid analysis paralysis and Strategy 5: Analyze yourself. Placing an emphasis on the philosophical views of marketing

shows that questions influence their world? What answers to problems were they trying to answer?

With CTE it focuses on students to develop the ability to learn by constructing compelling questions, supporting questions, gathering and evaluating sources, developing claims and using evidence and communicating those ideas. Once this is done, students must act with knowledge of what is taught. They should be able to recite, review and explain the content.

While asking a question for critical thinking there is a correct answer, students must come to their own conclusion and offer feedback on what they have learned.

If I start with, does marketing happen everywhere? Then the answer would be yes. Each one of us is involved in marketing, regardless how we look at it. Example, what type of shoes do we have on? Even without asking the question to anyone, I can answer that question by looking at the product and seeing some type of company logo there for recognition. This is marketing and marketing happens everywhere.

So, what does my quote mean? Each one of us is involved in marketing for any company at any time, regardless of our understanding or consent of advertising. After giving students this quote, they will be able to research answers and give a compelling statement. It will be done through research and prepared to discuss during class. I often ask, "Do you agree or disagree with me after research?"

I also like to put them in groups to see if anyone can come up with a different approach to the question. Are we marketing or not? The questions I will be asking will be listed and discussed in order. Example, 1- What was the last purchase you made and was marketing an impact on your decision? Such as an advertising commercial, billboard or social media. 2-Why do you choose the Nike brand over the Adidas brand?

As an example, here students can use the philosophy of marketing in our society, to research. The philosophy is centered on the fact that all people regardless of who they are participate in marketing. The students can do starbusting and brainstorming to think about how and if the philosophy of marketing is being practiced by all of us. It is a part of our history regardless of how we look at it. An example could be that we are walking billboards in our society.

Students will have the option to explore who is involved in marketing and how it works today. How does it impact our society today?

This unit will focus on founders of marketing. Each person involved in the early stages of marketing left their mark and what they believed to be true of marketing.

Questions and Comparisons: How their philosophy of marketing helps shape the world in which we live in today? Students will be able to make sense of the marketing which involves organizations, politics, individuals and how the structure of companies are created. How does

marketing help shape the world in which we live today? What is your favorite brand of jeans? What brand of hoodie do you like? Which company has the better brand of sneakers Nike or Puma? They will be discussed in order of questions.

Content Research

This unit was designed for High School students that are taking Marketing in the CTE department.

For someone who does not know the meaning of CTE, they most likely will not understand how it works or the impact it has on our students. Marketing would be considered an elective class to most students, but it is our goal and purpose to teach marketing to students where they will be able to understand how it works in the real world. Furthermore, it will allow them to use this content to be successful without going to a higher educational institution. To imagine students without marketing would be an understatement. Upon completion for the marketing class, at the end of the semester they will be certified in marketing. This will make them more marketable and will allow the opportunity to work for most corporations. It is a course designed for the purpose of helping students gain knowledge despite going to a college or university of higher learning. It will connect real life experiences for students to use in the workforce. To achieve maximum output, students must work the core curriculum and participate in assignments to get the real-world experience of it in the 21st century. Students and staff must prepare for self-awareness. This must be nurtured in the classroom especially for students who lack self-confidence. As stated by Price-Mitchell, Marilyn. Nurturing Self-Awareness is the key for teachers and students in the classroom.”

Most lesson plans can be completed in many ways. Starting by engaging students in a real-life situation. So, I may start with a lesson discussion by asking who Colin Kaepernick is and why did Nike endorse him after being released from the National Football League? This is a great lesson and they must research and provide enough evidence to understand the question. This allows them to actually research the real story to see why he was banned from the National Football League (NFL). After standing up for justice in protest of police brutality against African Americans and institutional racism he was treated differently than other players and released from the NFL. Once they see how they can relate to this situation, then the real-life comparison is starting to be recognized and more interesting questions arrive from this one simple assignment. It was told that if he knelt for justice then he would be disrespecting the flag. Later through research they find the real meaning of what he was kneeling for and have greater respect for him. So, Nike was able to see that he was marketable and signed him to a multimillion-dollar contract, despite him not playing in the NFL. Even creating his own apparel line, which sold out the first day it was released. So here we can see that the marketing philosophy works because Nike’s philosophy was promoting justice inside the black community as it relates to police brutality and social economic mobility. This example of Colin Kaepernick endorsement with

Nike illustrates that everyone is marketing if the right philosophy and products are appealing to consumers through advertising. Students will analyze how marketing is always trying to sell products. They can evaluate and determine if Nike made a good decision to endorse him and why?

This is how assignments can begin and we can use this as a narrative about his philosophy. With a better understanding of his philosophy students can now know he was able to stand for justice and we can discuss the concept of justice and the question-What is justice from a philosophical standpoint?

Most students may agree with this or take a different approach. At this moment, we can start to use the fact that students look at the world in a different light. How does a child learn the ways of its life? Children learn in different ways. Some learn by seeing, some by hearing, some by reading, and some by doing. And at this stage, children still learn through play. ... Children aren't born with social skills – they have to learn them, just like they have to learn to read and write

This allows for students to encourage deeper and more intense discussions. Students use this information to help them make sense of how the real world works and what benefits them to belong in our society. Students look at the overall picture of society and attempt to carve out their space to make an impact on the world. When looking at assignments, students will be able to come up with their own ideas and research. Often, I like for students to have students to lead discussion. It allows for them to see their peers as students and provide answers from a different perspective. So, students enjoy this and often come up with interesting answers. This allows for more students' engagement and helps to develop their leadership skills.

Students must have better ways of understanding philosophy in content through researching the philosophies of the marketing strategy and forming their own opinion of how it affects our society. This can be done by completing research of how marketing was created. Understanding content is key and it will influence better research, writing and develop skills related to important facts of information.

Students will need to acquire a broader understanding of the marketing strategy. They will read an article “How to Develop an Effective Marketing Strategy by Understanding Marketing Research Fundamentals” to understand the content of a marketing strategy. This will allow them to form their own opinions of marketing strategies and provide evidences of their beliefs. We will look at the involvement of media, commercials, billboards, and internet sites to gage our approach of marketing. The philosophy questions will be developed during a round table discussion so students will be able to voice opinions. <https://smallbusiness.chron.com/develop-effective-marketing-strategy-understanding-marketing-research-fundamentals-80592.html>

For marketing to be understood, students will need to have more opportunities to research real life situations as stated with the Colin Kaepernick situation. Going further into historical events, it allows for better understanding of content as well. Often, students do not understand this concept and it is so important for them to develop this skill. When finding their own facts, it

makes the content more valuable and provides real knowledge. When using different types of strategies, it allows for them to get a better understanding by seeing actual pictures themselves, which I feel makes the content and lesson more valuable. Anytime someone has prepared their own research, it allows for a better connection to the information. Teaching through examples allows us to act in a way that shows others how to act. It sets the standard for your expectations.

The unit will be based on 4 P's of marketing, which is an important element of the marketing strategy.

Before understanding pricing, students must understand how it operates. They must know how it works. Hermann Simon philosophy of pricing is similar to the ancient times philosophers such as Aristotle. Hermann Simon believes that value-in-use can vary among individuals. Simon concludes that his evergreen answer has always been "value" or "value-to-customer". Aristotle also believes that value –in-use can vary among individuals. This shows that customer's willingness to pay a price, and thus the opportunity for the seller to obtain the value perceived by the customer. So, when teaching pricing to students, they must understand the value of items and have the willingness to pay for those products. This philosophy is not new. It is derived from Latin which uses the same word, pretium, interchangeably for value and for price. Through research it tells us that pricing should not be primarily concerned, but instead concerned with value. Understanding, creating, and communicating value is the key challenge in pricing.

Promotion is another important element. Students will be able to see and understand how the process works. Through research they will understand why companies' uses promotion to get their product recognized. As one organization stated that they know its product better than anyone or any organizations. They understand what will work in designing a product and what will not work. Example, the company may decide to emphasize the low cost or high quality of their products. Students will be able to research promotion and complete assignments to understand why promotion is so important to companies. Not only does promoting bring products to life for organizations, it also promotes products that are not selling well and the organizations attempting to unload that product. A great example of this will be product bundling which will promote the phone and add other slow selling products in with a discount to help with inventory. Marketing professor and author E. Jerome McCarty introduced the first marketing strategy in 1960. He was a pivotal figure in the development of marketing thinking. Known as a marketing trailblazer he understood that promotion, pricing, place and product worked together to form the four P's of marketing. Basically, they rely on each other to be successful in getting products recognized to consumers. He talks about how the marketing plan will take various approaches depending on the four P's. Depending on your target market will determine what promotion items to promote. Students will be able to define the different ways of promotion by doing research of different companies and explaining their research. By completing research, it allows for them to have a better understanding of why companies are promoting certain products and make an informed decision before purchasing products. Knowledge is power in the world of marketing.

E. Jerome McCarty also is credited for the third element of the Four P's which is placed. According to Hunt and Goolsby, "The publication of McCarthy's Basic Marketing (1960) is largely cited as the beginning of the end for the functional approach." During the 1960, this was known as a transaction period for marketing. During the 1950's the philosophical approach to

marketing was known as the functional approach and managerial approach. If a company promotes products and has a great price for these items, they must have somewhere to place items for consumers to purchase them. Today, we have some options to purchase such as brick and mortar locations or the internet. Thanks to the multimedia approach, Students will develop ways to research companies and see how products move from location to places of purchase. Students will describe their research and share during group discussion.

Our final approach to this unit is product. Advertising is not necessary if there is no product to purchase. This is also a part of the Four P's, and an important element. Here, students can see how products are made and see the entire operation of products. An assignment will start with defining different types of products of their choice and research how the products are developed. This will allow for better understanding and being able to see the entire process of the Four P's of marketing. According to the strategic belief of all marketing, the marketing concept states that the organization should strive to satisfy its customers' wants and needs while meeting the organization's goals. Products must meet the demands of consumers because the need to understand them is critical. Customers today are more informed about products they are purchasing. The internet has allowed them to search for different companies' products and select the best one to fit their needs. The strategic belief is simple. Place items where consumers purchase for a fair dollar value and make them feel appreciated and valued with their purchase. The marketing era started to dominate around 1950, and it continues to the present. The marketing concept recognizes that the company's knowledge and skill in designing products may not always be meeting the needs of customers. Students will be about to research different products and see which ones are important to them. By completing research of different products, students will be able to make informed decisions when purchasing products and understand that they are the most important aspect of the product link.

Students will engage in critical thinking of the Four P's of marketing and how to purchase products with understanding. Students will use 1 or 2 different concepts. 1 the students will use a set of information and belief generation and processing skills. 2 is that the habit based on intellectual commitment of using those skills to guide behavior. After students determine which concept to use, they will complete a 3-paragraph summary of their concept. Research will allow them to form an opinion and understanding the marketing concept. Their opinion of marketing will be based on factual research through internet sites, fact-check, books, library resources and other public readings. Once we purchase these products; we promote these companies daily by wearing their products with their company logos or name promoted on them. Marketing is everywhere and we have to know how companies can influence our world.

Instructional Implementation

Teaching Strategies

The plan for the unit will be for students to actively engage in learning about the Four P's of marketing. This will be completed through Readings, Writings, viewing various Power Points, Group Settings, Interactive Activities, including Illustrations and Graphs.

This unit can be 2-3 weeks in length. Unit will be divided into four parts. Section one will focus on defining price and identify ways it is used. Sections two will focus on researching how promotion is used in making purchases. We will also focus on researching skills and presentations. Sections three will focus on creating a place to purchase products. Students will demonstrate the understanding of how product places play an important element of purchasing. Section four will focus on the product and how the Four P's of marketing all work together to make an informed decision about purchases. Students will complete research and demonstrate their understanding by completing a project.

Classroom Lessons/**Activities**

Commented [1]:

Section 1:

I. Define price or pricing. Students will be able to define the pricing element. Students will research pricing and present presentations. Students will also answer questions to check for understanding. ([Appendix 2](#). Marketing Happens Everywhere worksheet)

- A. Students will participate in discussion groups to discuss the topic of pricing.
- B. Students will complete the worksheet and respond to powerpoint assignments.

II. Define promotion. Students will be able to understand promotion. Students will learn about promotion and the marketing concept. Using the internet, books and other sources, students will create how promotion affects purchasing decisions. It will use an example of a recent purchase item.

- A. Students will participate in turn-and-talk discussions about how their marketing functions. Then students will create a poster that represents a function. A guided notes worksheet will be required. ([Appendix 3](#). Functions of Marketing Blue Jeans worksheet)
- B. Students will research a famous jeans company and explain how they influenced their purchase decision. Students will make a mini slide presentation to show their creativity and share with a classmate.

III. Define Place. Students will be able to identify 5 places where they have made purchases in the last month.

- A. Students will explore how place of purchase can influence purchases

B. Students will identify purchases and write a summary of their purchase experiences. Which places did they have a better experience and why?

C. Students will talk about experiences and explain if they will purchase from that place again. Students will also go online and look at customer experiences from that location and complete an overall summary from all locations where they made their purchase from. Students will look at customer satisfaction ratings.

IV. Define Product. Students will be able to identify products they purchased at a business they frequent by using the marketing mix analysis.

A. Students will explore how to purchase a product

B. Students will identify products and write a summary of their purchase experience. Where did students purchase products and write a summary of their purchase. Which places products were purchased and what way your purchase experience at these locations? Students will create a function of a marketing board game. They will be able to use the internet or cardstock to complete this assignment.

C. Students will talk about experiences and explain if they will purchase from these places again. Students will go online and look at other customers buying from these locations and see what their rating is for products purchased.

The second lesson will be for students to identify how these products affect their lifestyles.

D. They will provide a presentation about the experience and how important these products are to them. This will be presented to classmates.

E. Students will watch a powerpoint presentation on how to bargain shop for products and still get the same value. Upon completion of powerpoint, students will evaluate the video and submit a worksheet for effective shopping techniques.

F. Students will review and research how product trends have changed over the past 5 years. They will review Papa John's incidents and explain why this company was in a major crisis with customer's outcry to have the Chief Executive Officer removed from the Board and commercials. Students will be able to research appropriate values of organizational leaders and detail whether his actions were ethical or not. The students will read Managing for Organizational Integrity before viewing the clips below. After viewing the skit of videos, the students must complete a 4-paragraph summary of their findings. Clip #1

<https://www.thedrum.com/news/2021/06/01/ad-the-day-papa-john-s-targets-gen-zs-with-depop-streetwear-collab>

Clip #2 <https://www.youtube.com/watch?v=GrCxi7D1GKo>

Clip #3 <https://www.sportscasting.com/what-made-peyton-manning-sell-all-of-his-papa-johns-franchises/>

G. Assessment: Students will do group-based discussion and present how Papa John's changed their mindset after the incident.

H. Assessment: Students will create a video from each group and present to classmates using the marketing mix analysis.

When presentations are completed the students will discuss and talk about the ethical or unethical issues surrounding Papa John's. They will do a group discussion and students will reflect on this message and form an understanding. This is based on their research. They will be looking at ways to shape marketing after this incident. Looking to see if this company will be able to bounce back from negative and unethical acts of doing business in the 21st century.

Section 3 Presentation of Ideas

Students will create a marketing mix analysis with the Four P's of marketing. Look up the products of their choice. It must represent knowledge of the product by doing some research to see how and when items were purchased. They will research the marketing strategy and define a method used to purchase products. This will be completed using search engines like google or yahoo.

A. Students can produce the product and present at least 2 products purchased.

B. Students will explain why they chose a particular product and explain if ethics played a part in their decision to purchase the product. Did company reputation or ethical standards play a part in your purchase?

C. Students will be able to share purchasing products with a classmate. Once the comparison is completed students will submit to the instructor. Once all students have completed the assignment, students will do a round table discussion to see similarities of products. ([Appendix 4](#), Marketing Mix Analysis worksheet)

Section 2

I. Understanding marketing strategies

Students will research an episode of Shark Tank. They must observe the different entrepreneur's giving sales pitches to the sharks and asking questions. Completing this assignment will allow for students to be engaged and understand how challenging it is

to have your own business. Students will be given a worksheet to complete this process. ([Appendix 5](#), Shark Tank Marketing Mix Strategies worksheet)

A. Students will also research different companies and identify ways to create their own Shark Tank idea. Ethical standards displayed in the Managing for Organizational Integrity article will be a guide for creating the shark tank. Students must complete a 3-paragraph summary and submit.

B. Students will complete this assignment over the course of 2 days. Day 1 students will research companies for ideas of the assignment. Day 2 students will focus on completing this assignment. It must be completed in graphs, written summary and powerpoint presentation.

II. Research and explain the importance of target marketing. Students will review and present the market and market identification. Students will have a lecture or discussion and research items in the household to identify what types of products are being purchased and who may be living in the home such as family, single, male or female. ([Appendix 6](#), Dumpster Diving worksheet)

A. Divide the class into 4 different groups and complete the worksheet. Students will have a 15-minute time limit to complete assignments.

B. After completing the assignment, students will complete a google slide to explain their evaluation.

III. Students will create a presentation that impacts the discussion of marketing. Students will create and connect brands and social media for corporations and see which products are selling the best.

A. Facilitate students to research information on different types of brands. Once brands are identified, students will discuss the likes, dislikes, followers, etc. of these brands. ([Appendix 7](#), Taste Product worksheet)

B. After completing the assignment, students will complete a taste test without others knowing the brand and students must take an educated guess to identify the brand. Often, our taste tests are misleading so students will complete a 10-minute powerpoint presentation to address the findings. Each group will be given a different selection of products to complete this assignment. ([Appendix 8](#), Product Mix worksheet)

Implementation/Activities to Support Lesson Plan:

Students are introduced to marketing and at the end of this course, students will be able to identify ways to purchase products and understand the marketing mix.

Defining marketing

Based on The Fundamental Theorem of Market Share Determination by Earnest F. Cooke, Memphis State University 1972 Page 84-85, we will use his research and theory to develop activities directly related to his approach of the marketing strategies. As noted, he believes that the market share of a firm in the long run is equal to the market effort share of that firm which is measured in dollars spent on marketing. He also finds that the following major components of marketing effort have been treated in the extensive literature which relates either directly or indirectly to market share determination. These components include Product, Promotion, Place and Price. For any company to get their market share, advertising, expenditure share, relative price, distribution outlet share, sales and product quality are all relevant product innovations.

1. Students will be able to define marketing and identify ways to understand purchases by researching video's, internet and other sources.
2. Students will be provided with all vocabulary for each phase of the marketing mix to support their understanding of research. Students will interact with correct vocabulary through activities, project-based assignments and the use of Quizizz.
3. Students will explain in detail their research so they can make a connection with the assignment. To complete they can use all media sites to support their research.
4. Round table discussion. I will pick two research assignments and students will view and make observations and complete worksheets. Students identify 7 important facts from the vocabulary.
5. Students will take a quiz on vocabulary and content to see if words are connected. This is a method to check for student understanding.
6. Students will be able to use different types of social media and the internet to compile information from companies to use.
7. Students will work to strengthen vocabulary through research. Form definitions and proved feedback.
8. Student led classroom- students will form teams and provide answers from research. This will provide for multiple views of assignment.

Positive Effects of Marketing

1. Students will be able to analyze how marketing happens everywhere. Students will review different methods of marketing today.
2. Students will review Colin Kappernick clips and find out how his message reflects on marketing and being endorsed by Nike. They will write a 4-paragraph paper about his marketing purpose. Example, what did he believe and how was he endorsed?
3. Students will be able to research marketing trends and explain how they are effective for each company.
4. Students will research Starbucks and Dunkin Donuts and see how each is different with their brands of coffee. How do they market and does price make a difference in product?
5. Having a positive reputation is important for all companies. They will complete a worksheet and compare the companies.
6. Students will use research from different companies and evaluate which organizations are benefiting more from their products. Students will review the Managing for organizational integrity article to develop an understanding of information obtained through research of marketing and ethical beliefs. They will complete a worksheet and use round table discussion to analyze the information. Upon completion of the round table, students will write a 3-paragraph summary to show understanding of integrity to ethical issues associated with corporations.

Research and Presentation of findings

Students develop an understanding of information obtained through research of marketing. They will use round table discussion to analyze the information. Upon completion of the round table, students will write a 3-paragraph summary of their findings. The summary must include the Four P's of marketing which is Product, place, price and promotion. Provide a guided worksheet. Once this process is completed, students will share their information with another student with similar findings.

Review

Students will complete a powerpoint presentation and share this information with their peers. Peers will then critique the presentation and provide feedback to students. Students will have the option to make corrections before submission.

Class Discussion

Students will conduct class discussion for information.

Vocabulary word support of assignment

Students will use google slide, powerpoint or create a Quizizz to present vocabulary words for marketing. Students will talk about their words in sentence form and give examples of how to correctly use the words. Students will upload assignments in Canvas where they will be graded for content understanding.

Checking for understanding:

Content understanding will be illustrated by using the following techniques. Ask Open-ended questions, Round Robin, Physical response of students while discussing assignment, Use Exit Tickets, Presentation Quizzes, Four-Corners A,B,C,D teacher ask questions of the four corners and students physically respond by going to the correct corner. Group presentations, discussion boards, pair and share, long with turn and talk will be used.

Assessment

The assessment for student learning will be assessed through both direct and indirect measures. The measures will include homework, quizzes, exams, reports, essays, research projects, case study analysis, and rubrics for oral and other performances. Teacher will have the option to use any of the choices to complete assessments.

Appendix 1. Teaching Standards

This curriculum guide, for Marketing CTE will be to assist teachers in preparing our students to meet the North Carolina State Board of Education's common standard is for "every public-school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century." The course of Marketing is rigorous and relevant for all students. It's based on the state and national content standards, and engages technology to prepare students for the next generation. Students that complete standard content for this course will be prepared to high-skill, high-wage, or high-demand for better occupational opportunities. This unit will cover recommended standards.

MM51-Marketing 1.00

Understand marketing and integrated definitions along with understanding marketing.

Present information in a diverse formation where students can learn the information and use it with informed knowledge.

MM51-Marketing 1.01

Explain marketing and its importance in a global economy. This will allow for students to have textual evidence to support their research.

MM51-Marketng 1.02

Students will be able to use key terminology and memory cules by researching and developing their overall awareness of marketing. This will include students interacting

with one another and using technology for support. Provide written summaries of sources and information.

MM51-Marketing 1.03

Students will learn vocabulary from different sources and research ideas of how to use the Four P's of marketing and develop an understanding of how products work in our society.

Structure of unit:

Students will be able determine the meaning of vocabulary words and use them in sentence form. They will support their findings by completing a summary of words with detailed sentences. Understanding key terms and facilitating class discussion using vocabulary words.

MM51-Marketing 1.04

Students will learn information by doing Think-Pair-Share to develop a community of learning. Convincing classmates how to take steps in articulating ideas.

MM51-Marketing 1.05

Students will create group activities and discuss the marketing concept. Write a summary to explain how the Four- P's are interconnected. Understanding how private enterprises use them to produce and sell products to consumers.

Knowledge of marketing and Ideas

MM51-Marketing 1.06

Students will use technology such as social media sites and other internet activities to complete ideas to develop different products that will be discussed during class. Students will complete a google slide or powerpoint to identify their understanding of research.

MM51 Marketing 1.07

Students will do an evaluation of marketing. They must evaluate what if marketing didn't exist. How to prepare research and argue why marketing is important to our society. Students will be able to use internet access or other alternate ways to research information. Understanding the purpose and creating a 3 paragraph summary of do a talk-n-turn with other students.

Range of understanding

MM51-Marketing 1.08

Students will develop a good understanding of marketing by completing assignments, projects and quizzes. After completing marketing, students will be able to take advanced marketing known as marketing applications. At the completion of marketing then students will be able to take the marketing certification.

Appendix 2.

Marketing Happens Everywhere Worksheet:

Name _____

Marketing Happens Everywhere

Directions: Using the word bank, identify the marketing activity for each statement. In addition, please explain why you chose your answer.

Marketing Activities Word Bank
Channel Management, Marketing-Information Management, Market Planning, Pricing, Product/Service Management, Promotion, Selling

1. A salesclerk describes the features and benefits of a smart phone.

Explanation: _____

2. A local sporting goods store offers 30% off the local high school spirit wear, during homecoming week.

Explanation: _____

3. An e-commerce enterprise builds a warehouse in large cities, so products get to urban customers quickly.

Explanation: _____

4. A company stops producing products that are not selling.

Explanation: _____

5. You are invited to participate in a taste test for a new flavor of ice cream.

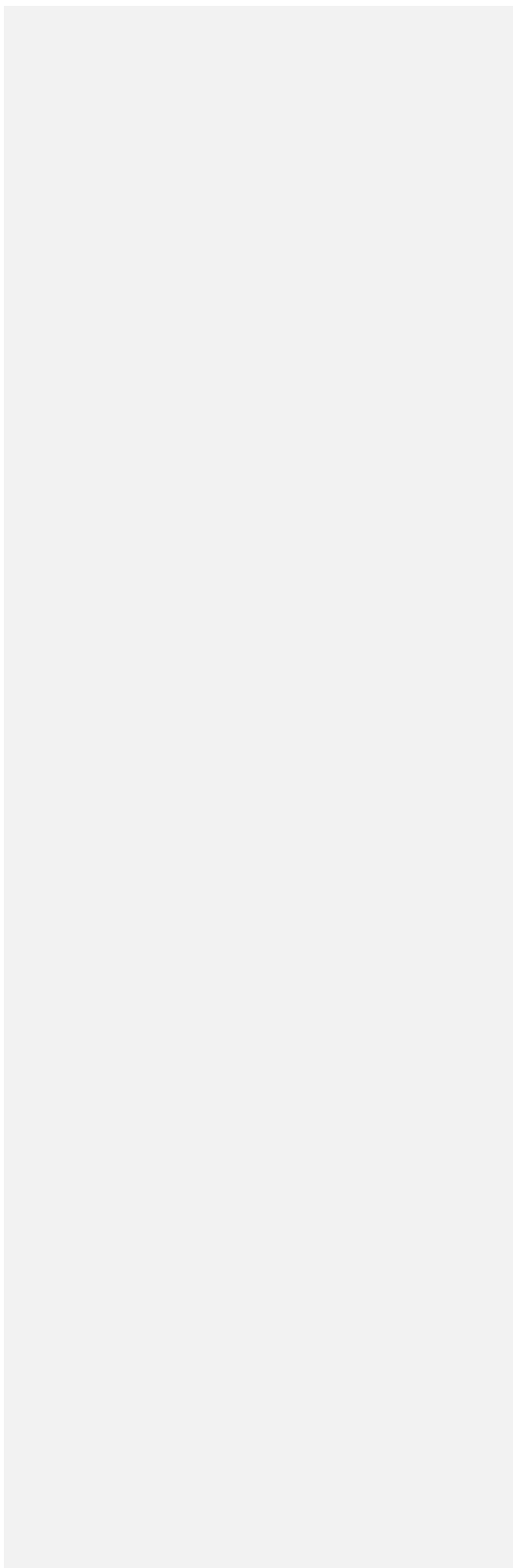
Explanation: _____

6. John is planning on opening an ice cream shop, he creates strategies to attract customers to his business.

Explanation: _____

7. A gas station offers a reward card that allows customers to earn a free tank of gas.

Explanation: _____



Appendix 3.

Marketing Blue Jean Worksheet

Name _____

Functions of Marketing Blue Jeans

Directions: With your partner(s), compose a poster that highlights your assigned marketing function. Use markers, magazines, and craft art supplies to design your poster. There should be a picture that represents your function. Explain how the function will help to market the jeans. The poster should be creative, attractive, and able to be seen across the room.

[Appendix 4.](#)

Marketing Analysis Worksheet

Name _____

Marketing Mix Analysis

Directions: The Marketing Mix is often referred to as the 4Ps of marketing. In this activity, you will explore the 4Ps, or Marketing Mix. Choose a business that you frequent. For example, it could be a restaurant, clothing store or online service like iTunes. Look up the website of the business or think about your last visit there. Answer the questions below.

What is the name of the business?

PRODUCT

What is the main product, (goods, services and/or ideas) offered? Are they durable or nondurable goods or services or ideas?

PRICE

What is the amount or range of prices at the business?

PLACE

Explain how the product reaches the customer.

PROMOTION

How does the business communicate about their business or product?

TACTICS

Identify tactics the business uses to connect the marketing mix (i.e. listing a website address on a TV commercial or having a brick and mortar address on a website).

Appendix 5.

Shark Tank Worksheet

Name _____

Shark Tank Marketing Mix Strategies

Directions: Watch an episode of Shark Tank. Be observant of the entrepreneur's "sales pitch" and the shark's questions. Apply the questions below to the tank.

Thinking about the elements of the marketing mix, which element is primary?

1st Pitch:

1. What is the primary element (product)?
2. Price?
3. Place: Where are they selling it?
4. Promotion?
5. What are some strategies that the entrepreneur has tried in the past?
6. Were they successful and why?
7. What do the sharks suggest they change about their marketing mix or strategies?

2nd Pitch:

1. What is the primary element (product)?
2. Price?
3. Place: Where are they selling it?
4. Promotion?
5. What are some strategies that the entrepreneur has tried in the past?
6. Were they successful and why?
7. What do the sharks suggest they change about their marketing mix or strategies?

3rd Pitch:

1. What is the primary element (product)?
2. Price?
3. Place: Where are they selling it?
4. Promotion?

5. What are some strategies that the entrepreneur has tried in the past?
6. Were they successful and why?
7. What do the sharks suggest they change about their marketing mix or strategies?

**IF they were stated, what are the:

- goals,
- strategies,
- and tactics

of the pitched product/service?

Appendix 6.

Dumpster Diving Worksheet

Name _____

Dumpster Diving

Directions: Based on the following list of items found in this home's trash, what does the residents' trash say about them?

Home #1

Miscellaneous items and wrappers/containers from these products:

- Swanson's TV Dinner – turkey
- Small can tuna
- Dial bar soap
- Gillette shaving cream
- Credit card offer from American Express
- Gas bill from Amoco gas station
- Chicken noodle soup 10 oz. can
- Wall Street Journal newspaper
- Single-serve microwave popcorn
- Cellular phone bill
- Classic Coke cans (8)
- Frozen pizza box
- Men's Health magazine
- Heineken beer bottles (2)

- Microsoft Office 97 instruction manual

Describe the people/person that lives in this household. The household profile should include, but is not limited to estimates of:

1. Number of people living in the house.
2. Ages of the residents.
3. What are the possible occupations?
4. Would the household be considered lower, middle or upper class?
5. What can be said about their lifestyles?
6. What other products might this household purchase?
7. What can you tell about the shopping preferences of this household?

Be prepared to report to the class the group's conclusions.

Appendix 7.

Taste Product Worksheet

Name _____

Cola Taste Test

Directions: Complete Part One, sample Cola drinks, then, complete Part Two.

PART ONE: I usually drink (circle one)

Cola Lemon Lime Orange Root Beer Other:

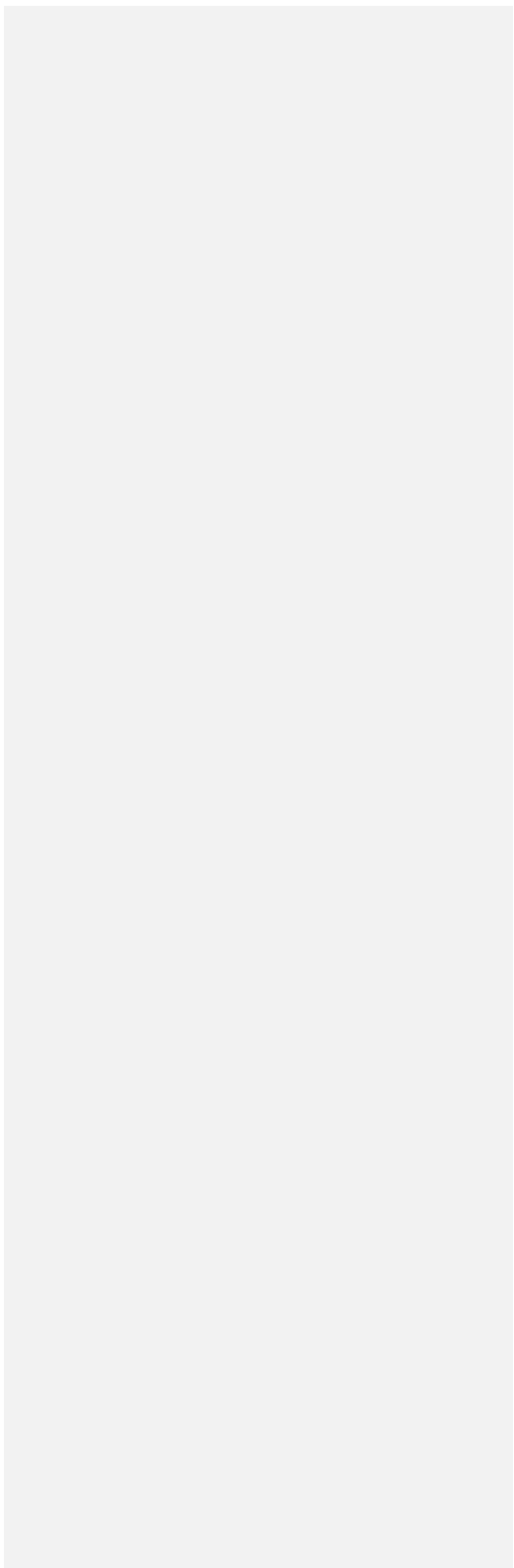
The Cola brand I normally drink is: _____

PART TWO: I prefer Cola (Circle One) A B C

This is the Cola I normally drink Yes No

From now on I will buy this Cola (if different from your normal Cola)

Yes No



Appendix 8.

Product Mix Worksheet

Name: _____

Product Mix

Directions: Complete the tasks below.

1. Select a company and research its product offerings.
2. Demonstrate that company's product width at least 3 wide.
3. Select one product line and demonstrate that line of products at least three deep.
4. Prepare some creative way to present your selected company's product width and depth. You will present your findings on _____

Company:

Primary Industry:

Three Product Lines (Width)

1. _____
2. _____
3. _____

Depth of one product line:

1. _____
2. _____
3. _____

Link to source of information

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