

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Market Research

Course Code: 040011/034305

CIP Code: 52.0701/52.0101

COURSE INTRODUCTION:

An instructional program that provides a background for the development and operation of a business starting with the role of the entrepreneur in our economy to development of a business plan and the application of specific marketing skills and concepts within the business environment.

Instruction in this area prepares students to understand how to organize and operate a business. All students can benefit from an understanding of and appreciation for entrepreneurship and its role in the enterprise system.

This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of student will include learning the advantages and disadvantages of owning a business, preparing a business plan, choosing a location, securing a loan, determining organizational structure, and promoting a business.

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UNIT DESCRIPTION: Students will learn the use of research for starting a business.		SUGGESTED UNIT TIMELINE: 2 WEEKS CLASS PERIOD (min.): 50 MINUTES				
ESSENTIAL QUESTIONS: 1. Where do I find essential external resources to use when identifying and assessing business opportunities? 2. How would you use primary and secondary data sources to locate information about target markets? 3. How do entrepreneurs segment a market to create customer profiles?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Select sources of business start-up information	K.15			WHST 11-12.1a	Mktg II.A.3.b	2
2. Conduct an environmental scan to obtain marketing information	K.16			RI 11-12.3	Mktg II.B.3.b	3
3. Monitor internal records for marketing information	K.17			RST 11-12.6	Mktg II.B.3.c	2
4. Determine underlying customer needs/frustrations	K.18			RST 11-12.2	Mktg II.A.3.c	2
5. Explain methods to generate a product/service idea	L.01			RST 11-12.2	Mktg II.A.3.a	2
6. Generate product/service ideas	L.02			RST 11-12.4	Entre II.C.3.b	4
7. Determine product/service to fill customer need	L.04			RST 11-12.2	Entre II.C.3.b	3
8. Determine initial feasibility of product/service ideas	L.05			RH 11-12.2	Entre I.C.3.c	3

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9. Plan product/service mix	L.06			WHST 11-12.5	Mktg I.3.b	2
10. Choose product name	L.07			WHST 11-12.5	Mktg IV.A.2. 3B	1
11. Determine unique selling proposition	L.08			SL 1-12.1a	Mgmt IX.B.3.b	2
12. Develop strategies to position product/service	L.09			WHST 11-12.2a	Mktg IV.B.3.a	2
13. Build brand/image	L.10			WHST 11-12.6	Mktg IV.A.4.3.a	2
14. Evaluate customer experience	L.11			RH 11-12.3	Mktg V.3.d	2
15. Explain the concept of market and market identification	L.12			RST 11-12.2	Mktg II.B.3.c	2
16. Describe the role of situation analysis in the marketing-planning process	L.13			RST 11-12.4	Mktg II.D.3.c	2
17. Determine market segments	L.14			RST 11-12.2	Mktg II.B.3.a	2
18. Select target markets	L.15			RST 11-12.4	Entre II.A.3.a	2
19. Conduct market analysis	L.16			SL 11-12.4	Entre II.B.3.e	4
20. Explain the concept of marketing strategies	L.17			RST 11-12.2	Entre II.C.3.d	2
21. Describe the nature of marketing planning	L.18			RST 11-12.2	Mktg VI.3.e	2
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>The student uses the strategic marketing planning process to create a marketing strategy for their own business or one that is being planned. (from PACE www.cete.org) (Summative)</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>						

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Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1-8	1. Interactive instruction, independent learning
19	2. Cooperative learning
15-17	3. Reading, independent learning
17-21	4. Independent learning, research
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1-8	1. The student will be able to describe the five steps in conducting market research (see M &M Project)
19	2. Students will conduct a class market survey to determine student needs (Market Research for the Classroom)
15-17	3. Students will read Unit 3 Managing Market Strategies (Glencoe Entrepreneurship) and do the activities at: http://www.glencoe.com/sec/busadmin/entre/teacher/hot/unit3.htm
17-21	4. Students will determine who the potential customers are for a business simulation. Students will be able to determine an appropriate target market. Students will also research customer wants and needs.
UNIT RESOURCES: (include internet addresses for linking) http://www.glencoe.com/sec/busadmin/entre/teacher/hot/unit3.htm http://www.entre-ed.org/_teach/activits.htm http://www.uen.org/Lessonplan/preview.cgi?LPid=27583 Resources @ MCCE: MCE DVD ROM 17 - In Brands We Trust Films for the Humanities & Sciences PRINCETON, NJ, FILMS FOR THE HUMANITIES & SCIENCES, 2004. DVD ROM — In This program, Saatchi & Saatchi Worldwide's Kevin Roberts, Chanel's Jacques Helleu, anti-corporate crusader Naomi Klein, and others address the concept of branding, its history, its impact on youth, key visionaries, and the convergence of brands and culture. The growing	

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backlash against branding is also discussed. Coke, Nike, Chanel, Apple, and Benetton are spotlighted, and many other brands are touched on. 53 minutes

MCE DVD ROM 18 - Branded: Personal Identity Through Consumer Products

Films for the Humanities & Sciences

PRINCETON, NJ, FILMS FOR THE HUMANITIES & SCIENCES, 2004.

DVD ROM — This program updates the philosophy of branding, a practice that has evolved to define personal identity through a product line, a lifestyle, or simply a concept. Cultural anthropologist Ted Polhemus explains the theory of branding and its evolution in the global marketplace. Nicolas Hayek, CEO of Swatch, uses his company's success story to discuss the emotional nature of buying--and buying into--a brand. The indie skateboard entrepreneurs of Girl & Chocolate describe their brand as representative of a lifestyle. And the advertising duo who created "do," a brand with a lot of attitude but no products, look at brands as a form of personal statement that replaces worn-out cultural identity tags such as political affiliation. 42 minutes

MCE DVD ROM 20.1 - Buying into Brand Marketing: Shaping Your Perceptions

Learning Seed

CHICAGO, IL, LEARNING SEED, 2012.

DVD ROM — Discover what a brand is and how marketing shapes its identity. Learn about brand strategy, positioning and messaging--and see them in action. Helpful tips show your students how to look beyond the brand to help make smart turns in the maze of consumer products. 26 minutes.

MCE VIDEO 124 - World Famous Pike Place Fish

ACT, Inc./RMI Media

OLATHA, KS, ACT, INC./RMI MEDIA, 2003.

VIDEO — NOTE: This is not the FISH! movie distributed by Charthouse Learning. Located in Seattle's sprawling Farmer's Market, World Famous Pike Place Fish is known for a number of things; their variety of fresh seafood, from 15 pound salmon to 2 ounce scallops, their great prices, and their friendly service. Most of all, they're known for their flying fish. See how this small fish vendor became internationally famous.

MCE VIDEO 299 - Brand Marketing

Learning Seed

LAKE ZURICH, IL, LEARNING SEED, 2000.

VIDEO — Explains how brand names play an important role in marketing and consumer consumption. How even human beings establish themselves as a brand name. What brand names have to do with security and risk reduction. 19 minutes

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MCE DVD ROM 90 - Planning Your Business: Research, Goals, and Business Plans

Films for the Humanities & Sciences

NEW YORK, NY, FILMS MEDIA, 2011.

DVD ROM — This program challenges viewers to assess their ability to take risks, manage an organization, and go toe-to-toe with competitors. Offers insight into market exploration, determining a viable market niche, gauging the level of need for a product or service, learning about one's customer base, deciding on the best business structure, and writing a business plan. 27 minutes.

MCE DVD ROM 91 - Starting Your Business: Financing, Branding, and Regulations

Films for the Humanities & Sciences

NEW YORK, NY, FILMS MEDIA, 2011.

DVD ROM — This program encourages people who have carefully studied the market for a product or service, have written a solid business plan, and have decided to proceed to the next level. Topics include typical ways of obtaining financing (emphasizing conventional banking sources like operating loans, term loans, and SBA loans); the crucial steps of fulfilling federal, state, and local paperwork requirements; the acquisition of equipment and other assets; the potential need for a physical store or office space; and guidance on crafting an enduring and evocative company name. The program also illustrates the benefits of finding a mentor to help navigate the many hurdles of starting a business. 26 minutes.

MCE KIT 2 - The E in Me --The Entrepreneur in You

Marilyn Kourilsky

KANSAS CITY, MO, KAUFFMAN CENTER FOR ENTREPRENEURIAL LEADERSHIP, 1998.

KIT — This kit contains the first three modules of The E in Me - The Entrepreneur in You. The titles and topics of these modules are: Module 1: Could You Do Something Like That? - An Overview of Entrepreneurship Module 2: Eyes, Ears, and Opportunities - Identifying Opportunities and Module 3: Is This the One? - Evaluating Opportunities. Teach your class about entrepreneurship. This kit includes 1 teacher's guide with annotated pages of the student guide; 1 implementation guide (included in the Teacher's Guide); 3 videotape programs; implementation videotape program; interactive videodisc; videotape version of videodisc material; information and instructions for The E in Me web site (included in Teacher's Guide)

MCE VIDEO 16 - How To Become a Teenage Entrepreneur

Entrepreneurial America Inc.

FARMINGTON, MI, ENTREPRENEURIAL AMERICA INC., 1998.

VIDEO — More than fifty small business ideas suitable for teens. How to get started and develop a business. 27 minutes

MCE VIDEO 24 - Spring Creek Entrepreneurs

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Mariposa Productions

MARIPOSA PRODUCTIONS.

VIDEO — This is the story of how high school students and a motivated teacher in the Missouri Ozarks started a small business to teach the principles of entrepreneurship.