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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Practicum in Marketing |
| **Lesson/Unit Title** | Business and Individuals Need Marketing |
| **TEKS Student Expectations** | **130.387. (c) Knowledge and Skills**  (2) The student knows the nature of business and shows its contribution to society. The student is expected to:  (C) describe types of business activities  (D) explain the organizational design of businesses  (E) discuss the global environment in which businesses operate  (F) depict factors that affect the business environment and how businesses can respond  (13) The student knows that a nation's economic system is determined by what is produced, how it is produced, and how it is distributed. The student is expected to:  (A) compare and contrast how economies answer basic economic questions  (B) explain why most economies are mixed  (14) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:  (A) determine characteristics of a private enterprise system  (B) explain the advantages and disadvantages of private enterprise |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   1. Explain why businesses and individuals need marketing 2. Explain how marketing developed as a part of business 3. Describe the functions of business |
| **Rationale** | This lesson will explain and describe knowledge about marketing, business, and how to develop them. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Self-sufficient** - Do not rely on others for the things you to need to survive  **Bartering** - Exchanging products or services with others by agreeing on their values  **Specialization of Labor** - Concentrating on one thing or a few related activities so that they can be done well  **Money System** - Established the use of currency as a recognized medium of exchange  **Central Market** - Location where people bring product to be conveniently exchanged  **Production** - Creates or obtains products or services for sale  merchandising-offering products produced or manufactured by others for sale to customers  **Operations** - Ongoing activities designed to support the primary function of a business and keep it operating efficiently  **Accounting and Finance** - Plans and manages financial resources and maintains records and information related to a business’s finances  **Management** - Involves developing, implementing, and evaluating the plans and activities of a business |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Role Play Number One * Role Play Number Two * Independent Practice Assignment #1 -Baby Boomer Product Services Inventions * Baby Boomer Product Services Inventions Rubric * Baby Boomer Product Services Invention Score Sheet * Independent Practice Assignment #2 -Generation Y Product Project * Generation Y Product Project Invention Rubric * [www.deca.org](http://www.deca.org/) * Internet   Materials:   * Construction paper * Scissors and glue * Poster Board * Resume paper   Equipment:   * Computers for students to complete projects * Projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Students complete a resume rough draft for the “Marketing Yourself” project.  Students choose a local business and briefly describe the marketing functions (Production, Management, Operations, Accounting, and Finance) for the business. |
| **Direct Instruction \*** | Use a large map of the United States to illustrate how cities have grown because of their ability to facilitate exchanges among businesses and consumers. Major cities have developed and prospered due to their locations making them natural transportation hubs. Rivers, railroads, highways, and major air routes have played important roles for distribution for major cities. The growth of the electronic age has decreased the need for physical movement of people and products.  Divide the class into teams. Team members must discuss product they purchased that did not meet their expectations. Students must list reasons why they made the purchase and what action they took when they were dissatisfied. The team must then devise a strategy for the business to do a better job of satisfying customers.  Instructors can use the handouts, current events, the Internet, and note pages in conjunction with the following outline. Instructors are also encouraged to make a PowerPoint presentation in conjunction with the following outline.   1. The Need for Marketing 2. Ever since people began exchanging things with each other 3. Marketing must be carefully planned and coordinated with other business activities 4. Marketing is necessary in every business 5. Marketing will only be successful if the customer wants the product 6. The Development of Marketing in Business 7. People were first self-sufficient not relying on others for the things they needed to survive 8. Bartering 9. Exchanging products or services with others by agreeing on their values 10. One of the first examples of marketing 11. Specialization of labor – concentrating on one thing or a few related activities so that they can be done well 12. Money Systems 13. Specialization became more common and more products became available 14. Bartering was not always possible 15. Currency-recognized medium of exchange 16. Central Market-location where people bring products to be conveniently exchanged 17. Other Marketing Activities 18. Businesses to loan money 19. Retailers-businesses that purchase products from producers and hold them for sale to purchasers as needed 20. The Functions of Business 21. Production-creates or obtains products or services for sale and raw materials-mining logging, oil drilling   b. processing-change the form of raw materials and change their form through processing so that they can be used in the production of other products or in the operation of businesses or equipment  c. agriculture-food and other materials grown for consumption or for processing  d. manufacturing-use raw materials and other resources to produce products for sale to consumers and businesses  e. services  f. merchandising-retailers and wholesalers  2. Operations-ongoing activities designed to support the primary function of a business and keep it operating efficiently  3. Accounting and Finance-plans and manages financial resources and maintains records and information related to a business’s finances  4. Management-developing, implementing, and evaluating the plans and activities of a business (planning and organizing work)  5. Marketing-exchanges products and services with customers    *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For ED, ESL, LD, Special Ed, at Risk, 504, etc. allow the following:   1. Allow students less than best responses to vocabulary and assignment sheets. 2. Allow students more errors on research and PowerPoint assignments. |
| **Guided Practice \*** | The teacher will give students DECA role playsthat involve management. Students must make decisions for the most effective operation of business. Use Role Play Number One and Role Play Number Two.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Independent Practice Assignment #1  Students will invent four products/services for the aging Baby Boomer population. Use Baby Boomer Product Services Inventions assignment and Baby Boomer Product Services Inventions Rubric and Baby Boomer Product Services Inventions Score Sheet.  Independent Practice Assignment #2  Students will create a product for the technology-minded Generation Y. This product should be based upon the rapid changes occurring in technology. Use Generation Y Product Project assignment and Generation Y Product Project Rubric.  Students will create a business plan for a franchise following the DECA guidelines for the Participating Entrepreneurship Plan using [www.deca.org](http://www.deca.org/) .  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Lesson Closure** | 1. What are the five functions of business? 2. Production, Management, Accounting & Finance, Operations, Marketing 3. What is bartering? 4. exchanging products or services with others by agreeing on their values 5. What are operations? 6. Ongoing activities designed to support primary function of a business and to keep a business operating efficiently 7. What are three responsibilities for the management function of business? 8. developing, implementing, evaluating   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment:**  Use observation to evaluate thepresentations assigned in LSI Quadrant III. The product for assignment #1 must be realistic and something actually demanded by Generation Y. The business plan must include all parts assigned to the Participating Franchise Business Plan for DECA competition (Go to [www.deca.org](http://www.deca.org/) high school competitive events) for the explanation and evaluation of the business plan project.  **Formal Assessment:**  Use Baby Boomer Product Services Invention Rubric and Baby Boomer Product Services Invention Score Sheet to evaluate the Baby Boomer Product Services Invention assignment. The Generation Y Product Project assigned will use the Generation Y Product Project Rubric for evaluation. The Participating Franchise Business Plan for DECA competition will be evaluated using the official DECA rubric for the project found at [www.deca.org](http://www.deca.org/).  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **References/Resources/**  **Teacher Preparation** | * Marketing, Third Edition, James L. Burrow, Southwestern Cengage Learning * Marketing Essentials, McGraw Hill * USA Today and local newspaper |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Explain how a school store relies upon the business functions (production, operations, accounting and finance, management, marketing).  Choose a business in the community to gain a better understanding of business functions. Interview individuals at the business who are in charge of production, operations, accounting and finance, management, marketing). Produce a PowerPoint Presentation that introduces all of the key people in the business and their responsibilities for each function of business. The PowerPoint should include pictures of the individuals, their educational backgrounds, and action shots at work. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)