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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** | Fashion Marketing |
| **Lesson/Unit Title** | Marketing Information Systems |
| **TEKS Student Expectations** | **130.383. (c) Knowledge and Skills**  (6) The student knows the marketing-information system.  (A) The student is expected to define the purpose of marketing-information systems. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   1. Know the marketing information system 2. Explain the characteristics and purposes of the marketing information system |
| **Rationale** | Inform students about the marketing-information system. |
| **Duration of Lesson** | 2 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Market Information System - a system that produces and analyzes information that enables fashion marketers to make decisions about merchandise for sale   * Focus Group - people gathered to give their opinions regarding a product * Input - reports, past records, or surveys * Storage - placing information gathered so that decisions can be made * Output - reports of the analysis and conclusions drawn from the information * Decision Making - the final result |
| **Materials/Specialized Equipment Needed** | * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill * Fashion clothing Websites |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Open the lesson by asking the class if they have ever been asked for their phone number or e-mail address when making a purchase? Most will say yes. Explain this is a way for companies to track not only your purchases, but their sales, and your customer information as they may market to you in the future.  **Lesson Introduction**  **ASK**-Ask students if they have ever been asked for their phone number or e-mail address when making a purchase. Have them give their reasons why.  **SAY**- This is a way for companies to track not only your purchases, but their sales, and your customerinformation so as they may market to you in the future.  **ASK**-Ask students if they have even been stopped in the mall to answer questions about a survey. Do theyparticipate? Discuss answers.  **SAY**- These are all distinct aspects of Marketing-Information-Management. Gathering and using informationcan help draw conclusions about their customers’ needs and wants. This, in turn, will help make decisions about producing new fashion items. |
| **Direct Instruction \*** | I. Marketing Information Systems  II. Input  A. Reports  B. Records  C. Surveys  III. Storage  A. Customer names  B. Phone Numbers  C. E-Mail Addresses  D. Past Purchases  E. Birthdays  IV. Analysis  V. Output  VI. Decision Making   1. The final result   VII. Model of 5 functions of what managers do:   1. Planning 2. Organizing 3. Coordinating 4. Deciding 5. Controlling   After introduction, explain how surveys are conducted and discuss how important surveys are to companies and their products. Have students break up into groups and come up with a simple survey related to clothing. Ex: The school dress code. Have students survey each other and have each group report their findings. Were the answers similar? Did they feel the answers were honest? Can they see how surveys can improve customer satisfaction? A simple quiz will be given at the end of the period over terms and the 5 functions of management.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | Customer Information Lesson in Introduction  *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 \*** | Have the students break up into groups and come up with a simple survey related to clothing. Ex: The school dress code. Have students survey each other and have each group report their findings. Were the answers similar? Did they feel the answers were honest? Can they see how surveys can improve customer satisfaction?  *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** | *Ask students to answer the following questions aloud:*   * What are the key elements to Marketing Information Systems? * What are the 5 functions of managers? * Why is it important for businesses to keep accurate records? * Why is it important to know about your customers? |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Teacher will observe students during assignment. Teacher will move about the classroom, providing feedback and making sure that students are on task.  **Formal Assessment**  Students will be evaluated on Marketing Information Systems with a quiz on vocabulary terms.  *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** | * Teacher will review the terms in the outline, and handouts to become familiar with lesson. * Teacher will have assignments and vocabulary words ready to distribute to students. * Teacher will have websites and pictures ready on projector for visual learning and comparison. * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill |
| **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) | Generate a discussion about the importance of members in a focus group to be of the same age, background, and income level. Why is this important? |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA, FCCLA |
| **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)