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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 Functions |
| **TEKS Student Expectations** | **§130.383. (c) Knowledge and Skills**  (2) The student knows the importance and functions of marketing.  (A) The student is expected to describe each marketing function and how it relates to the fashion industry  (B) The student is expected describe advantages and disadvantages of market segmentation and mass marketing  (C) The student is expected research trends affecting fashion marketing  (12) The student knows the nature and scope of fashion.  (F) The student is expected explain legislation that impacts the fashion industry |
| **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. Rationalize the marketing concept; 2. Describe each marketing function and how it relates to the fashion industry; 3. Explain how each component of the marketing mix contributes to successful marketing; 4. Employ concepts and strategies used to determine and target marketing strategies to a select audience to facilitate merchandising activities; 5. Describe advantages and disadvantages of market segmentation and mass marketing; 6. Research trends and emerging technologies affecting fashion marketing. |
| **Rationale** | The goal of this lesson is to introduce students to the nature and scope of fashion, and the importance and functions of fashion marketing. |
| **Duration of Lesson** | 3 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Marketing – the process of developing, promoting, and distributing products to satisfy customers’ needs and wants * Marketing Concept – the idea that businesses must satisfy customers’ needs and wants to make a profit * Target market – the specific group of people that a business is trying to reach * Market segmentation – a way of analyzing a market by categorizing specific characteristics * Demographics – statistics that describe a population in terms of personal characteristics such as age, gender, income, ethnic background, education, religion, occupation, and lifestyle * Psychographics – studies of consumers based on social and psychological characteristics such as attitude, interests, and opinions * Geographics – statistics about where people live * Behavioristics – statistics about consumers based on their knowledge, attitudes, use, or response to a product * Fashion merchandising – the planning, buying, and selling of fashion apparel and accessories to offer the right merchandise blend to meet consumer demand * Retailers – store owners |
| **Materials/Specialized Equipment Needed** | * Display for slideshow * 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) | Ask students “What is Marketing?” Explain that marketing has seven important functions to effectively market products.  **SHOW –** Show the students the functions of marketing coded marketing wheel**.**  **ASK-** Ask the students to describe how each one of the functions might be used to market the fashionindustry.  **SAY-** Each function of marketing is of equal importance. Go through each function discussing its meaning withthe students. |
| **Direct Instruction \*** | I. Fashion Marketing Function Basics  A. Functions of Marketing  1. How Fashion is Marketed  B. The Marketing Concept  C. Target Market  1. Demographics  2. Psychographics  3. Geographics  4. Behavoristics  D. Diverse and Changing Markets  E. Fashion Merchandising  1. Retailers and Fashion  Merchandising  2. Merchandising Market Factors   * (Day 1) Use slideshow as visual aid. After the introduction, have students break out into 7 different groups with each group representing a marketing function. Give students a broad clothing item like “Jeans”. Then have each group explain how their function will market the jeans. * (Day 2) Use slideshow as visual aid. * Have students fill out vocabulary terms and go over each word in detail with class. Go over details of “Market Segmentation Project”. * (Day 3) “Market Segmentation Project”   *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 \*** | * (Day 1) Explain to students marketing has seven functions in which each function is of equal importance to market products as effectively as possible. * (Day 2) Vocabulary Day * (Day 3) Project   *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 \*** | * (Day 1) Have students break out into 7 different groups with each group representing a function. Give students a broad clothing item like “jeans”. Then have each group explain how their function will market the jeans. * (Day 2) Have students fill out vocabulary terms and go over each word in detail with class. * (Day 2/3) Market Segmentation Project   *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 Functions of Marketing? * How is Fashion Marketed? * What is the Marketing Concept? * What is a Target Market? * What are Demographics? * What are Psychographics? * What are Geographics? * What are Behavoristics? |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Teacher will observe students during project. Teacher will move about the classroom providing feedback and making sure students are on task.  **Formal Assessment**  Students will be evaluated on their individual Market Segmentation Paper.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). |
| **References/Resources/**  **Teacher Preparation** | * Ekstrom, G., Justiss, M., & Glencoe/McGraw-Hill. (2006). *Fashion marketing*. New York: Glencoe/McGraw Hill * Fashion store websites * Professional marketing association websites * Teacher will review the terms in the outline, slideshow, and handouts to become familiar with lesson. Teacher will have assignments and vocabulary words ready to distribute to students. |
| **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) | Have students think of at least three friend or family members of different ages and describe the type of clothing that appeals to those people. |
| **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)