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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Principles of Business, Marketing and Finance |
| **Lesson/Unit Title** | Retailers in a Private Enterprise System |
| **TEKS Student Expectations** | * 1. **(c) Knowledge and Skills**   (7) The student classifies types of businesses that market goods and services:  (C) The student is expected to identify types of retailers; and  (D) The student is expected to explain the role of retailers in a private enterprise system. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, the student will explain the role of retailers in a private enterprise system.  **Specific Objectives**   * Identify economic indicators for consumer spending. * Describe the role of business in the U.S. economy. * Describe three major types of businesses. * Differentiate between a direct and an indirect channel of distribution. * Explain the main types of shopping locations. * Describe different types of retailers. |
| **Rationale** | A private enterprise system is characterized by competition, open markets, private ownership, and private initiative. The retailers in this type of system are the people who are selling the goods and services produced by the producers. This lesson will explain the retailers’ important role in the private enterprise system, as well as the types of retailers available to consumers. |
| **Duration of Lesson** | 3 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms**   * **Retail sales** – sales of durable and nondurable goods bought by consumers * **Intermediaries** – businesses involved in selling the goods and services of producers or consumers and other businesses * **Channel members** -- the businesses that take part in a channel of distribution * **Traditional retailers** -- department stores, discount stores, specialty stores, supermarkets, and convenience stores developed over the past 100 years * **Non-store shopping** -- mail order, vending machine, and Internet purchases * **Retailer** -- purchases goods from a wholesaler and resells them to the consumer or the final buyer of the goods * **E-commerce** -- electronic commerce through the Internet * multi-channel retailer-when a store sells products in stores, by mail, and online * **Bricks and mortar** -- stores and warehouses * **Clicks-and-mortar** -- businesses that also use the Internet |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Retailer Loyalty Report Assignment #1 * Retailer Loyalty Report Assignment #1 Rubric * Name that Retailer Poster Assignment #2 * Name that Retailer Poster Assignment #2 Rubric * Interview PowerPoint Presentation Assignment #3 * Interview PowerPoint Presentation Assignment#3 Rubric * Shopping Mall Assignment Presentation * Shopping Mall Assignment Presentation Rubric * Internet   **Materials Needed:**   * Construction paper * Scissors and glue * Poster board * Newspapers   **Equipment Needed**   * Computers for students to complete projects * Projector for PPT |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Ask students to list three service businesses that their families use regularly. What would their families do if those service businesses did not exist? Then explain how service businesses are approximately 60% of the U.S. businesses. 2. Ask students to collect newspaper and magazine advertisements. Then students must categorize each type of business advertised. |
| **Direct Instruction \*** | 1. Retail Sales-sales of durable and nondurable goods bought by consumers    1. Types of Businesses       1. Intermediaries--businesses involved in selling the goods and services of producers to consumers and other businesses       2. Service business--carries out activities that are consumed by its customers (does not offer products for sale)          1. fastest growing part of the economy          2. more than 60 percent of all U.S. employment          3. new types of service businesses--Internet service providers, web designers, online businesses       3. Consumers buy most of their goods and services from a wide array of retailers. Service businesses are very popular in the U.S.    2. Retailer       1. Channel member       2. Direct channel of distribution—products move from the producer straight to the consumer with no other organizations participating       3. Indirect channel of distribution—includes one or more other businesses between the producer and consumer       4. Retailers—the final business organization in an indirect channel of distribution for consumer products       5. Most people do not go directly to a farmer to purchase produce. We depend upon retailers for most purchases. Each channel member, including the retailer, plays a major role in getting goods and services to the final customer.    3. Traditional Retailers       1. Department stores—Nordstrom’s, Macys       2. Discount stores—Walmart       3. Specialty stores (limited-line retailers)—Ace Hardware and Foot Locker       4. Supermarkets—HEB       5. Convenience stores—gas station with a mini mart       6. Traditional retailers can be found in shopping malls across America. Shopping malls have felt changes in consumers’ buying patterns influenced by Internet sales.    4. Contemporary Retailers       1. Specialty superstores—Home Depot, Office Depot       2. Warehouse club—no frills outlet       3. Factory outlets or off-price stores—T.J. Maxx, Stein Mart       4. Superstores and hypermarkets—Kroger       5. Showroom retailers—display samples of their products and take orders from customers—Service Merchandise       6. Specialty superstores like the Home Depot have become increasingly popular because individuals like the idea of a one-stop location for all home improvements, garden, appliances, and other home needs.    5. Non-store Shopping       1. Mail order       2. Vending machines       3. Internet   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * This lesson may be modified to accommodate your students with learning differences by referring to the files found on the Career & Technical Special Populations page of this website (http://cte.unt.edu/). |
| **Guided Practice \*** | Give students a list that contains the categories ofretail stores in sections C, D, and E. Then give students five minutes to write the name of a store for each category. This activity is a good ice breaker for the lesson about retailers. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. **Retailer Loyalty Assignment:** Ask students to interview 10 people to determinetheir choice of retailers for groceries, gas, clothes, dining out, and birthday gifts. The surveyed individuals must explain reasons for their loyalty. After students complete their survey, they write a one- to two-page paper to report their results. The paper must include a graph for the survey results. 2. **Name that Retailer Poster Assignment:** Ask students to design a poster thatgives clues about a popular national retailer. The clues cannot include the name of the retailer and must challenge other students. The actual name of the retailer should be on the back of the poster and covered with a piece of paper. The posters will be used in class for a review game. 3. **Interview Assignment:** Ask students to interview an individual who has a careerin the retail industry. Students should ask questions to determine the education required for a retail career, commitment needed for a retail career, likes and dislikes for a retail career, challenges faced by retailers, and future trends for the chosen retailer. Students will prepare a PowerPoint presentation that includes the information they gained from the interview. |
| **Lesson Closure** | 1. What is an intermediary? 2. The intermediary is a business involved in selling the goods and services of producers to consumers and other businesses. 3. Which type of business is the fastest growing in the United States? 4. Service businesses are the fastest growing in the United States. 5. What is a direct channel of distribution? 6. A direct channel of distribution occurs when products move from the producer straight to the consumer with no other organizations participating. 7. Why are prices higher at a convenience store? 8. Prices are higher because the convenience store carries a limited quantity of merchandise. 9. Why have specialty superstore become popular? 10. Consumers like to make one stop for all their needs; the superstore provides this convenience. 11. What is a factory outlet store? 12. A factory outlet store carries large quantities at lower prices. Clothing outlet stores carry end-of-the-season or last season’s styles at lower prices. 13. What type of retailer is a luxury automobile dealership? 14. The luxury automobile dealership is a showroom retailer. Consumers choose a car that frequently must be special ordered.   **SHOPPING MALL ASSIGNMENT**  Ask students to visit their favorite shopping mall and list ten stores that are in the mall. Then students must categorize each type of retailer. Ask students to prepare a PowerPoint presentation that gives information about each of the ten retailers, explains the categorization of each retailer, and describe advertising used by each retailer. |
| **Summative / End of Lesson Assessment \*** | Assigned Rubrics will be used to assess assignments 1, 2, and 3 for Independent Practice.  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 the website. |
| **References/Resources/**  **Teacher Preparation** | **References:**   * Intro to Business, Dlabay Burrow Klendl, South-Western Cengage Learning * Introduction to Business, Brown Clow, Glencoe McGraw-Hill * Marketing, Burrow, South-Western Cengage Learning * Online Resources: globaledge.msu.edu, worldnetdaily.com/news/article |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English Knowledge and Skills**  **110.42(b)(6)(A) – Vocabulary Development**  . . . expand vocabulary through wide reading, listening, and discussing  **110.42(b)(6)(B) – Vocabulary Development**  . . . rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary  **110.42(b)(7)(F) – Reading/comprehension**  . . . identify main ideas and their supporting details  **110.42(b)(7)(G) – Reading/comprehension**  . . . summarize texts  **110.42(b)(7)(J) – Reading/comprehension**  . . . read silently with comprehension for a sustained period of time |
| **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) | 1. Ask students to conduct research on the way that people shopped in the 1800s to mid-1900s. Students must comment on some of the cultural, geographic, economic, and social factors that contributed to these customs. 2. Ask students to visit a department store or the online catalog of an Internet business. Students must identify five products that have been marked down, with the original and sale price listed. Then students must calculate the percentage markdown and explain possible reasons for the lowered prices. 3. Conduct research to determine the top sales of automobiles in the United States. List the top three auto sales in the United States, research each company, and write three paragraphs to explain each company and its appeal to Americans. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **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)