



Diversified Career Preparation I

Unit Name		First 6 Weeks			
Academic Alignment with TEKS	CTE TEKS	Content/Vocabulary	Guiding Questions	Activities	Resources and Web links
TAKS – ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B, 20C; ELA OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA OBJ 5: 2C, 3A, 3B, 3C, 5A; ELA OBJ 6: 2C, 3A, 3B, 3C, 3D, 5A	(1) The student knows business concepts and how business satisfies economic needs. The student is expected to:	<ul style="list-style-type: none"> • Identify economic wants and needs, and characteristics of economic goods and services. • Explain how different economies answer the basic economic questions and why most economies are mixed. • Identify economic measurements used to analyze an economy like gross domestic product (GDP) and consumer price index (CPI). • Describe how economic measures are used in a market economy. • Illustrate the concept of business cycle and explain the impact of its phases on the economy. 	<p>1(A) categorize business activities as production, marketing, management, or finance;</p> <p>1(B) explain the interdependence each business activity has with marketing;</p> <p>1(C) explain the impact of an international economy on business activities; and</p> <p>1(D) describe advantages and disadvantages of various forms of business ownership.</p>	<ol style="list-style-type: none"> 1. In a class discussion, review the various types of economic systems described in “Fundamentals of Economics” lesson outline. 2. Review these transparencies: <ol style="list-style-type: none"> a. Transparency 1.1.1A: “Types of Economies” b. Transparency 1.1.1B: “Classifications of Political Philosophies” 3. Have your students complete Worksheet 1.1.1: “A Country’s Economy and Politics.” Your students: <ol style="list-style-type: none"> a. Select a country from the list on the overhead (list various countries as examples of the various types of political philosophies). b. Selection for a country to research is first come, first serve. c. Review the Rubric – Worksheet 1.1.1 “A Country’s Economy and Politics.” d. Using the Internet and library resources, research the country selected. 	MISD APPROVED TEXTBOOK

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<p>ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B, 20C; ELA OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA</p>	<p>(2) The student knows the relationship of business and society. The student is expected to:</p> <p>(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:</p>	<ul style="list-style-type: none"> • Explain the concept of pricing. • Explain how the interaction of supply and demand affects price. • Identify the characteristics of a private enterprise system. • Identify advantages and disadvantages of private enterprise. • Explain the role profit plays in a market economy and give examples of competitive business situations including price and non-price competition. • Distinguish between imports and exports. • Examine the advantages and disadvantages of international trade. • Describe the impact of a global economy on business activities. 	<p>2(A) understand the ramifications of business conduct;</p> <p>2(B) identify ways that businesses contribute to their community; and</p> <p>2(C) explain contributions that marketing makes to business and society.</p> <p>3(A) explain the marketing concept; and</p> <p>3(B) describe each marketing function and how it illustrates the marketing concept.</p> <p>4(A) explain how each component of the marketing mix contributes to successful marketing; and</p>	<ol style="list-style-type: none"> (1) Describe its economic system. (2) Determine specific economic characteristics of the country selected. (3) Determine specific political characteristics of the country selected. (4) Write a report describing the economy of the country selected. (5) Create a poster showing the economic and political characteristics of the country selected. (6) Present the poster to the class. (7) In a class discussion, compare and contrast the countries presented. <ol style="list-style-type: none"> 4. As a class, discuss the economics terms on Handout 1.1.2 “Basic Economic Vocabulary and Concepts.” 5. Review Transparency 1.1.2A: “Key Economic Vocabulary.” 6. Have your students complete Worksheet 1.1.2A: “Vocabulary for Economics -The Basics.” 	<p>MISD APPROVED TEXTBOOK</p>
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<p>OBJ 5: 2C, 3A, 3B, 3C, 5A; ELA OBJ 6: 2C, 3A, 3B, 3C ,3D,5A</p> <p>ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G,</p>	<p>(4) The student knows that the marketing mix involves a combination of the decisions about product, price, place, promotion, and people. The student is expected to:</p> <p>(5) The student knows the concepts of market and market identification. The student is expected to:</p>	<ul style="list-style-type: none"> • Explain the interdependence of nations. • Explain the impact of diversity including using languages other than English, multiculturalism and multigenerationalism on marketing activities. • Identify the characteristics of a private enterprise system. • Identify advantages and disadvantages of private enterprise. • Explain the role profit plays in a market economy and give examples of competitive business situations including price and non-price competition. • Distinguish between imports and exports. • Examine the 	<p>4(B) describe the importance of marketing strategies in the marketing mix.</p> <p>5(A) explain the importance of target markets;</p> <p>5(B) describe advantages and disadvantages of market segmentation and mass marketing; and</p> <p>5(C) distinguish among geographic, demographic, psychographic, and behavioral segmentation.</p> <p>6(A) perform calculations involving money, time, space, materials, and data;</p> <p>6(B) interpret charts and graphs to make informed marketing decisions; and</p>	<ol style="list-style-type: none"> 7. Grade the completed worksheets in class so student can record correct answers. 8. Discuss “supply and demand” using Transparency 1.1.2B: “Laws of Supply and Demand” 9. Divide your class into teams of 2-4. 10. Have the teams complete Worksheet 1.1.2B: “Supply and Demand” using Transparency 1.1.2B: “Laws of Supply and Demand” 11. Review the concept of “supply and demand.” 12. Discuss examples from group collaborations listed on worksheet. 13. Over night, have your students study for a quiz on economic terms using Worksheet 1.1.2A: “Vocabulary for Economics – The Basics.” 14. Distribute Quiz 1.1.2 “Vocabulary for Economics – The Basics” 15. Have your students complete within the time limit you establish. 16. Grade in class or have your students turn in the quiz. 1. In a class discussion, review elements of productivity found in Lesson Outline “Fundamentals of Economics.” 	<p>MISD APPROVED TEXTBOOK</p>
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<p>7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B, 20C; ELA OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA OBJ 5: 2C, 3A, 3B, 3C, 5A; ELA OBJ 6: 2C, 3A, 3B, 3C, 3D, 5A</p>	<p>(6) The student applies math concepts in marketing. The student is expected to:</p> <p>(7) The student integrates listening, reading, speaking, writing, and nonverbal</p>	<p>advantages and disadvantages of international trade.</p> <ul style="list-style-type: none"> • Describe the impact of a global economy on business activities. • Explain the interdependence of nations. • Explain the impact of diversity including using languages other than English, multiculturalism and multigenerationalism on marketing activities. • Identify business activities as production, marketing, management, or finance. • Explain the interdependency of various business activities with marketing. • Describe the ramifications of business conduct. 	<p>6(C) use formulas and equations to determine price, profit, costs, and break-even point.</p> <p>7(A) communicate effectively in a business setting;</p> <p>7(B) develop effective business correspondence (such as memoranda, business letters, and reports) using correct grammar, spelling, punctuation, and form; and</p> <p>7(C) utilize technology in receiving and sending business communication.</p> <p>8(A) identify and practice effective interpersonal and team-building skills involving situations with co-workers,</p>	<p>a. Review the definition of productivity from Transparency 1.1.3: “Productivity and How to Calculate It”</p> <p>b. On the board or overhead, list the various economic measures used in many economies today. For example:</p> <ol style="list-style-type: none"> (1) productivity and gross domestic product (GDP) (2) inflation and consumer price index (CPI) (3) unemployment rate and Employment Cost Index (ECI) (4) standard of living (5) Producer Price Index (PPI) (6) index of Leading Economic Indicators (LEI) (7) Import/Export Price Indexes <p>2. Divide your students into teams of 2-3.</p> <p>3. Have each team select one of the economic measures.</p> <p>4. Review Rubric - Worksheet 1.1.3: “Economic Measure Multimedia Presentation” and Self/Peer Evaluation -</p>	<p>MISD APPROVED TEXTBOOK</p>
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<p>– ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B, 20C; ELA OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA OBJ 5: 2C, 3A, 3B, 3C, 5A; ELA OBJ 6: 2C, 3A, 3B, 3C</p>	<p>communication skills effectively. The student is expected to:</p> <p>(8) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:</p>	<ul style="list-style-type: none"> • Explain contributions marketing makes to business and society. • Identify ways businesses can contribute to their community. • Illustrate the concept of utility. • List examples of each type of utility. • Explain the marketing concept. • Describe each marketing function and how it illustrates the marketing concept. • List the components of the marketing mix and describe how each contributes to successful marketing. • Explain the importance of target marketing. • Explain the importance of marketing strategies in the marketing 	<p>managers, and customers;</p> <p>8(B) develop short- and long-term personal goals;</p> <p>8(C) identify and use time management principles; and</p> <p>8(D) participate in leadership and career development activities (such as DECA and local chambers of commerce</p> <p>9(A) research the use of information technology in marketing; and</p> <p>9(B) select and use the tools of information technology in marketing.</p> <p>10(A) collect and analyze self-assessment information, including interests,</p>	<p>Worksheet 1.1.3: “Economic Measure Multimedia Presentation.”</p> <ol style="list-style-type: none"> 5. Using the Internet, have your students research the economic measure selected. 6. Note: have them find the formula for the measure or explanation of how the measure is determined if the formula is too complicated or not available. 7. As a group, have your students create a multimedia presentation describing the economic measures selected. 8. As a group, have your students write a summary of their research findings. Have them document all websites and other sources used to gather information in bibliography form. 9. Have your students present their findings to the class using a multimedia presentation 10. During each presentation, have your students take notes and list the formula for the measure they are presenting. 11. After all presentations are given, review the formulas for GDP and CPI. 12. Review the formula for productivity from Transparency 	<p>MISD APPROVED TEXTBOOK</p>
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<p>ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B, 20C; ELA OBJ 4: 1B, 1C,</p>	<p>(9) The student applies information technology as an effective marketing tool. The student is expected to:</p> <p>(10) As a lifelong learner, the student knows that careers are ever changing and require</p>	<p>mix.</p> <ul style="list-style-type: none"> • Identify advantages and disadvantages of market segmentation and mass marketing. • Define these types of segmentation: geographic, demographic, psychographic, and behavioral, and list 2 examples of each. • Explain the marketing concept. • Describe each marketing function and how it illustrates the marketing concept. • List the components of the marketing mix and describe how each contributes to successful marketing. • Explain the importance of target marketing. • Explain the importance of marketing strategies in the marketing 	<p>aptitudes, and personal traits;</p> <p>10(B) research and assess employment trends in marketing careers; and</p> <p>10(C) model the steps for locating and securing employment.</p> <p>1(A) discuss trends affecting marketing; and</p> <p>11(B) research emerging technologies in marketing.</p> <p>12(A) identify the effect of languages other than English on marketing;</p> <p>12(B) explain how diversity affects marketing; and</p> <p>12(C) explain the impact of</p>	<p>1.1.3 “Productivity and How to Calculate It”</p> <ol style="list-style-type: none"> 13. Have your students complete Worksheet 1.1.3 “Calculating Productivity” 14. In a class discussion, review the phases of a business cycle in “Fundamentals of Economics” lesson outline. 15. Review these transparencies: <ol style="list-style-type: none"> a. Transparency 1.1.4A: “Phases of a Business Cycle” b. Transparency 1.1.4B: “Business Cycle” c. Transparency 1.1.4C: “Business Cycle” 16. Worksheet 1.1.4: “The Business Cycle” <ol style="list-style-type: none"> a. In a teams of 2-3, have your students select a product/service to research. b. Review Rubric-Worksheet 1.1.4: “The Business Cycle Multimedia Presentation” and Self/Peer Evaluation - Worksheet 1.1.4: “The Business Cycle Multimedia Presentation,” c. Using the Internet, have your students research the product/service selected. 	<p>MISD APPROVED TEXTBOOK</p>
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<p>ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B, 20C;</p>	<p>(15) The student knows that private enterprise is based on independent decisions by businesses and consumers concerning the right to own property, own a business, compete, make a profit, and exercise consumer choice with limited government involvement. The student is expected to:</p>	<p>buying behavior.</p> <ul style="list-style-type: none"> • Identify the types of buying motives. • Describe the decision-making process used by individuals and used by organizations. • Illustrates the types of approaches used in selling • Explain why different situations require different approached. • List ways to determine a customer’s needs/wants. • Identify types of questioning techniques a salesperson can use to determine a customer’s need/want. • List ways to overcome objectives. • Describe various ways to close a sale. • Identify specific 	<p>18(C) analyze advantages and disadvantages of international trade.</p> <p>19(A) explain channels of distribution; and</p> <p>19(B) evaluate a distribution plan.</p> <p>20(A) identify physical distribution activities; and</p> <p>20(B) determine costs associated with distribution.</p> <p>21(A) describe the receiving process;</p> <p>21(B) explain types of inventory systems;</p> <p>21(C) evaluate</p>	<ul style="list-style-type: none"> f. Document completely, in bibliography form, the resources used in research. g. Create a chart, poster, or multimedia presentation of specific characteristics of the country researched. h. Present findings to the class using a chart, poster, or multimedia presentation. <p>7. In a class discussion, review the principles of private enterprise found in Part I of the Lesson Outline “Private Enterprise and Its Impact on International Trade.”</p> <p>8. Have your students complete Worksheet 1.2.2A: “Government Agency”</p> <ul style="list-style-type: none"> a. Research a government agency selected from Handout 1.2.2: “Examples of Government Agencies that Impact Private Enterprise.” (Option: You can work with a partner). b. Complete Worksheet 1.2.2A: “Government Agency.” c. Create a poster or multimedia slide show illustrating the government agency you research. <p>9. Have your students complete</p>	
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<p>ELA OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA OBJ 5: 2C, 3A, 3B, 3C, 5A; ELA OBJ 6: 2C, 3A, 3B, 3C ,3D,5A</p>	<p>16) The student knows that gross domestic product (GDP), standard of living, consumer price index, and unemployment figures help measure whether an economy is accomplishing its goals. The student is expected to:</p>	<p>actions and attitudes that result in customer satisfaction. Create and demonstrate the sales process using a sales presentation</p>	<p>inventory shrinkage; and 21(D) explain the impact of technology on inventory systems. 22(A) explain the impact of financial planning on marketing decisions; and 22(B) analyze a business or organization's financial reports and goals. 23(A) identify types of financial services; 23(B) explain the purpose of a credit contract; and 23(C) explain the impact of credit legislation.</p>	<p>Worksheet 1.2.2B: "Competition." 10. In a class discussion, compare and contrast the illustrations of competition. 11. Review for quiz on private enterprise. 12. Have students complete Quiz 1.2.2: "The Private Enterprise System." 13. In a class discussion, review the principles of international trade found in Part V of Lesson Outline "Private Enterprise and Its Impact on International Trade." 14. Review important concepts using Handout 1.2.3A: "Essential Concepts and Vocabulary for International Trade." 15. Discuss aspects of international trade that effect marketing using "Handout 1.2.3B: The Important of International Trade." 16. Continue class discussion, using Transparency 1.2.3A: "Imports," Transparency 1.2.3B: "Exports" and Transparency 1.2.3C: "Who Has the Advantage?" 17. Reminder: have your students take notes on information contained in transparencies.</p>	
<p>ELA OBJ 1: 6B, 6C, 6E, 7F, 8B;</p>	<p>(17) The student knows that changes in the economy include prosperity, recession,</p>				

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<p>ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B, 20C; ELA OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA OBJ 5: 2C, 3A, 3B, 3C, 5A; ELA OBJ 6: 2C, 3A, 3B, 3C ,3D,5A</p>	<p>depression, and recovery, that may be collectively referred to as the business cycle. The student is expected to:</p> <p>(18) The student knows that international economic factors affect marketing planning. The student is expected to:</p> <p>(19) The student knows that distribution</p>		<p>24(A) state goals of pricing;</p> <p>24(B) identify factors affecting pricing;</p> <p>24(C) explain how pricing affects product, place, and promotion decisions;</p> <p>24(D) compare and contrast pricing policies; and</p> <p>24(E) calculate a product's price.</p> <p>25(A) explain the communication process as used in promotional activities;</p> <p>25(B) describe types of promotion; and</p> <p>25(C) explain the concept of</p>	<p>18. Have your students complete Worksheet 1.2.3: “Imports and Exports”</p> <ol style="list-style-type: none"> a. Select a country to research. (Option: Students can work in pairs). b. Using the Internet or other resources, complete Worksheet 1.2.3: “Imports and Exports” for the country selected. c. In a class discussion, compare and contrast the country you researched and its imports/ exports with other countries researched. <p>19. Review for quiz on international trade using information from transparencies and handouts.</p> <p>20. Have your students complete Quiz 1.2.3: “Imports, Exports, and Interdependence of Nations.”</p> <p>21. In a class discussion, review the business activities found in Part I of the Lesson Outline “Basic Business Concepts.”</p> <p>22. Review Transparency 1.3.1: “Business Activities”</p> <p>23. Have your students complete Worksheet 1.3.1 “Business Activities”</p>	
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<p>ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA</p>	<p>channel members facilitate the movement of products. The student is expected to:</p>		<p>promotional mix.</p> <p>26(A) identify types of advertising media;</p> <p>26(B) differentiate between product and institutional advertising; and</p> <p>26(C) identify and evaluate elements of an advertisement</p>	<p>a. Using v 1.3.1 “Business Activities” (or on notebook paper), list five businesses, local, regional, or statewide, that fall into each of these categories, production, financing, or management.</p> <p>b. Access the Internet or library resources and research each of the companies.</p> <p>c. Determine the main location of the company and the types of products/ services they offer. (Keep an accurate list of resources to use in a bibliography).</p> <p>d. Even though business activities are a part of most if not all businesses, determine if each business is primarily production (Prod.), finance (Fin.), management (Mgmt.), or marketing (Mktg.).</p> <p>e. Select one of the businesses you researched.</p> <p>f. Determine the relationship production, finance, management, and marketing within the business.</p> <p>g. Construct a chart that</p>
<p>OBJ 2: 10B;</p>	<p>(20) The student knows that distribution involves activities associated with the physical movement or transfer of ownership of products from producer to consumer. The student is expected to:</p>		<p>27(A) categorize business risks; and</p> <p>27(B) explain how various types of risks impact business activities.</p> <p>28(A) explain security precautions; and</p> <p>28(B) demonstrate knowledge of safety precautions and skills related to health and safety in</p>	
<p>ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A,</p>	<p>(21) The student knows that distribution</p>			

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<p>12B, 12C, 19B, 19C, 20B, 20C; ELA</p> <p>OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA</p> <p>OBJ 5: 2C, 3A, 3B, 3C, 5A; ELA</p> <p>OBJ 6: 2C, 3A, 3B, 3C ,3D,5A</p> <p>ELA OBJ 1:</p>	<p>involves stock handling and inventory control. The student is expected to:</p> <p>(22) The student knows that financial planning is necessary for the marketer's success and solvency. The student is expected to:</p>		<p>the workplace.</p> <p>29(A) differentiate among a feature, an advantage, and a benefit;</p> <p>29(B) differentiate between consumer and organizational buying behavior;</p> <p>29(C) determine customer needs and wants;</p> <p>29(D) classify buying motives;</p> <p>29(E) analyze how customers and organizations apply the decision-making process;</p> <p>29(F) identify major influences on buying behavior; and</p> <p>29(G) acquire information about customer needs.</p> <p>30(A) locate product</p>	<p>shows the relationships.</p> <p>h. In a brief summary, explain the relationship production, finance, and management has with marketing.</p> <p>i. Present chart and summary to your class.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. In a class discussion, review the concept of social responsibilities found in Part II of the Lesson Outline “Basic Business Concepts.” 2. Review important concepts using Transparency 1.3.2A: “What are the <i>Right Words</i> for What We Do?” 3. Review vocabulary using Handout 1.3.2: “Vocabulary and Key Concepts for Social Responsibility.” 4. Have your students complete Worksheet 1.3.2: “Accepting Social Responsibility” <ol style="list-style-type: none"> a. Write a 500-word opinion paper describing <i>your</i> definitions of ethics, social responsibility, and laws. b. Include how <i>you</i> think ethics, social responsibility, and laws fit together to make a community better. c. Use the Internet and library resources to support your opinion. 	
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<p>6B, 6C, 6E, 7F, 8B; ELA OBJ 2: 10B; ELA OBJ 3: 6F, 6G, 7E, 7G, 10B, 12A, 12B, 12C, 19B, 19C, 20B,</p>	<p>(23) The student knows that marketers use investment and financial services to achieve goals and objectives. The student is expected to:</p>		<p>information;</p> <p>30(B) approach a customer to open a sale;</p> <p>30(C) illustrate why the approach should have a theme that is related to the presentation and the customer's buying motives;</p>	<p>d. Select a company.</p> <p>e. Research the company using the Internet.</p> <p>f. Make a list of the types of socially responsible activities in which they participate. Also include any actions that illustrate ethical responsibility.</p> <p>g. Write a short summary, describing the socially responsible activities found in businesses in the selected industry.</p>	
<p>20C; ELA OBJ 4: 1B, 1C, 2B, 2C, 5A; ELA OBJ 5:</p>	<p>(24) The student knows the role of pricing. The student is expected to:</p>		<p>30(D) incorporate questioning/probing techniques;</p> <p>30(E) prepare a sales presentation;</p> <p>30(F) demonstrate how to overcome objections;</p> <p>30(G) demonstrate how to close a sale; and</p> <p>30(H) demonstrate the sales process.</p>	<p>5. Review vocabulary from Handout 1.3.2 for a quiz.</p> <p>6. Have your students complete vocabulary quiz.</p> <p>24. In a class discussion, review the elements of the marketing concept found in Part I of the Lesson Outline “Concepts and Vocabulary Essential to Marketing.”</p> <p>25. Review Handout 1.4.1: “Twelve Key Components to Marketing Concept.”</p> <p>26. Have your students complete Worksheet 1.4.1: Key Component”</p> <p>a. Divide into teams of 2-3.</p> <p>b. Select one of the twelve key components to research. (Eliminate key components 3, 7, and 9 so there is no duplication in research and</p>	
			<p>31(A) identify</p>		



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<p>2C, 3A, 3B, 3C, 5A; ELA OBJ 6: 2C, 3A, 3B, 3C, 3D, 5A</p> <p>ELA OBJ 1: 6B, 6C, 6E, 7F, 8B; ELA</p>	<p>(25) The student knows the role of promotion. The student is expected to:</p> <p>(26) The student knows that advertising is the paid form of non-personal communication about an identified sponsor's products. The student is expected to:</p> <p>.</p>		<p>employee actions that result in customer satisfaction; and</p> <p>31(B) identify employee attitudes that result in customer satisfaction.</p>	<p>presentation).</p> <p>c. Using textbook, Internet, and/or other resources, research the key component selected.</p> <p>d. As a group, write a report of the research findings. Record all websites and other sources used to gather information.</p> <p>e. Create a multimedia presentation based on research of key component selected. (Poster if presentation software is not available).</p> <p>f. Present key component to class and turn in research notes and report to instructor.</p> <p>g. As a class, discuss research findings of each key component selected.</p> <p>27. Have your students complete Worksheet 1.4.1B: "What is the Marketing Concept?"</p> <p>a. Using Transparency 1.4.1A: "What is the Marketing Concept?" define and discuss these phrases: the practice of finding out what customers want, who the customers are, ways to sell products, the customers, and the 4 P's formula.</p>	
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				<ul style="list-style-type: none"> b. Using Transparency 1.4.1B: “What is the Marketing Concept?” show the changes made to the diagram using these terms: marketing concept, market, industrial market, consumer market, market segmentation, mass marketing, target market, and marketing mix. c. Discuss how the terms from Transparency 1.4.1A and Transparency 1.4.1B illustrate the same components of the marketing concept. d. Have your students take notes while discussing the transparencies. e. As a class, fill in the blanks on Transparency 1.4.1B: as the terms are discussed. f. Distribute Worksheet 1.4.1B: “What is the Marketing Concept?” g. Using notes taken during class discussion of Transparencies 1.4.1A and 1.4.1.B, complete Worksheet 1.4.1B: “What is the Marketing Concept?” h. Use Transparency 1.4.1C “What makes Up the Marketing Concept” to correctly complete 	
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				<p>Worksheet 1.4.1B: “What is the Marketing Concept?”</p> <p>28. In a class discussion, review the elements of the marketing concept found in Part II of the Lesson Outline “Concepts and Vocabulary Essential to Marketing.”</p> <p>29. Review Transparency 1.4.2: “The Four P’s of the Marketing Mix.”</p> <p>30. Review Handout 1.4.2: “Key Components to the Marketing Mix.”</p> <p>31. Have your students complete Worksheet 1.4.2</p> <ol style="list-style-type: none"> Identify two purchases (one product, one service). Describe two purchases (one product, one service). In a class discussion, compare and contrast purchases. <p>32. Review the vocabulary on Handout 1.4.2: “Key Components to the Marketing Mix.”</p> <p>33. Have your students complete Quiz 1.4.2: “Marketing Mix Crossword Puzzle.”</p> <p>34. In a class discussion, review the elements of the marketing concept found in Part II of the Lesson Outline “Concepts and Vocabulary Essential to</p>	
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				<p>Marketing.”</p> <p>35. Review Transparency 1.4.3 “How to Find Your Target Market”</p> <p>36. Review Handout 1.4.3: “Key Vocabulary for Target Marketing and Segmentation.”</p> <p>37. Have your students complete Worksheet 1.4.3A “Demographic Categories,”</p> <ol style="list-style-type: none"> a. Using the Internet, visit websites that can provide information on current market segment; for example, http://www.geoscape.com/about-us.aspx b. Review Geoscape’s purpose. c. Access a video explaining global segmentation using http://geoscape.com/movies/globaldigestsegment.mov (can also be found under News, click on Movies) d. Search for categories for demographics e. On Worksheet 1.4.3A “Demographic Categories,” list the various demographic categories you found. <p>38. Have your students complete Worksheet 1.4.3B: “What Is the Makeup of Where I Live.”</p>	
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				<ul style="list-style-type: none"> a. Continue Internet research on market segments by investigating the makeup of your city, town, region, or state. b. Complete Worksheet 1.4.3B: “What Is the Makeup of Where I Live?” <p>39. After studying vocabulary, complete Worksheet 1.4.3C: “Target Marketing In a class discussion, review the elements of the marketing concept found in Part I of the Lesson Outline “Key Skills for Success in Marketing.”</p> <p>40. Review these handouts:</p> <ul style="list-style-type: none"> a. Handout 1.5.1A: “Review of Basic Math Vocabulary Terms” b. Handout 1.5.1B: “Review of Basic Math Skills” <p>41. Divide students in teams of 2-3 and have them work with each other by making up problems related to Handout 1.5.1A: “Review of Basic Math Skills.”</p> <p>42. Have your students complete marketing math problems on Worksheet 1.5.1A: “Marketing Math.”</p> <p>43. Have your students complete Worksheet 1.5.1B: “Employment Pre-Test.”</p> <p>44. Review vocabulary terms on</p>	
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				Handout 1.5.1A: "Review of Basic Math Vocabulary Terms." 45. Have your students complete Quiz 1.5.1: "Vocabulary Terms Crosswords Puzzle."	