

# Unit 4: Economic Conditions

Content Area: **Business/Tech.**  
Course(s): **Marketing I**  
Time Period: **October**  
Length: **30 days**  
Status: **Published**

## Unit Overview:

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The learner will analyze the conditions that exist in the economy that motivate marketing and business decisions.

## Enduring Understandings

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The learner will prepare for effective decision making and responsible citizenship, through the study of economics.

- Analyze conditions that impact selling price
- Conceptualize the affects of the law of diminishing return
- Determine factors that affect the business environment
- Determine how organizations adapt in today's market
- Determine the impact of specialization/division of labor on productivity
- Examine the nature of global trade
- Explore the concept of organized labor and business
- prepare for effective decision making and responsible citizenship, through the study of economics.

## Essential Questions

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- How can I make a business and community connection through DECA?
- How do I determine the price at which to sell my product?
- If I double my input, will I double my output?
- What affect does international trade have on the domestic economy?
- What are the benefits of unionization?

## Standards/Indicators/Student Learning Objectives (SLOs)

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|-------------|---|
| 12.9.3.MK.1 | Describe the impact of economics, economics systems and entrepreneurship on marketing.                |
| 12.9.3.MK.2 | Implement marketing research to obtain and evaluate information for the creation of a marketing plan. |

## Lesson Titles

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- 10. (Economic Conditions) Discover the impact of social and cultural issues on global marketing
- 1. (Economic Conditions) Understand the factors of business that affect selling price
- 2. (economic Conditions) Examine the importance of price in a global marketplace
- 3. (Economic Conditions) Explore how prices are determined
- 4. (Economic Conditions) Examine types of specialization
- 5. (Economic Conditions) Compare the advantages and disadvantages of specialization/division of labor
- 6. (Economic Conditions) Explore the power of collective bargaining
- 7. (Economic Conditions) Analyze why global trade is needed
- 8. (Economic Conditions) Discover issues in global trade
- 9. (Economic Conditions) Investigate the impact of trade relations

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## Inter-Disciplinary Connections

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LA.9-10.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.9-10.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.9-10.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.9-10.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.9-10.CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.CCSS.ELA-Literacy.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.9-10.CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.9-10.CCSS.ELA-Literacy.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.CCSS.ELA-Literacy.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.9-10.CCSS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
MA.9-12.4.1	All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

## **Instructional Strategies, Learning Activities, and Level of Blooms/DOK**

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Addressing Bloom's Taxonomy /Depth of Knowledge:

To attain a desired level or depth of knowledge, The student will:

Understand, discover, examine, explore, compare, analyze and investigate, through their learning activities.

Please refer to individual lesson titles for more information.

- Article Read & Response
- Individual project
- Internet Research
- Large group discussion
- Online Activity
- Partner Project
- Partner Project/Activity
- Reading activity/text/workbook
- Small group activity
- Teacher Lecture/Notes
- Teacher provided activity

## **Modifications**

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### **ELL Modifications**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications**

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- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **G & T Modifications**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Formative Assessment**

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- Alternative Assessment – As needed, to evaluate student learning based on the specific need of the student.
- Class Discussion

- Group Work
- Guided Practice
- Learning Log
- Oral Response/Random Questioning
- Projects
- Quiz
- Teacher Observations
- The Gray Zone
- Warm Up/Anticipatory Set - "So What?"
- Warm Up/Anticipatory Set - Brainstorm 5!
- Warm Up/Anticipatory Set - Learning Log Objectives
- Warm Up/Anticipatory Set - Question of the Day
- Warm Up/Anticipatory Set - Review Prior Lesson
- Warm Up/Anticipatory Set - Video Clip Presentation
- Warm Up/Anticipatory Set - Vocabulary introduction
- Written Activity

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Alternative assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## Summative Assessment

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- Alternative Assessment – As needed, to evaluate student learning based on the specific need of the student.
- Benchmark/Unit assessment/performance – evaluation at the end of the unit/learning standard.
- Individual and Partner Projects- project/performance creation to evaluate learning on a specific topic.
- Marking Period Assessment – Periodic cumulative assessment to determine quarterly learning.
- Written Product/Evaluation Rubric- written creation to evaluate learning on a specific topic.

## Resources & Materials

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- DECA Competitive Events Manual and Practice Materials
- Mark-Ed LAPS
- Marketing Essentials 2006 -student workbook & math practice book activities
- Marketing Essentials 2006 -textbook
- You tube: The American Storyteller Series (The Coal Miners Plight - Organized Labor Unions)
- You Tube: Lucy in the Candy Factory (Specialization of Labor)
- You Tube: Norma Rae (Organized Labor Unions)

## Technology

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- Calculators
- Chromebooks
- Google Applications
- Google Classroom Interface
- Internet
- Microsoft Office Suite 2010
- Personal Technology Devices
- Remind Application
- Smartboard

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.