

# Market Class Curriculum Design

## Power Standards

1. Identify the aspects of a free enterprise system.
2. Apply the functions of marketing to buying and selling products.
3. Apply basic math skills and principles to business problems.

## Power Benchmarks

1. Relate marketing activities to each function.
2. Design a marketing mix plan for a new product.
3. Summarize the 4 basic principles of a free enterprise system.
4. Identify each phase of the business cycle.
5. Summarize the 4 basic factors of production.
6. Solve basic mathematical operations in business problems.
7. Apply the 8 steps to the sales process.
8. Create a promotion for a product using an advertisement.
9. Determine the selling price of products using mathematical equations.
10. Analyze the steps in the marketing research process.

# Market Class Curriculum Design

Students will be able to:

1. Identify the aspects of a free enterprise system.
  - Summarize the 4 basic principles of a free enterprise system. (3)
  - Identify each phase of the business cycle. (4)
  - Summarize the 4 basic factors of production. (5)
  - Analyze the steps in the marketing research process. (10)
  
2. Apply the functions of marketing to buying and selling products.
  - Relate marketing activities to each function. (1)
  - Design a marketing mix plan for a new product. (2)
  - Apply the 8 steps to the sales process. (7)
  - Create a promotion for a product using an advertisement. (8)
  
3. Apply basic math skills and principles to business problems.
  - Solve basic mathematical operations in business problems. (6)
  - Determine the selling price of products using mathematical equations. (9)

## Market Class Curriculum Design

### Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Apply the functions of marketing to buying and selling products.</p> <p><b>Power Benchmark/Competency: #1</b> The student will be able to relate marketing activities to each function.</p> <p><b>Estimated Timeline:</b> 2-3 days on-going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X	X	X	X	X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X		
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		X																			
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Identify the nine functions of marketing and match those activities that relates to each function.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Which of the nine functions of marketing were illustrated?</li> </ul>																				
<p><b>Students will: (know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Define commonly used marketing terms.             <ul style="list-style-type: none"> <li>○ product, good, service, exchange, utility.</li> </ul> </li> </ul>	<p><b>Students will be able to (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Analyze an activity and identify the function being demonstrated.</li> </ul>																				

### Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Team project, Chapter 1 Test;</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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## Market Class Curriculum Design

### Stage 3 – Learning Plan:

The student will be able to relate marketing activities to each function.

### Power Benchmark/Competency: #1

<b>Learning Activities:</b>	<b>Resources:</b>
Workbook activities, group activities, end-of-the-chapter questions, worksheets.	

# Stage 3 - Work in Progress

# Market Class Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Apply the functions of marketing to buying and selling products.</p> <p><b>Power Benchmark/Competency: #2</b> The student will be able to design a marketing mix plan for a new product.</p> <p><b>Estimated Timeline: 2 -3 days on-going</b></p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X	X	X	X	X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X		
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		X																			
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ The marketing mix is related to the target market.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Who is the target market?</li> <li>➤ What are the 4 P’s?</li> <li>➤ What is the marketing mix?</li> </ul>																				
<p><b>Students will: (know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Define commonly used marketing terms:             <ul style="list-style-type: none"> <li>○ marketing concept, customers, consumers, value, market, mass-marketing, market segmentation, geographics, demographics, psychographics, customer profile, target marketing, marketing mix, positioning.</li> </ul> </li> </ul>	<p><b>Students will be able to (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Construct a marketing mix plan.</li> <li>➤ Present a marketing mix plan to the class.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter 2 test</li> <li>➤ Team presentation</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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## Market Class Curriculum Design

### Stage 3 – Learning Plan:

The student will be able to design a marketing mix plan for a new product.

### Power Benchmark/Competency: #2

<b>Learning Activities:</b>	<b>Resources:</b>
Workbook, teacher designed team activity, chapter questions and presentation.	

# Market Class Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Identify the aspects of a free enterprise system.</p> <p><b>Power Benchmark/Competency: # 3</b> The student will be able to summarize the 4 basic principles of a free enterprise system.</p> <p><b>Estimated Timeline:</b> 2 – 3 days + on-going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X		X	X	X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts	X		X	X	
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X		X	X	X																	
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X		X	X																		
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Recognize the basis principles of a free enterprise system</li> <li>➤ Summarize the role competition plays in a free enterprise system</li> <li>➤ Evaluate risk to profit as it relates to a free enterprise system</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What are the four basic principles of a basic enterprise system?</li> <li>➤ Why is competition an essential part of a free enterprise system?</li> <li>➤ What role does profit play in a free enterprise system?</li> <li>➤ What is risk and why is it relevant to our free enterprise system?</li> </ul>																				
<p><b>Students will: (know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Define commonly used marketing terms:             <ul style="list-style-type: none"> <li>○ free enterprise system, competition, price competition, non-price competition, monopoly, risk, profit.</li> </ul> </li> </ul>	<p><b>Students will be able to (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ List the four basic principles of an enterprise system.</li> <li>➤ Differentiate between price and non-price competition using examples.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter 3 Test</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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# Market Class Curriculum Design

## Stage 3 – Learning Plan:

The student will be able to summarize the 4 basic principles of a free enterprise system.

### Power Benchmark/Competency: #3

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	

# Market Class Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Identify the aspects of a free enterprise system.</p> <p><b>Power Benchmark/Competency 4:</b> The student will identify the four phases of the business cycle.</p> <p><b>Estimated timeline:</b> 2 – 3 days on-going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility		X	X	X	X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts	X		X	X	
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X		X	X																		
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Recognize the four phases of the business cycle as it relates the economic conditions of the economy.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What are the goals of any economy?</li> <li>➤ What are four measurements used to gauge the success of an economy?</li> <li>➤ What are the four phases of the business cycle?</li> <li>➤ What are three factors that affect the business cycle?</li> </ul>																				
<p><b>Students will (know)..</b> (Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Define commonly used marketing terms:             <ul style="list-style-type: none"> <li>○ economy, resources, capital, factors of production, scarcity, market economy, capitalism, productivity, gross domestic product, inflation, consumer price index, infrastructure and business cycle.</li> </ul> </li> </ul>	<p><b>Students will be able to (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Design a graph to illustrate the four phases of the business cycle</li> <li>➤ Prepare a chart of characteristics for each phase of the business cycle</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter 4 Test</li> <li>➤ Chart</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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# Market Class Curriculum Design

## Stage 3 – Learning Plan:

The student will identify the four phases of the business cycle.

### Power Benchmark/Competency: #4

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	

# Market Class Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Identify the aspects of a free enterprise system.</p> <p><b>Power Benchmark/Competency: #5</b> The students will be able to recognize the four factors of production needed to product goods and services.</p> <p><b>Estimated Timeline:</b> 2 – 3 days on-going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility		X	X	X	X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X	X	
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	X	X	X	X																	
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		X	X																		
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ There are four factors of production that are needed to produce goods and services.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What is an economy?</li> <li>➤ What are the factors of production necessary to create goods and services in an economy?</li> <li>➤ What role does infrastructure play in an economy?</li> <li>➤ What role does scarcity play in an economy?</li> </ul>																				
<p><b>Students will: (know)</b> (Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Define commonly used marketing terms:             <ul style="list-style-type: none"> <li>○ economy, resources, capital, scarcity, factors of production, infrastructure, and entrepreneurship,</li> </ul> </li> </ul>	<p><b>Students will be able to</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Prepare a chart matching the correct characteristic to the factors of production that is being</li> </ul>																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter 4 Test</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>																				

# Market Class Curriculum Design

## Stage 3 – Learning Plan:

The students will be able to recognize the four factors of production needed to product goods and services.

### Power Benchmark/Competency: #5

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	

# Market Class Curriculum Design

## Stage 1 – Desired Results:

**Power Standard 3:** Apply basic math skills and principles to business problems.

**Power Benchmark/Competency: # 6**

The student will be able to solve basic mathematical operations in business problems.

**Estimated Timeline: 3 – 5 days on-going**

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global	Personal Responsibility
	X	X	X	X
Math	Science	Language Arts	Social Studies	Fine/Visual Arts
X		X	X	

**Understandings:**

*Students will understand that (sentence):*

- Comprehend why it is necessary to know the different mathematical operations used by marketing businesses.

**Essential Questions:**

- How do you convert a decimal number to a fraction and a percent?
- How do you convert a percent number to a fraction and a decimal?
- How do you convert a fraction to a percent and a fraction?

**Students will: (know)...**(Include vocabulary)

- Define commonly used marketing terms:
  - digits, fractions, numerator, denominator, mixed number, decimal number, and percent.

**Students will be able to** (i.e. do)...(Include vocabulary)

- Convert fraction and decimal numbers to percent number equivalents.
- Perform basic math operations with decimal numbers.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- Chapter 8 Test

**Key Criteria: (Rubric)**

- TBD

# Market Class Curriculum Design

## Stage 3 – Learning Plan:

The student will be able to solve basic mathematical operations in business problems.

### Power Benchmark/Competency: #6

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	

## Market Class Curriculum Design

### Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Apply the functions of marketing to buying and selling products.</p> <p><b>Power Benchmark/Competency: #7</b> The students will be able to apply the steps to the sales process.</p> <p><b>Estimated Timeline:</b> 2 – 3 days on-going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X	X	X		X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X		
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X	X	X		X																	
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		X																			
<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Arrange the eight steps of the sales process in the correct order.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How many steps are there to a sale?</li> <li>➤ What are the steps in order to a sale?</li> </ul>																				
<p><b>Students will: (know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Define commonly used marketing terms:             <ul style="list-style-type: none"> <li>○ Selling, prospect, referrals.</li> </ul> </li> </ul>	<p><b>Students will be able to (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Arrange the steps to a sale in the correct order.</li> <li>➤ Match an explanation for each step to a sale.</li> </ul>																				

### Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Chapter 14 test</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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# Market Class Curriculum Design

## Stage 3 – Learning Plan:

The students will be able to apply the steps to the sales process.

### Power Benchmark/Competency: #7

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	

# Market Class Curriculum Design

## Stage 1 – Desired Results:

**Power Standard 2:** Apply the functions of marketing to buying and selling products.

**Power Benchmark/Competency: # 8**

The student will be able to create a promotion for a product using an advertisement.

**Estimated Timeline:** 3 days on-going

**Place 'X' in square if goal addresses Essential/Content Standard(s).**

Career	Technology	Critical Thinking	Global	Personal Responsibility
Math	Science	Language Arts	Social Studies	Fine/Visual Arts

**Understandings:**

*Students will understand that (sentence):*

- Advertisements are used to inform, persuade, or remind customer about the products a business sells.

**Essential Questions:**

- What is the role of promotion in marketing?
- What are the 4 types of promotion?
- Compare and contrast the differences between the 4 types of promotion.

**Students will: (know)....:** (Include vocabulary)

- The different types of advertising media used in promotions by business.
- Determine the best medial to use for promoting a business's products.
- Define commonly used marketing terms:
  - Promotional advertising, media, print media, broadcast media, specialty media.

**Students will be able to** (i.e. do)...(Include vocabulary)

- Construct a promotional advertisement using one of the media categories.

## Stage 2 – Assessment Evidence

**Performance Tasks:** (i.e. Assessment used to determine proficiency on competency)

- Chapter 19 & 20 test;
- Construct a promotion for a product of choice.

**Key Criteria: (Rubric)**

- TDB

# Market Class Curriculum Design

## Stage 3 – Learning Plan:

The student will be able to create a promotion for a product using an advertisement.

### Power Benchmark/Competency: #8

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	

# Market Class Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 3:</b> Apply basic math skills and principles to business problems.</p> <p><b>Power Benchmark/Competency: # 9</b> The student will be able to determine the selling price of products using mathematical equations.</p> <p><b>Estimated Timeline:</b> 3 days on-going</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility						Math	Science	Language Arts	Social Studies	Fine/Visual Arts					
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<p><b>Understandings:</b> <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> <li>➤ Businesses can use three different basic pricing concepts for pricing products.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What is the relationship between profit and markup as it relates to the selling price?</li> <li>➤ How do businesses calculate markup and markdown on price?</li> <li>➤ What are the 6 steps is setting a price of a new product?</li> </ul>																				
<p><b>Students will:</b> (Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ How to determine the selling price of a product using basic pricing concepts.</li> <li>➤ Define commonly used marketing terms:             <ul style="list-style-type: none"> <li>○ Markup, markdown, cost-oriented, demand-oriented, competition-oriented, psychological.</li> </ul> </li> </ul>	<p><b>Students will be able to</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Calculate the selling price of a product using basic pricing concepts.</li> <li>➤ Calculations for lowering the selling price for products.</li> <li>➤ Calculate discounts on products.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</b></p> <ul style="list-style-type: none"> <li>➤ Unit test chapters 30 and 31.</li> <li>➤ Project</li> </ul>	<p><b>Key Criteria: (Rubric)</b></p> <ul style="list-style-type: none"> <li>➤ TBD</li> </ul>
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## Stage 3 – Learning Plan:

The student will be able to determine the selling price of products using mathematical equations.

### Power Benchmark/Competency: #9

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	

# Market Class Curriculum Design

## Stage 1 – Desired Results:

**Power Standard 1:** Identify the aspects of a free enterprise system.

**Power Benchmark/Competency: #10**

The student will be able to analyze the steps in the marketing research process.

**Estimated Timeline:** 4 days on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global	Personal Responsibility
Math	Science	Language Arts	Social Studies	Fine/Visual Arts

**Understandings:**

*Students will understand that (sentence):*

- Marketing research can be used to solve business problems.

**Essential Questions:**

- How does marketing research help businesses?
- How do the 4 types of marketing research differ?
- How does primary data differ from secondary data?

**Students will: (know)...** (Include vocabulary)

- How to conduct a marketing research project.
- Define commonly used marketing terms:
  - Marketing research, test marketing, primary data, secondary data, sample.

**Students will be able to (i.e. do)...**(Include vocabulary)

- Define commonly used marketing terms:
- Construct a well-designed questionnaire.

## Stage 2 – Assessment Evidence

**Performance Tasks: (i.e. Assessment used to determine proficiency on competency)**

- Conduct a market research project.
- Unit test.

**Key Criteria: (Rubric)**

- TBD

# Market Class Curriculum Design

## Stage 3 – Learning Plan:

The student will be able to analyze the steps in the marketing research process.

### Power Benchmark/Competency: #10

<b>Learning Activities:</b>	<b>Resources:</b>
Teacher designed activity work sheets, workbook pages, chapter questions, and class discussion.	