



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing Communications and Promotion

**COURSE:** Marketing Principles

**UNIT 7:** Finance in a Marketing World



## INTRODUCTION

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**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

**Grade(s):**

x	9 <sup>th</sup>
x	10 <sup>th</sup>
x	11 <sup>th</sup>
x	12 <sup>th</sup>

**Time:** 6 hours

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**Additional Author(s):**

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

**MKT-MP-7 Employ financial knowledge and skill to facilitate marketing decisions.**

- Explain the nature and scope of finance in marketing.
- Describe the difference between business finance and customer credit.
- Identify problems involving simple and compound interest, discounts, sales tax, and credit charges related to financial transactions.
- Identify the types and purposes of credit.
- Describe the various types of financial records that should be analyzed in making marketing decisions.
- Relate profit, cash flow, and sales to the financial plan.

### GPS Academic Standards:

*ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*MM3P1 Students will solve problems (using appropriate technology).*

*MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.*

*SSEPF4 The student will evaluate the costs and benefits of using credit.*

*SSEMA1 The student will illustrate the means by which economic activity is measured.*

### National / Local Standards / Industry / ISTE:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

The Student Will:

- Understand basic concepts in personal finance for practical use in their future.
- Develop a deeper understanding of the concept of credit and how credit can effectively be used in marketing and business.

### Essential Questions:

- How does personal finance relate to financial concepts in the business world? What are similarities? Are there differences?
- Where does the U.S. fit financially on the global stage? How does this relate to where it was in the past?

### Knowledge from this Unit:

The Student Will:

- Develop tools for future personal financial decisions
- Investigate the current financial picture of the United States and the Global Economy.
- Discuss banking relationships
- Explain the purposes and importance of credit
- Identify risks associated with credit (from the borrower's and the lender's aspect)
- Establish loan criteria
- Make critical decisions regarding the acceptance of credit

### Skills from this Unit:



# ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

1. Lending Money Group Activity
2. DECA Financial Management TDM Role Play

**Assessment(s) Description/Directions:**

1. See attached teacher and student files: Lending Money Group Activity
2. Incorporating DECA Role Plays into the classroom is an effective way to use these tools for an informal assessment and as preparation for future DECA activities. Many role plays can be found on-line, but allowing students to work collaboratively to recommend ideas for the role play often help students feel more comfortable with the activity. Student feedback can be used to gauge overall understanding of the event with volunteers actually role playing for the classroom.

**Attachments for Assessment(s):**

1. See attached teacher and student files: Lending Money Group Activity

2. See attached teacher and student files: FSM TDM DECA Role Play



## LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

### Sequence of Instruction

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. **Assessment Activity.**

Personal Budget Creation

Video Clip: iTunes store offers multiple podcasts related to basic financial terms and concepts. Many of these podcasts are free for downloading and are easily accessible for student delivery in the classroom. YouTube also offers a lot of financial videos that can be used to add interest in the subject as well. Since these links and podcast change, you can search under financial clips related to teens for additional sources and ideas.

Current Event Article/Case Search

Lending Money Group Project

DECA Financial Analysis Role Play

Alternate Information:

<http://www.italladdsup.org/index.html>

This is an on-line 5 part module financial lesson plans students can access and use to build personal financial tools.

### Attachments for Learning Experiences:

### Notes & Reflections:



## CULMINATING PERFORMANCE TASK (Optional)

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### Culminating Unit Performance Task Title:

1. Personal Budget Creation Activity
2. Current Event Article Search

### Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

1. Students will work in groups of two to create a budget for a college student for one month, listing their assets and liabilities. Students should select a college campus, research living expenses including tuition, room, board, food, utilities, and other expenses like car, insurance, cell phone, etc.
2. Students can work individually to locate an article related to a current event related to finance *and* marketing. Once the students locate an article, they should read and summarize the article for a brief presentation to table groups. A portion of the presentation should include a word find or cross word puzzle handout to the table group. The presentation should cover all the words needed to complete the puzzle. (Free word finds and crossword puzzles may be created online by students at [http://www.edhelper.com/wordfind\\_make.htm](http://www.edhelper.com/wordfind_make.htm)).

#### Attachments for Culminating Performance Task:

1. See attached Personal College Student Budget Creation Rubric  
Personal Budget Spreadsheet Template also attached in order to guide students in potential topics for budgeting.
2. See attached Current Event Article Search Rubric



## UNIT RESOURCES

#### Web Resources:

#### Attachment(s):

#### Materials & Equipment:

#### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		