



CTAE PROGRAM AREA

PATHWAY: PROFESSIONAL SALES & PROMOTION

COURSE: PROFESSIONAL SALES & PROMOTION

UNIT 10: SELLING & THE ECONOMY



INTRODUCTION

Annotation:

Teacher introduces topic of selling in relation to the importance of selling in the economy. Teachers instructs students on how selling is used in all businesses and industries. Teacher instructs students on the differences between wholesale, retail and professional selling. After instruction, students will do a 3-page report on these topics, using research on the internet and through the media center.

Grade(s):

<input type="checkbox"/>	9 th
<input checked="" type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

2 – 50 minute periods

Author:

Memory Reed – Harris County High School – reed-m@harris.k12.ga.us

Additional Author(s):

None



FOCUS STANDARDS

GPS Focus Standards:

MKT-PSP-10. Students will identify the importance of selling to the economy.

- a. Use research to defend the statement that “selling is the life blood of the U.S. economy.”
- b. Explain how selling is a part of every major industry (i.e., health, government, education, business and industry, science and agriculture).
- c. Distinguish between wholesale, retail, and professional sales (e.g., business to business selling).

GPS Academic Standards:

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W3. The student uses research and technology to support writing.

ELA12LSV1. The student participates in student-to-teacher, student-to student and group verbal interactions.

ELA12LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning skills and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

MC4P4. Students will make connections among mathematical to other disciplines.

MC4P5. Students will represent mathematics in multiple ways.

SSEMI1. The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will be able to understand the importance of selling to the US economy.

- Students will be able to understand that selling is used in all businesses, no matter the type of industry.
- Students will be able to understand the difference in wholesale, retail, and professional selling.

Essential Questions:

- Why do many people believe that selling is the life-blood of the US economy?
- How is selling a part of industries such as health, government, education, science, and agriculture?
- What is the difference in wholesale, retail and professional selling? Why is it important to understand how would you sell differently in each situation?

Knowledge from this Unit:

- Students will learn the part of selling in the U.S. economy.
- Students will learn the difference in wholesale, retail and professional selling.
- Students will learn how selling is a part of everything.

Skills from this Unit:

- Students will research and write a detailed research paper over selling and the U.S. economy.



ASSESSMENT(S)

Assessment Method Type:

<input checked="" type="checkbox"/>	Individual project
<input type="checkbox"/>	Subjective assessment - Includes short answer and essay tests.
<input type="checkbox"/>	Post-test
<input type="checkbox"/>	Group projects
<input type="checkbox"/>	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
<input type="checkbox"/>	Objective assessment - multiple-choice, true- false, etc.
<input type="checkbox"/>	Pre-test
<input type="checkbox"/>	Peer-assessment - assessment of peer proficiency using specific criteria

Assessment(s) Title:

Selling and the Economy Research Paper

Assessment(s) Description/Directions:

Students write a three-page research paper on the topics of this unit.

Attachments for Assessment(s):



LEARNING EXPERIENCES

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. Remind students of previous lessons on the economy. Explain the Circular Flow Model (Households provide labor to government & business in exchange for money, Business provides goods & services to households & government in exchange for labor & money, Government provides services to business & households in exchange for labor & taxes). Explain that the 3 main sectors of the economy are the government, the households, and the businesses. Explain that the businesses provide goods & services, but those goods & services have to be sold, therefore, selling is vital to the health of the economy. Explain to students that all businesses sell. Doctors sell their services, lawyers sell their services, the government sells the services it provides to people and businesses, schools sell their services to the public (paid by taxes), science sells their inventions and research to the government or private sector in exchange for money or research funding, and farmers sell their products to people and industries to make the food we eat.
Then explain the difference in wholesale, retail and professional (business to business) selling. Explain how these types of selling would require a different approach by the salesperson. Encourage class discussion of these topics. Students need to learn that selling is a good thing, it isn't evil as it is portrayed in the media, it is necessary for our survival.
5. After the class discussion, handout the research paper project "Selling and the Economy". Also attach the rubric "Rubric for Topic Paper" so the students will know how they will be graded. I'd give them 2 days of class time to write the paper.



CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

Three Parts of the U.S. Economy and Circular Flow Model Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will create a visual chart of the three parts of the U.S. economy and the circular flow model. Students may find examples by searching the internet.



UNIT RESOURCES

Web Resources:

http://encarta.msn.com/encyclopedia_1741500821/United_States_Economy.html
<http://www.bea.gov/index.htm>
http://en.wikipedia.org/wiki/Circular_flow_of_income

Attachments, Materials & Equipment:

- Computers with internet access and word processing capability.
- Selling and the Economy
- Rubric for Evaluating Topic Paper

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 checked="" type="checkbox"/>	Website		

Notes & Reflections:

If you don't remember your economics, brush up on the circular flow model before this lesson.

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.