



CTAE PROGRAM AREA

PATHWAY: MARKETING COMMUNICATIONS & PROMOTION

COURSE: PROFESSIONAL SALES & PROMOTION

UNIT 14: CAREERS IN PROFESSIONAL SALES & PROMOTION



INTRODUCTION

Annotation:

The student will be assigned a career to research from the list of Communications & Promotions careers in the Georgia Peach State Pathway Occupational Charts. The student will then research his or her career and develop a PowerPoint presentation on that career to present to the class. The PowerPoint will include the steps the student would need to take to succeed in this particular career, so it will also include a career plan. Students will use various websites and other research materials to research their careers.

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:

3-4 – 50 minute periods

Author:

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Additional Author(s):

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FOCUS STANDARDS

GPS Focus Standards:

MKT-PSP-14. Students will identify potential career opportunities in professional sales and promotion with appropriate career path credentials.

- a. Identify appropriate individual career titles and career paths within professional sales and promotion.
- b. Determine the education, skills, and training needed to enter a selected promotion career.
- c. Determine the education, skills, and training needed to enter a selected career in retail, wholesale, or professional sales (e.g., business to business selling).
- d. Create a career plan to obtain the education, skills, and training needed to enter a selected sales or promotion career.

GPS Academic Standards:

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

ELA11W3. The student uses research and technology to support writing.

ELA12C1. The student demonstrates understanding and control of the rules in the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- There are a lot of different paths to a career in promotion & professional sales. It takes a lot of time and work to get to the top of your profession. You need a career plan to help you figure out how to get to your career goal.

Essential Questions:

- Why would a person choose a career in professional sales or promotion?
- Why is it important to develop a career plan for your chosen career?
- Why is it important to know where you can find information about careers?

Knowledge from this Unit:

- Students will know the types of careers that are available in professional sales and promotion.
- Students will know the education, skills and training needed to enter their selected career in this area.
- Students will know how to develop a career plan.

Skills from this Unit:

- Students will create a PowerPoint presentation of a career plan.
- Students will write a short essay explaining a career in marketing.



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:

Marketing Career Research Paper

Assessment(s) Description/Directions:

Have students choose a different marketing career than they were given in class. Students will research the career and write a one-page paper on the career. Topics may include but are not limited to: a day in the average life of, companies that employ individuals in the chosen career, etc. Students must also include the name and company of an individual that occupies the chosen career. This can be done by a simple Google search.

Attachments for Assessment(s):

Careers in Marketing Communication



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. Go to http://www.doe.k12.ga.us/ci_cta.aspx?PageReg=CICTACareer on the Georgia DOE website (Career Development under CTAE Curriculum section). There are several career development tools at this site. Including the Georgia Connections information on the right that includes careers matched to Holland Codes, Careers matched to pathways, Georgia job growth and projections, etc. You can use this information to help the students learn how to locate information about careers they are interested in. Become familiar with the site and the tools prior to giving this lesson.
5. Take the "Careers in Marketing Communications" document and assign a different career to each student. If you have more than 25 students, then you can go on the site and choose another marketing career from a different pathway.
6. Hand out the "Career Planning PowerPoint Project" document. This is the project the students are to complete. It is self-explanatory. Additionally, show the students the "Career Plan Template" PowerPoint. This is instruction on how the students are to set up their PowerPoint presentations.
7. Give the students two days in class to work on their research and PowerPoints.
8. Have the students present their presentations to the class.
9. Use Career Planning Presentation Rubric to grade (two rubrics included, one for PowerPoint and one for presentation)



CULMINATING PERFORMANCE TASK(S)

Culminating Unit Performance Task(s):

Career Planning PowerPoint Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will create a PowerPoint presentation of a career plan for a Professional Sales & Promotion career. Use Career Planning Presentation Rubric to grade (two rubrics included, one for PowerPoint and one for presentation).

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

http://www.doe.k12.ga.us/ci_cta.aspx?PageReq=CICTACareer

Attachments, Materials & Equipment:

- Careers in Marketing Communication
- Career Planning PowerPoint Project
- Career Planning Presentation Rubric
- Career Plan Template PowerPoint

What 21st Century Technology was used in this Unit:

<input checked="" 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:

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.