



## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing  
**COURSE:** Marketing Principles  
**UNIT 2:** Basic Economic Concepts



## INTRODUCTION

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**Annotation:**

This unit focuses on applying economic principles in designing and producing a product. Students will learn how to develop a practical understanding of economic concepts in various types of economies and evaluate the use of factors of production in marketing decisions.

**Grade(s):**

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

**Time:** 8 hours

**Author:** Revised by Rachael McClain

**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-2 Integrate social-studies skills into marketing, sales and service to obtain an understanding of customers and the economic environment in which they function.**

- a. Analyze basic economic concepts and describe the impact of economics on marketing.
- b. Identify the major types of economic resources and explain the importance of each to marketing.
- c. Analyze the types of economic utilities (e.g., form, time, place, possession, and information) and their effect on production.
- d. Distinguish between various economic systems and the effects on what will be produced, how it will be produced, and for whom it will be produced.
- e. Explain how traditional, command, market, and mixed economic systems affect private ownership and the role of government.
- f. Identify various measurements used to analyze an economy and how they relate to the marketing process.
- g. Explain the concepts of supply and demand.

### GPS Academic Standards:

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

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

SSEF4. The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce.

SSEMI3. The student will explain how markets, prices and competition influence economic behavior

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



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

Students will:

- Understand the effects of supply and demand on marketing decisions for businesses in the US economy.
- Understand the practical nature of the concept of economic utilities.
- Relate the use of factors of production to the overall concepts of marketing a good or service

### Essential Questions:

- Why is an understanding of different types of economies important to overall success in business?
- Why is having a practical understanding of economics useful in business?
- Why is understanding supply and demand important in the world of marketing?

### Knowledge from this Unit:

- Students will learn basic economic principles and terminology.

### Skills from this Unit:

- Create a product idea utilizing the five economic utilities.
- Apply the laws of supply and demand to production and product decisions.



## ASSESSMENT(S)

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### Assessment Method Type:

- 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:**

Supply and Demand Production Activity

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

Students will work in groups of 2 or 3 people to create a product idea targeted at the demographics of their classmates. Students will create an informational flyer or advertisement describing their product idea. The student group will also decide the price and quantity of their product to produce and sell. Once students have created their product idea, they will cut a number of squares from construction paper that represents the number of product they intend to sell. For example, if a student group designs a type of candy to sell, they may price the candy at \$.50 per candy and decide to manufacture 50 units. So they would need to cut 50 squares, label the squares with their product name and price. Students will need to keep their product ideas, prices, and quantities private since they will be competing with classmates for profits soon.

Once all student groups have completed their product design and “manufactured” the number of items desired, each student in the class will randomly draw a “career” and an income from a basket. Generally salary ranges from \$20 to \$80 gives opportunities for plenty of market place trading. Now the marketplace can open. Each student group will present their product idea and price in a sales pitch to their classmates. Once all sales presentations are complete, open the marketplace and allow students to buy and sell products. Allow students to spend only their assigned income, not the money the group makes from their product sales. After all students have completed their purchases and sales, have a group discussion regarding the transactions, demand, and supply. Determine which group made the greatest gross profit, which group lost the most due to their supply not meeting demand, and which group lost money due to supply exceeding demand. You can also have class discussions on what changes in prices would have influenced the sale of items and competitive forces in the marketplace.

**Attachments for Assessment(s):**

<http://www.econedlink.org/lessons/>

[http://www.ja.org/programs/programs\\_supplements\\_constitution.shtml](http://www.ja.org/programs/programs_supplements_constitution.shtml)



## LEARNING EXPERIENCES

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**Sequence of Instruction**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
  - MKT-MP-2 Integrate social-studies skills into marketing, sales and service to obtain an understanding of customers and the economic environment in which they function.
    - a. Analyze basic economic concepts and describe the impact of economics on marketing.
    - b. Identify the major types of economic resources and explain the importance of each to marketing.
    - c. Analyze the types of economic utilities (e.g., form, time, place, possession, and information) and their effect on production.

- d. Distinguish between various economic systems and the effects on what will be produced, how it will be produced, and for whom it will be produced.
  - e. Explain how traditional, command, market, and mixed economic systems affect private ownership and the role of government.
  - f. Identify various measurements used to analyze an economy and how they relate to the marketing process.
  - g. Explain the concepts of supply and demand.
2. Review Essential Questions.
    - a. Why is an understanding of different types of economies important to overall success in business?
    - b. Why is having a practical understanding of economics useful in business?
    - c. Why is understanding supply and demand important in the world of marketing?
  3. Identify and review the unit vocabulary.
  4. What is an Economy PowerPoint and note guide
  5. Product Utility Activity
  6. Economic Utility Puppet Show Group Activity
  7. Marketing and the Economy PowerPoint and note guide
  8. Supply and Demand Group Activity Work Day
  9. Types of Economic Competition PowerPoint and note guide
  10. Supply and Demand Group Activity
  11. The Economic Benefits of Marketing PowerPoint and note guide (optional)
  12. Economic Systems PowerPoint and note guide (optional)

### **Attachments for Learning Experiences:**

### **Notes & Reflections:**

Supplies needed: small cans of play dough, fake money divided by denominations, craft supplies, construction paper, paper lunch bags, puppets



## **CULMINATING PERFORMANCE TASK**

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### **Culminating Unit Performance Task Title:**

Product Utility Activity  
Economic Puppet Show Group Activity

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

Product Utility Activity: see attached instructions

Economic Puppet Show: Groups of 4-5 students will create a puppet show that illustrates the use of resources and the factors of production as well as other specific economic terms. See the attached student handout.

**Attachments for Culminating Performance Task:**



## UNIT RESOURCES

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**Web Resources:**

**Attachment(s):**

**Materials & Equipment:**

**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		