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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Practicum in Marketing |
| **Lesson/Unit Title** | Economic Indicators |
| **TEKS Student Expectations** | **§130.387. (c) Knowledge and Skills**  (15) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies  (A) The student is expected to identify economic  measurements used to analyze an economy  (B) The student is expected to research how economic  measures are used in a market economy  (D) The student is expected to interpret the measure of  consumer spending as an economic indicator  (E) The student is expected to examine the impact of a nation's  unemployment rates  (F) The student is expected to describe the economic impact of  inflation on business |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   * Students can identify economic measurements used to analyze an economy. * Students can research economic measures that are used in a market economy. * Students can describe the concept of price stability as an economic measure. * Students can interpret the measure of consumer spending as an economic indicator. * Students can examine the impact of a nation’s unemployment rate. * Students can describe the impact of inflation on business. * Students can portray the economic impact of interest rate fluctuations. * Students can explain the concept of business cycles. * Students can describe the impact that phases of a business cycle have on the economy. |
| **Rationale** | Students will explore the meaning of the gross domestic product, standard of living, unemployment and other economic factors in regards to how business can meet their sales goals. |
| **Duration of Lesson** | 2 to 3 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Employee Productivity – output per worker hour that is measured over a defined period of time such as a week, month or year * Gross Domestic Product (GDP) – a measure of the goods and services produced using the labor and property located in this country * Inflation – the general rise in prices over a period of time * Consumer Price Index (CPI) – measures change in prices for 400 specific consumer goods over a period of time * Producer Price Index (PPI) – measures wholesale prices over a period of time * Business cycle – the recurring cycle of an economy slowing down and then expanding * Prosperity – a time when economy is flourishing * Recession – period of economic slowdown that lasts for two periods * Depression – a period of prolonged recession * Recovery – increase in overall economic activity |
| **Materials/Specialized Equipment Needed** | * Textbook * Digital presentation software * Display for digital presentation * Websites for assignments and class discussion |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Learner Introduction**  The main purposes of this lesson are to help students understand:   * How the economy is measured * How consumers spending affects the economy * The impact of unemployment on the economy * How price stability is an economic measure * The impact of business cycles on business activities.   **ASK**: Ask students how well they think the economy is doing right now?  **SAY:** Explain that how many people are looking for work and how much the price of gasoline is an indicatorof how well the economy is doing.  **ASK:** Ask what other things they think might tell us how well the economy is doing?  **SAY:** Explain that besides the unemployment rate other indicators are how much more it costs to purchaseproducts such as cars and refrigerators.  **ASK:** Ask if they think the economy will always be in its current state?  **SAY:** Explain that the economy goes through cycles which are periods of expansion and then some periods ofrecession. |
| **Direct Instruction \*** | I. Economic Indicators  A. Employee productivity  1. Output per worker hour that is measured over a defined period of time such as a week, month or year.  2. Increased through:  a. Technology  b. New equipment  c. Facilities  d. Reducing workforce  e. Increasing workforce  responsibility  G. Gross Domestic Product (GDP)  1. Measure of the goods and services produced using the labor and property located in this country.  2. Many other factors are measured against GDP such as the debt that the government carries.  H. Inflation Rate  1. The general rise in prices over a period of time.  2. Low inflation  3. High inflation  4. Controlling inflation  a. Consumer Price Index (CPI)  b. Producer price index (PPI)  D. Unemployment Rate  1. Increase Unemployment rates  a. Indicator of an economic  slowdown  2. Decrease Unemployment rate  a. Greater chance of an  economic expansion  b. Increase Spending  c. More Money in Taxes  II. Business Cycles  A. The recurring cycle of an economy slowing down and then expanding is known as the business cycle.  B. Prosperity  1. Low unemployment  2. Low inflation  3. Economic growth  4. Stable economy  C. Recession Rising  1. unemployment  2. Possibly rising inflation  3. Economy begins to contract (reduced GDP)  D. Depression  1. High unemployment for a prolonged period of time.  2. Many businesses fail.  3. Economy contracts with decreasing GDP.  4. When economy cannot go any lower it is called the trough.  E. Recovery  1. Unemployment begins to lower  2. Economy starts to expand (higher GDP)  3. More businesses begin to open  4. Demand for goods and services increases  F. Influences on Business Cycle  1. Government influences  2. Consumers  3. Business  Being able to determine the health of an economy is essential for business people.    Factors such as employee productivity, GDP, inflation rate, unemployment, CPI and PPI tell us if our economy is growing or contracting.  The more industrialized the country, the more productive their workforce.  The GDP is reported quarterly and is not only used to measure if the economy is growing, but it is also used a measure for other factors.  A high inflation rate is not good for the economy as people cannot afford as much as they could using the same dollars, so spending decreases.  A low inflation rate is not good either because then goods are not worth as much as they once were. The government can take steps to control inflation by raising and lowering the interest rate.    Unemployment rate is published monthly by the government. A high unemployment rate means that more people are out of work and therefore there is reduced spending.  The business cycle is a never-ending cycle. No economy stays in just one phase of the cycle. There are natural corrections that take place and the economies usually fluctuate between prosperity, recession and recovery.  During times of prosperity the economy is doing well. People can find jobs, the GDP is growing, inflation is fairly low and employee productivity is up.  This is a good time for new business to start and existing businesses to expand.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Students will create a poster that depicts the business cycle. Each cycle will have the definition of the cycle, the economic indicators of that cycle and possible things a business can do during that part of the cycle. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **The Global Economy**  Students will research the economy in two other countries. They will look at the unemployment rate, the inflation rate, GDP, the amount of debt that the country carries and any other economic indicators that they think are relevant. The students will determine what phase of the business cycle that country appears to be going through. The students will create a digital presentation of this information and present it to the class.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Have students present their Business Cycle Posters and review vocabulary. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Instructor should observe the work ethic of individuals involved in class discussions and the independent practice activity  **Formal Assessment**  Students will be evaluated on their Global Economy Presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * Review and familiarize yourself with the terminology, website links, and digital presentations. * Teacher will have assignments and website information ready to distribute to students. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students must locate two articles/reports that are related to national data and two articles/reports that are related to state data.  Once they have located resources, they must summarize the article/report. The student will explain the implications of the data and how it affects business. From the information that was collected, then they will analyze our economy’s present status. The student must give reasons for their findings.  Possible web sites:  https://www.census.gov/economic-indicators/ |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)