

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Sales, Distribution, and Marketing Operations

**Curriculum writing committee:
Jeffrey Luhrs**

Grade Level: 10, 11, 12

Date of Board Approval: _____ June 2025 _____

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

Title of Planned Instruction: Marketing/Business Education

Subject Area: CTE

Grade Level: 10, 11, 12

Course Description:

The three-year instructional Marketing CTE Program of study provides students with a dynamic and engaging curriculum that explores key topics such as entrepreneurship, marketing strategies, finance, management, and economics. Through hands-on projects and real-world applications, students gain a strong foundation in business principles while developing critical thinking and problem-solving skills that will set them apart in today's competitive market. Our Business and Marketing CTE program provides students with a dynamic and engaging curriculum that explores key topics such as entrepreneurship, marketing strategies, finance, management, and economics. Through hands-on projects and real-world applications, students gain a strong foundation in business principles while developing critical thinking and problem-solving skills that will set them apart in today's competitive market.

POS-52.181 Sales, Distribution and Marketing Operations, General

Time/Credit for the Course: 2 SEMESTERS, 3 PERIODS PER DAY, 3 CREDITS

Curriculum Writing Committee: Jeff Luhrs

Total Points: Sales, Distribution, Marketing Operations

Chapter Tests	40%
Mid-Chapter Check Point	30%
Homework/Classwork	10%
Quizzes	20%
Total	100%

Curriculum Map

Overview: Level 1 - Overview with time range in days:

Introduction to Marketing, Introduction to Digital Media Content, Customer Service, Marketing Plan, School Store
180 days

Level 1 - Goals:

Understanding of:

Marketing Plan
Business Basics
Ethics and Social Responsibility
Researching a Marketing Plan
Developing a Marketing Plan
Business Plan
Mission Statement
SMART Goal
Marketing Tactic
Budget
Metrics
Business Types
Advertising and Marketing Law
Federal Trade Commission (FTC)
False Advertising
Antitrust Laws
Bankruptcy
Social Responsibility
Philanthropy
Socially Responsible Marketing
Economics
Factors of Production
Entrepreneurship
Gross Domestic Product
Consumer Price Index
Stock Market
Creating Marketing Content for Delaware Valley School District

Level 2- Goals: Overview with time range in days:

Price, Product, Place, Promotion, Branding, Supply Chain Management, School Store
180 days

Understanding of:

Consumer Behavior
Hierarchy of Needs
Consumer Decision-Making Process
Personal Budget and Finance
Product Mix
Product Line
Warranty
Guarantee
Packaging
Brand
Virtual Test Markets
Product Life Cycle
Logo
Trade Character
Tagline/Jingle
Brand Identity / Brand Loyalty
Trademark
Pricing Objective
Return on Investment (ROI)
Net Profit
Pricing Strategies
Price Mix
Bait and Switch
Deceptive vs. Predatory Pricing
Supply Chain
Channels of Distribution
Purchasing Process
Inventory Management
Point-of-Sale (POS)
Warrior Pride School Store

Level 3 - Goals: Overview with time range in days:

Management, Leadership, Professionalism, Resume Building, College/Career Prep
180 days

Understanding of:

Management
Strategic Planning

Leadership
Staffing
Financial Planning
Accounting
Soft Skills
Professionalism
Work Ethic
Stress Management
Work-Life Balance
Teamwork
Collaboration
Constructive Criticism
Conflict Resolution
Communication Process
Active Listening
Self- Assessment
Business Operations
Business Funding
Loan Application
Cosigner
Preparing for Your Education
Internships
Scholarships
NOCTI Prep
Personal Brand
Networking
Resume Building
Job Interview
Digital Citizenship
Preparing for Your Career

Big Ideas:

Big Idea #1 : Career management is a lifelong process that requires purposeful planning based on research, self-knowledge, and informed choices.

Standards: 15.1.12.A, 15.2.12.A, 15.2.12.B

Big Idea #2: Computer technology is a data management and communication tool essential for business and personal productivity, problem solving, and decision making in the global world.

Standards: 15.4.12.A, 15.4.12.E, 15.4.12.F, 15.4.12.I

Big Idea #3: Marketing is the process of creating, communicating, delivering, and exchanging products or services that have value for customers, clients, and society.

Standards: 15.9.12.B, 15.9.12.C, 15.9.12.E, 15.9.12.F, 15.9.12.M, 15.9.12.J, 15.9.12.K

Big Idea #3: Management is the process of effectively using resources to plan, organize, control, and lead.

Standards: 15.8.12.A, 15.8.12.F, 15.8.12.H, 15.8.12.P, 15.8.12.G, 15.8.12.M, 15.8.12.D, 15.8.12.N

Big Idea #4: Finance and Economics is managing personal and business assets to make informed decisions about the acquisition, production, and consumption of goods and services.

Standards: 15.6.12.A, 15.6.12.F, 15.6.12.G, 15.6.12.B, 15.6.12.R, 15.6.12.Q

Textbook and Supplemental Resources:

- Marketing Dynamics, 4th Edition, Clark, Basteri, Gassen, Walker, Goodheart/Wilcox, 2019
- Social Media Marketing, 2nd Edition, Barker, Barker, Bormann, Zahay, Roberts, Cengage, 2017
- Marketing Dynamics companion website: www.m-gwlearning.com
- Century 21 Accounting 10e, Gilbertson, Lehman, Gentene, Cengage Learning, 2014
- Microsoft Office Suite
- Virtual Business: Management; Retailing, Personal Budget and Finance
- Internet
- Teacher Prepared Handouts
- Smart Board
- Computers
- Xerox
- Scanner
- Cricut Expression Machine
- Square Up Point of Sale (POS)
- Canon Poster Printers
- Heat Press
- Sony FX3 Camera
- Canon X40 Camera
- Laminator
- Paper Shredder
- Job Shadowing
- Internships
- Business Field Trips
- Digital/Video Camera
- PowerPoint Presentations
- Canva Presentations
- Digital Scoreboard Content
- Guest Speakers
- OSHA 10 Certification
- Microsoft Office Suite Certification
- NOCTI Prep and Test
- School Store

Standard Number - Secondary Competency Task List

100 INTERPRETING MARKETING AND BUSINESS FUNDAMENTALS

101 Identify and explain seven functions of marketing.

102 Identify and explain economic utilities.

103 Identify and explain the components of the marketing mix.

104 RESERVED

105 Examine the role of business in society.

106 Examine the global environment in which businesses operate.

107 RESERVED

108 Explain the concept of target marketing and market segmentation.

200 PRICING AND RETAIL MATH

201 Process sales documentation and employee records for a business.

202 Calculate correct change for customer transaction.

203 Calculate sales tax and discounts.

204 Perform an opening/closing reconciliation of a cash drawer.

205 RESERVED

206 Calculate profit, markup and markdown.

207 Calculate prices for merchandise using pricing strategies.

208 RESERVED

300 EXPLORING CAREER DEVELOPMENT OPPORTUNITIES

301 Prepare a résumé for a specific job in Marketing or Business.

302 Prepare a letter of application for a specific job in the field of Marketing or Business.

303 Complete a job application for a specific job in the field of Marketing or Business.

- 304 Prepare for a job interview in the field of Marketing and Business.
- 305 Research career and educational opportunities in Marketing and Business.
- 306 Demonstrate and practice networking skills.

- 400 TECHNOLOGY APPLICATIONS
- 401 Prepare marketing documents using technology.
- 402 RESERVED
- 403 Create projects using multimedia sources and applications.
- 404 Research trends in marketing technology.

- 500 COMMUNICATIONS IN MARKETING
- 501 RESERVED
- 502 Communicate effectively within the workplace.
- 503 Demonstrate ability to read and comprehend written communications.
- 504 Create a variety of written business communications utilized in the workplace.
- 505 RESERVED
- 506 RESERVED
- 507 Prepare and deliver a marketing related presentation.
- 508 RESERVED
- 509 Interpret nonverbal communications.

- 600 RESERVED
- 601 RESERVED
- 602 RESERVED
- 603 RESERVED
- 604 RESERVED

605 RESERVED

606 RESERVED

607 RESERVED

700 MARKETING INFORMATION MANAGEMENT AND MARKET PLANNING

701 RESERVED

702 Identify and define methods of conducting marketing research.

703 Explain the use of technology in customer relationship management.

704 Compare primary and secondary marketing research data.

705 Use marketing research data to make recommendations and decisions.

800 BUSINESS MANAGEMENT AND ADMINISTRATION

801 Compare the different forms of business ownership.

802 Research safety concerns in the marketing and business industry.

803 Analyze the nature of risk management.

804 RESERVED

805 Explain the nature of business ethics.

900 SELLING GOODS AND SERVICES

901 Identify the steps of a sale.

902 Demonstrate greeting and approaching a customer.

903 Create probing questions to determine customer needs.

904 Demonstrate feature-benefit selling.

905 Demonstrate suggestion selling.

906 Close a customer sale.

907 Perform a sales presentation for a good or service.

- 908 RESERVED
- 909 RESERVED
- 910 RESERVED
- 911 Follow and interpret sales policies to customers.
- 912 Demonstrate methods of handling sales objections.

- 1000 ADVERTISING AND PROMOTING GOODS AND SERVICES
- 1001 Explain the importance of promotion, and how it serves consumers.
- 1002 Design projects that utilize principles of visual merchandising.
- 1003 Identify the different types of advertising media.
- 1004 Create a promotional mix.
- 1005 Identify the major elements of a print advertisement.
- 1006 RESERVED
- 1007 RESERVED
- 1008 Write advertising slogans.
- 1009 Differentiate between promotional advertising and institutional advertising.
- 1010 RESERVED
- 1011 Distinguish between advertising and publicity.
- 1012 RESERVED
- 1013 RESERVED
- 1014 Create a promotional project.

- 1100 PROVIDING PERSONALIZED CUSTOMER SERVICE
- 1101 Describe the benefits of customer service.
- 1102 RESERVED
- 1103 Demonstrate the use of effective face-to-face communication with customers.

- 1104 Develop a rapport with customers.
- 1105 Solve customer problems.
- 1106 RESERVED
- 1107 Handle difficult customers.
- 1108 RESERVED
- 1109 RESERVED
- 1110 Exhibit positive customer relations.
- 1111 Develop a customer service policy statement.

- 1200 CHANNEL MANAGEMENT
- 1201 Identify and explain the channels of distribution.
- 1202 Distinguish and select channel of distribution for a product.
- 1203 Describe types of inventory control.
- 1204 Receive and inspect merchandise.
- 1205 Identify the purpose and importance of purchasing procedures.

- 1300 RESERVED
- 1301 RESERVED
- 1302 RESERVED
- 1303 RESERVED
- 1304 RESERVED

- 1400 ECONOMICS
- 1401 RESERVED
- 1402 Describe economic goods and services.
- 1403 Examine economic resources.

1404 Identify and discuss supply and demand factors ~~in pricing.~~

1405 RESERVED

1406 RESERVED

1407 Compare types of economic systems.

1500 PRODUCT/SERVICE MANAGEMENT

1501 Identify the difference between national and private brands.

1502 Explain the nature of product/service branding.

1503 Identify the elements of branding and packaging.

1504 Develop strategies to position a product/business.

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 1: Chapter 1 (*Introduction to Marketing*)

Number: 100 **Hours:** 18

Dates: 5 days

Description/Objectives:

Students will:

- Define marketing
- Identify why a student might study marketing
- Discuss the marketing concept
- Explain the marketing mix
- Identify the seven functions of marketing

Tasks:

PA101 - Identify and explain seven functions of marketing

PA102 - Identify and explain economic utilities

PA103 - Identify and explain the components of the marketing mix

PA1402 - Describe economic goods and services

DV 6 - Operate school store

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.1.5.11-12. B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Supporting Anchor/Standards:

1a. Apply existing knowledge to generate new ideas, products, or processes Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- 1a. Students apply digital tools to gather, evaluate, and use information.
- 2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- 3d. Process data and report results
- 4. Critical thinking, problem solving, and decision making
- 4b. Plan and manage activities to develop a solution or complete a project
- 4c. Collect and analyze data to identify solutions and/or make informed decisions
- 6b. Select and use applications effectively and productively

Focus Anchor/Standard #2:

C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/ solution, process analysis).

Supporting Anchor/Standards

- 2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- 2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- 3. Research and information fluency
- 3d. Process data and report results

Connecting Anchor/Standard:

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

Supporting Anchor/Standards:

- 3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical thinking, problem solving, and decision making

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 1
- Read Chapter 1
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 1
- Answer review your knowledge questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 1 activities
- Complete Chapter 1 workbook pages
- Complete Chapter 1 project and prepare presentation
- Take test on Chapter 1

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Business Plan Pro
- Guest speakers
- Accounting/financial statement samples

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 1: Chapter 2 (*Marketing Plan*)

Number: 100 **Hours:** 18

Dates: 5 days

Description/Objectives:

Students will:

- Define economic utility
- Describe benefits of marketing
- State the purpose of a marketing plan
- Define situation analysis and identify its components
- Explain a target market
- Describe a competitive analysis
- Identify components of the operating section of a marketing plan
- Describe the analysis section of the marketing plan
- Discuss marketing strategy

Tasks:

DV 34 - Develop Marketing Plan

PA108 - Explain the concept of target marketing and market segmentation.

PA105 - Examine the role of business in society.

PA801 - Compare the different forms of business ownership.

PA805 - Explain the nature of business ethics.

DV 1 - Create documents for school and community

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.1.5.11-12. B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Supporting Anchor/Standards:

1a. Apply existing knowledge to generate new ideas, products, or processes Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

1a. Students apply digital tools to gather, evaluate, and use information.

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

3d. Process data and report results

4. Critical thinking, problem solving, and decision making

4b. Plan and manage activities to develop a solution or complete a project

4c. Collect and analyze data to identify solutions and/or make informed decisions

6b. Select and use applications effectively and productively

Focus Anchor/Standard #2:

C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/ solution, process analysis).

Supporting Anchor/Standards

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and information fluency

3d. Process data and report results

Connecting Anchor/Standard:

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

Supporting Anchor/Standards:

3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical thinking, problem solving, and decision making

Instructional Activities:

In the Marketing Dynamics textbook:

- Read Chapter 2
- Check your marketing IQ for Chapter 2
- Answer review your knowledge questions
- Apply your knowledge questions
- Answer Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity

- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 2 activities
- Complete Chapter 2 workbook pages
- Complete Chapter 2 project and prepare presentation

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work

- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com - Internet
- Computer
- Business Plan Pro
- Guest speakers
- Accounting/financial statement samples

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 1: Chapter 3 (*Business Basics*)

Number: 200 **Hours:** 18

Dates: 5 days

Description/Objectives:

Students will:

- State the purpose of the action plan for a marketing plan
- Discuss the term business

- Explain the functions of money in society
- Define the functions of business
- Identify forms of business ownership
- Describe the role the FTC plays in advertising and marketing law
- Identify protections provided by employment and labor law

Tasks:

PA105 - Examine the role of business in society.

PA801 - Compare the different forms of business ownership.

PA805 - Explain the nature of business ethics.

DV 1 - Create documents for school and community

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.1.5.11-12. B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Supporting Anchor/Standards:

1a. Apply existing knowledge to generate new ideas, products, or processes Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

1a. Students apply digital tools to gather, evaluate, and use information.

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

3d. Process data and report results

4. Critical thinking, problem solving, and decision making

4b. Plan and manage activities to develop a solution or complete a project

4c. Collect and analyze data to identify solutions and/or make informed decisions

6b. Select and use applications effectively and productively

Focus Anchor/Standard #2:

C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/ solution, process analysis).

Supporting Anchor/Standards

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and information fluency

3d. Process data and report results

Connecting Anchor/Standard:

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

Supporting Anchor/Standards:

3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical thinking, problem solving, and decision making

Instructional Activities:

In the Marketing Dynamics textbook:

- Read Chapter 3
- Check your marketing IQ for Chapter 3
- Discuss in-chapter activities and section reviews
- Check your marketing IQ for Chapter 3
- Answer Review Your Knowledge questions
- Apply Your Knowledge questions
- Answer Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 3 activities
- Complete Chapter 3 workbook pages
- Complete Chapter 3 project and prepare presentation
- Take test on Chapter 3

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook - Marketing Dynamics workbook
- Teacher generated
- Activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Ethics video
- Guest speakers

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 1: Chapter 4 (*Ethics and Social Responsibility*)

Number: 200 **Hours:** 18

Dates: 5 days

Description/Objectives:

Students will:

- Define the purpose of finance law
- Explain consumer protection laws
- Summarize the concept of business ethics
- State examples of ethical marketing practices
- Explain the importance of corporate social responsibility
- Identify socially responsible marketing activities
- Operate school store

Tasks:

PA801 - Compare the different forms of business ownership.

PA805 - Explain the nature of business ethics.

DV 1 - Create documents for school and community

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.1.5.11-12. B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve

problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Supporting Anchor/Standards:

1a. Apply existing knowledge to generate new ideas, products, or processes Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

1a. Students apply digital tools to gather, evaluate, and use information.

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

3d. Process data and report results

4. Critical thinking, problem solving, and decision making

4b. Plan and manage activities to develop a solution or complete a project

4c. Collect and analyze data to identify solutions and/or make informed decisions

6b. Select and use applications effectively and productively

Focus Anchor/Standard #2:

C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/ solution, process analysis).

Supporting Anchor/Standards

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and information fluency

3d. Process data and report results

Connecting Anchor/Standard:

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

Supporting Anchor/Standards:

3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical thinking, problem solving, and decision making

Instructional Activities:

In the Marketing Dynamics textbook:

- Read Chapter 4
- Check your marketing IQ for Chapter 4
- Discuss in-chapter activities and section reviews
- Check your marketing IQ for Chapter 4
- Answer Review Your Knowledge questions
- Answer Apply Your Knowledge questions
- Answer Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 4 activities
- Complete Chapter 4 workbook pages
- Complete Chapter 4 project and prepare presentation
- Take test on Chapter 4

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook - Marketing Dynamics workbook
- Teacher generated
- Activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Ethics video
- Guest speakers

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Economics: Chapter 5 (*Economic Principles*)

Number: 100 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain the concept of economics
- Describe the factors of production
- Explain the economic problem
- Define four economic systems

Tasks:

PA1404 - Identify and discuss supply and demand factors in pricing.

PA1402 - Describe economic goods and services.

PA1403 - Examine economic resources.

PA1407 - Compare types of economic systems.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Effectively analyze and evaluate evidence, arguments, claims and beliefs Identify and ask significant questions that clarify various points of view and lead to better solutions

Identify and ask significant questions that clarify various points of view and lead to better solutions

Identify and ask significant questions that clarify various points of view and lead to better solutions

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.K Analyze issues and cases associated with government regulation.

6.2.12.A Evaluate the flow of goods and services in an international economy.

6.2.12.C Predict and evaluate how the media affects markets.

6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.M Evaluate laws and regulations impacting marketing.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.B Analyze how marketing influences today's households, businesses, and society, including but not limited to business-to-consumer, business-to-business, and consumer-to-consumer.

15.7.12.N Identify business strategies related to international marketing.

15.5.12.D Create a business plan using appropriate data to support the business concept.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 5
- Read Chapter 5
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 5
- Answer Review Your Knowledge questions
- Answer Apply Your Knowledge questions
- Answer Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 5 activities
- Complete Chapter 5 workbook pages
- Complete Chapter 5 project and prepare presentation
- Take test on Chapter 5

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric

- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules. • Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Guest speakers

Hyperlinks:

www.g-wlearning.com

<http://finance.yahoo.com/stock-center/>

www.xe.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 2 - Chapter 6 (*Economic Activity*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe market forces in a free enterprise system
- Identify common indicators used to measure economic activity
- Explain three classifications of economic indicators
- Describe the four basic marketing structures
- Identify the role of government in the US economy
- Cite reasons nations engage in international trade

Tasks:

DV 34 - Develop Marketing Plan

DV 1 - Create documents for school and community

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Effectively analyze and evaluate evidence, arguments, claims and beliefs Identify and ask significant questions that clarify various points of view and lead to better solutions
Identify and ask significant questions that clarify various points of view and lead to better solutions

Identify and ask significant questions that clarify various points of view and lead to better solutions

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.K Analyze issues and cases associated with government regulation.

6.2.12.A Evaluate the flow of goods and services in an international economy.

6.2.12.C Predict and evaluate how the media affects markets.

6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.M Evaluate laws and regulations impacting marketing.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.B Analyze how marketing influences today's households, businesses, and society; including but not limited to business-to-consumer, business-to-business, and consumer-to-consumer.

15.7.12.N Identify business strategies related to international marketing.

15.5.12.D Create a business plan using appropriate data to support the business concept.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community-based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital).

Instructional Activities:

In the Marketing Dynamics textbook:

- Read Chapter 6
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 6
- Answer Review Your Knowledge questions
- Answer Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 6 activities
- Complete Chapter 6 workbook pages
- Complete Chapter 6 project and prepare presentation
- Take test on Chapter 6

Special Adaptations:

- Peer tutoring

- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts

- Marketing Dynamics companion site: www.g-wlearning.com - Internet
- Computer
- Guest speakers

Hyperlinks:

www.g-wlearning.com
<http://finance.yahoo.com/stock-center/>
www.xe.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 2 - Chapter 7 (*Global Trade*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Discuss currency in the global marketplace
- Identify ways government play a role in international business
- Identify ways businesses can enter the global market
- Discuss the importance of an environmental scan
- Describe global marketing strategies
- Operate the school store

Tasks:

DV 1 - Create documents for school and community

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

PA1407 - Compare types of economic systems.

PA106 - Examine the global environment in which businesses operate.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Effectively analyze and evaluate evidence, arguments, claims and beliefs Identify and ask significant questions that clarify various points of view and lead to better solutions

Identify and ask significant questions that clarify various points of view and lead to better solutions

Identify and ask significant questions that clarify various points of view and lead to better solutions

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.K Analyze issues and cases associated with government regulation.

6.2.12.A Evaluate the flow of goods and services in an international economy.

6.2.12.C Predict and evaluate how the media affects markets.

6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.M Evaluate laws and regulations impacting marketing.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.B Analyze how marketing influences today's households, businesses, and society. including but not limited to business-to-consumer, business-to-business, and consumer-to consumer.

15.7.12.N Identify business strategies related to international marketing.

15.5.12.D Create a business plan using appropriate data to support the business concept.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 7
- Read Chapter 7
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 7
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills

- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 7 activities
- Complete Chapter 7 workbook pages
- Complete Chapter 7 project and prepare presentation
- Take test on Chapter 7
- Build Your Marketing Plan
- Economic Conditions
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work

- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com - Internet
- Computer
- Guest speakers

Hyperlinks:

www.g-wlearning.com
<http://finance.yahoo.com/stock-center/>
www.xe.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics- Unit 3 - Chapter 8 (*Marketing Research*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Identify two types of data gathered through market research
- Discuss trend research
- Explain the purpose of a marketing-information system
- Identify steps in the marketing research process
- Describe reasons why marketing research may be unreliable
- Differentiate between mass marketing and target marketing

Tasks:

PA404 - Research trends in marketing technology.

PA108 - Explain the concept of target marketing and market segmentation.

PA702 - Identify and define methods of conducting marketing research.

DV 1 - Create documents for school and community

PA507 - Prepare and deliver a marketing-related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12. D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12. G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

1.5.12.A Write with a clear focus, identifying topic, task, and audience.

1.6.12.A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.12.B Demonstrate awareness of the audience using appropriate volume and clarity in formal presentations.

1.9.12.B Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

Focus Anchor/Standard #2:

Critical Thinking And Problem Solving

Supporting Anchor/Standards:

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs

Solving Problems

Use a wide range of idea creation techniques (such as brainstorming)

Demonstrate imagination and curiosity

Work Creatively with Others

Communicate Clearly

Demonstrate ability to reason with numbers and other mathematical concepts Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

Access and Evaluate Information

Evaluate information critically and competently

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability,

health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.4.11.B Analyze entrepreneurship as it relates to personal character traits.

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

15.6.12.A Evaluate the impact of internal and external influences on financial decisions.

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.I Design a comprehensive promotion plan for a product or service.

15.9.12.K Create a comprehensive marketing plan.

15.9.12.L Analyze the costs and benefits of using technology in marketing to gain a competitive advantage.

15.9.12.M Evaluate laws and regulations impacting marketing.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 8
- Read Chapter 8
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 8
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity

- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 8 activities
- Complete Chapter 8 workbook pages
- Complete Chapter 8 project and prepare presentation
- Take test on Chapter 8

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter activities
- Chapter test
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment

- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- SWOT company websites

Hyperlinks:

www.g-wlearning.com
<http://www.marketingteacher.com/lesson-store/#swot-analysis-examples>

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics- Unit 3 - Chapter 9 (*Targeting a Market*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Define variables used for market segmentation
- Explain the importance of a customer profile
- Identify types of competition that a business encounter
- Identify components of a market analysis
- Define product positioning
- Discuss steps taken to create a sale analysis
- Explain how a hierarchy of needs impacts consumer buying behavior
- Describe common factors that influence consumer buying
- Define categories of consumer buying motives

Tasks:

PA404 - Research trends in marketing technology

PA108 - Explain the concept of target marketing and market segmentation

PA702 - Identify and define methods of conducting marketing research

PA704 - Compare primary and secondary marketing research data

PA705 - Use marketing research data to make recommendations and decisions

PA1205 - Identify the purpose and importance of purchasing procedures

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

DV 1 - Create documents for school and community

PA401 - Prepare marketing documents using technology

PA403 - Create projects using multimedia sources and applications

PA507 - Prepare and deliver a marketing-related presentation

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12. D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12. G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

1.5.12.A Write with a clear focus, identifying topic, task, and audience.

1.6.12.A Listen critically and respond to others in small and large group situations. •Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.12.B Demonstrate awareness of the audience using appropriate volume and clarity in formal presentations.

1.9.12.B Evaluate information found in selected sources based on accuracy, validity, appropriateness, importance, and social and cultural context.

Focus Anchor/Standard #2:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs
Solving Problems

Use a wide range of idea creation techniques (such as brainstorming)
Demonstrate imagination and curiosity

Work Creatively with Others
Communicate Clearly

Demonstrate ability to reason with numbers and other mathematical concepts Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

Access and Evaluate Information

Evaluate information critically and competently

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.4.11.B Analyze entrepreneurship as it relates to personal character traits.

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

15.6.12.A Evaluate the impact of internal and external influences on financial decisions.

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.I Design a comprehensive promotion plan for a product or service.

15.9.12.K Create a comprehensive marketing plan.

15.9.12.L Analyze the costs and benefits of using technology in marketing to gain a competitive advantage.

15.9.12.M Evaluate laws and regulations impacting marketing.

Instructional Activities:

In the Marketing Dynamics textbook:

- Read Chapter 9
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 9
- Answer Review Your Knowledge questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 9 activities
- Complete Chapter 9 workbook pages
- Complete Chapter 9 project and prepare presentation
- Prepare and present SWOT of a company
- Take test on Chapter 9

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter activities
- Chapter test

- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- SWOT company websites

Hyperlinks:

www.g-wlearning.com

<http://www.marketingteacher.com/lesson-store/#swot-analysis-examples>

Course: Sales, Distribution, and Marketing Operations

Unit Name: Social Media Marketing + District Promotional Content / Business and Marketing Branding Kit

Number: 200 **Hours:** 18

Dates: 15 Days

Objectives/Description:

Students will:

- Host a high school wide media day for all student athletes

- Direct student athletes on posing for digital media content to promote sports and other clubs and activities in Delaware Valley
- Record using a variety of technology (Sony Fx3, iPhone, Canon 40X)
- Edit videos for sound and image quality, use editing software to remove backgrounds from mp4 files for the digital scoreboards used at sporting events
- Define social media marketing
- List goals and strategies of social media marketing
- Identify rules of engagement for social media marketing
- Identify and publish blogs
- Create and share podcasts
- Create and host webinar
- Create and share promotional video
- Identify benefits of marketing with social networks
- Identify discussion boards
- Identify mobile computing
- Create social media marketing project

Tasks

PA504 - Create a variety of written business communications utilized in the workplace

PA507 - Prepare and deliver a marketing related presentation

PA805 - Explain the nature of business ethics

PA1003 - Identify the different types of advertising media

PA1014 - Create a promotional project

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12. D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12. G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

1.5.12.A Write with a clear focus, identifying topic, task, and audience.

1.6.12.A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.12.B Demonstrate awareness of the audience using appropriate volume and clarity in formal presentations.

1.9.12.B Evaluate information found in selected sources based on accuracy, validity, appropriateness, importance, and social and cultural context.

Focus Anchor/Standard #2:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs

Solving Problems

Use a wide range of idea creation techniques (such as brainstorming)

Demonstrate imagination and curiosity

Work Creatively with Others

Communicate Clearly

Demonstrate ability to reason with numbers and other mathematical concepts Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

Access and Evaluate Information

Evaluate information critically and competently

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.4.11.B Analyze entrepreneurship as it relates to personal character traits.

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

15.6.12.A Evaluate the impact of internal and external influences on financial decisions.

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.I Design a comprehensive promotion plan for a product or service.

15.9.12.K Create a comprehensive marketing plan.

15.9.12.L Analyze the costs and benefits of using technology in marketing to gain a competitive advantage.

15.9.12.M Evaluate laws and regulations impacting marketing.

Instructional Activities:

- Canva presentation has been created and will be used as an introduction to our new and improved branding guidelines
- Teacher will get the class involved by asking each student to open a project they have done in the past and to use the new guidelines to get that particular project "on brand" with the business and marketing CTE
- Teacher will pull up students work that is shared via Canva link and the work will be displayed on the SMART board to the class
- Teacher will open up a discussion to highlight best practices as well as notifying student of potential areas of opportunity

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Grading Rubric
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In assessment
- Exercise Case study questions at end of chapter
- Social media marketing project
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Resources/Equipment:

- Social Media Marketing textbook
- Digital and Social media marketing speakers

- Teacher-made handouts
- Social media platforms
- Computers
- Smart phones

Course: Sales, Distribution, and Marketing Operations

Unit Name: Recruitment for Business and Marketing Career Technical Education

Number: 200 **Hours:** 18

Dates: 15 Days

Objectives/Descriptions

Students will:

- Create marketing materials to help in promoting the Business and Marketing CTE
- Plan and orchestrate a lesson that will be taught to all freshman seminar classes
- Coordinate with freshman seminar teachers at an appropriate time to present to the class the benefits of joining the business and marketing CTE
- Prepare questions to ask students and prepare answers to any questions that may be asked
- Collaborate with other CTE departments to create a video highlighting each departments criteria
- Present their ideas for recruiting for the upcoming freshman tours
- Work in collaboration with other CTE departments (faculty and students)
- Students will focus most of their efforts on business and marketing to get the number of potential students up.
- Seek out 5 freshman that they know and tell them to attend business and marketing CTE on recruitment day

Tasks

PA504 - Create a variety of written business communications utilized in the workplace

PA507 - Prepare and deliver a marketing related presentation

PA805 - Explain the nature of business ethics

PA1003 - Identify the different types of advertising media

PA1014 - Create a promotional project

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12. D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12. G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

1.5.12.A Write with a clear focus, identifying topic, task, and audience.

1.6.12.A Listen critically and respond to others in small and large group situations. •Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.12.B Demonstrate awareness of the audience using appropriate volume and clarity in formal presentations.

1.9.12.B Evaluate information found in selected sources based on accuracy, validity, appropriateness, importance, and social and cultural context.

Focus Anchor/Standard #2:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs

Solving Problems

Use a wide range of idea creation techniques (such as brainstorming)

Demonstrate imagination and curiosity

Work Creatively with Others

Communicate Clearly

Demonstrate ability to reason with numbers and other mathematical concepts Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

Access and Evaluate Information

Evaluate information critically and competently

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.4.11.B Analyze entrepreneurship as it relates to personal character traits.

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

15.6.12.A Evaluate the impact of internal and external influences on financial decisions.

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.I Design a comprehensive promotion plan for a product or service.

15.9.12.K Create a comprehensive marketing plan.

15.9.12.L Analyze the costs and benefits of using technology in marketing to gain a competitive advantage.

15.9.12.M Evaluate laws and regulations impacting marketing.

Instructional Activities:

- Teacher will provide multi-media, marketing materials, photographs from the past year and 1/2 of the School Store / field trips
- The assignment will be well-thought out and posted to Schoology prior to the lesson for a better understanding of expectations for each student

Special Adaptations:

- Extended Time
- Peer Evaluation
- Partners

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

Formal presentation on Friday of this week to share best practices and ideas for recruitment. (Highlights: How to pique the interest of a freshman student, how to promote the highlights of our program)

Resources/Equipment:

- Canon Camera
- PowerPoint / Canva
- School Store
- Square Register System

- Internet
- Laptops/Chromebooks/Desktops

Hyperlinks:

<https://www.canva.com/>

Course: Sales, Distribution, and Marketing Operations

Unit Name: Virtual Business (Level 1 Module "Retailing")

Number: 100 **Hours:** 18

Dates: 20 Days

Description/Objectives:

Students will:

- Complete modules on Virtual Business (www.knowledgematters.com)
- Modules will test the students on Reading, Math, and passing a simulation after each module curriculum is based on running a retail business
- Obtain knowledge on step-by-step simulation from choosing a type of business they want to start, choosing a location and store size, getting started on finding inventory to sell, exploring marketing concepts and evaluating appropriate use of marketing budget
- Virtually run a store to achieve progress checkpoints in the form of increasing profits and revenue for your store as a time simulator continues to operate
- Follow the modules in the program
- Choose which type of retail store they would like to open
- Select a location (urban or rural) and leasing property has different costs depending on location chosen
- Make educated decisions to ensure the business is doing well

Tasks:

PA504 - Create a variety of written business communications utilized in the workplace

PA507 - Prepare and deliver a marketing related presentation

PA805 - Explain the nature of business ethics

PA1003 - Identify the different types of advertising media

PA1014 - Create a promotional project

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.1.5.11-12. B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Supporting Anchor/Standards:

1a. Apply existing knowledge to generate new ideas, products, or processes Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

1a. Students apply digital tools to gather, evaluate, and use information. 2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

3d. Process data and report results

4. Critical thinking, problem solving, and decision making

4b. Plan and manage activities to develop a solution or complete a project

4c. Collect and analyze data to identify solutions and/or make informed decisions

6b. Select and use applications effectively and productively

Focus Anchor/Standard #2:

C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/ solution, process analysis).

Supporting Anchor/Standards

2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and information fluency

3d. Process data and report results

Connecting Anchor/Standard:

15.9.12.F Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

Supporting Anchor/Standards:

3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical thinking, problem solving, and decision making

Instructional Activities:

- Teacher will explain each module before the students begin
- All materials are found in our virtual class at www.knowledgematters.com
- Teacher will reset the simulations as needed

Special Adaptations:

- Extended Time
- Peer Tutoring

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

Each module will be graded by completion of Math, Reading, and Overall Simulation Completion

Grades will be uploaded into PowerTeacher

Resources/Equipment:

Internet
Desktops
Chromebooks

Hyperlinks:

www.knowledgematters.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Researching Fields of Study / Majors / Colleges and Universities

Number: 200

Hours: 18

Dates: 30 Days

Description/Objectives:

Students will:

- Complete a self-assessment from Big Future: (Presented by College Board)
- Research the areas of study that are recommended to you (3 minimum). Focus on (average salary, average amount of schooling, likelihood of obtaining a job after you complete, etc.)
- Research colleges and universities that specialize in your fields of interest
- Present your research in a professional presentation
- Create a pros and cons list, items that would make you want to go to these schools, and items that are deal breakers for where you want to achieve a higher education

Tasks:

PA305 Research career and educational opportunities in Marketing and Business.

DV 6 - Operate school store

PA201 - Process sales documentation and employee records for a business

PA1003 - Identify the different types of advertising media

PA507 Prepare and deliver a marketing related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

15.3 Communication: Emphasizes the development of effective communication skills, including research and information management, which are essential for conducting college-level research.

15.4 Computer and Information Technologies: Focuses on the proficient use of technology for information retrieval and analysis, critical components of academic research.

Supporting Anchor/Standards:

13.1 Career Awareness and Preparation: Encourages students to research postsecondary education options, aligning with college research activities.

13.2 Career Acquisition (Getting a Job): Involves skills such as information gathering and decision-making, pertinent to researching and selecting appropriate college programs.

Instructional Activities:

Activity 1

- Complete self-assessment from College Board
- Analyze your findings, explain why you think the survey is a good assessment of your thoughts or if it seems inaccurate

Activity 2 -

- Research the areas of study that are recommended to you (3 minimum). Focus on (average salary, average amount of schooling, likelihood of obtaining a job after you complete, etc.)
- Research colleges and universities that specialize in your fields of interest.

Activity 3 -

- Present your research in a professional presentation
- Sharing the research will allow DV students to not only see the 3 schools and majors they researched, but rather the entire class's findings exposing them to other potential target schools

Special Adaptations:

- Extended Time
- Peer Tutoring

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

Formal presentation using grading rubric given to each student on Schoology.

Resources/Equipment:

Internet
Laptops / desktops / Chromebooks

Loyola of Chicago

Hyperlinks:

<https://bigfuture.collegeboard.org/career-search/career-quiz>

Course: Sales, Distribution, and Marketing Operations

Unit Name: Interviewing (virtual, in-person, or phone screening)

Number: 200 **Hours:** 18 Hours

Dates: 20 Days

Description/Objectives:

Students will:

- Accurately identify proper virtual interview etiquette
- Professionally perform a mock virtual interview via Zoom
- Perform the basic functions of Zoom
- Schedule a meeting space via Zoom
- Compile a list of responses to situational questions
- Perform under pressure while answering interview questions given to them by their peers
- Create their own Meeting Space and submit the Zoom link into Schoology
- Participate in a Zoom Virtual Interview "Hot Seat" live from the School Store into the classroom
- Type their responses to the top 50 most asked interview questions
- Create their own Meeting Space and submit the Zoom link into Schoology
- Participate in a Zoom Virtual Interview "Hot Seat" live from the School Store into the Classroom
- Type their responses to the top 50 most asked interview questions

Tasks:

PA403 - Create projects using multimedia sources and applications

PA401 - Prepare marketing documents using technology

DV 1 - Create documents for school and community

DV 34 - Develop Marketing Plan

PA507 - Prepare and deliver a marketing-related presentation

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.1.5.11-12. B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Supporting Anchor/Standards:

Critical thinking, problem solving, and decision making

Focus Anchor/Standard #2:

13.2.8.A Identify effective speaking and listening skills used in a job interview.

Connecting Anchor/Standard:

13.2.8.C Prepare a draft of career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Request for letter of recommendation
- Resume

Instructional Activities:

- Teacher-led PowerPoint on Virtual Interviews and Zoom
- Students will create their own meeting space in Zoom and Submit the link into Schoology
- Students will participate in a Virtual Mock Interview live from the Warrior Pride School Store into the classroom
- Students will have an exit ticket to write down what they are comfortable with and what they are uncomfortable with while Zoom Interviewing

Special Adaptations:

- Peer Assistance
- Extra Time

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules

- Use manufacturer direction when using equipment

Assessment:

- Zoom recording of the Virtual Interview to spotlight Best Practices as well as Areas of Opportunity
- Zoom meeting space Link in Schoology

Resources/Equipment:

- Zoom
- Webcam
- Internet
- PowerPoint
- Desktops

Hyperlinks:

Course: Sales, Distribution, and Marketing Operations

Unit Name: School Store

Number: 200 **Hours:** 18

Dates: 35 Days

Description/Objectives:

Students will:

- Determine merchandise to sell
- Evaluate vendors for merchandise
- Calculate prices for merchandise
- Create price lists and posters
- Inventory merchandise
- Create layout of merchandise
- Stock shelves
- Operate register
- Balance a cash drawer
- Use the count-up method for giving change
- Identify and apply customer service techniques
- Complete daily and monthly sales sheets, profit and loss and deposit and withdrawal forms
- Create, update, place orders on on-line school store

Tasks:

DV 6 - Operate school store

PA201 - Process sales documentation and employee records for a business

PA202 - Calculate correct change for customer transaction

PA203 - Calculate sales tax and discounts

PA204 - Perform an opening/closing reconciliation of a cash drawer

PA207 - Calculate prices for merchandise using pricing strategies

PA206 - Calculate profit, markup and markdown

PA1103 - Demonstrate the use of effective face-to-face communication with customers

PA1104 - Develop a rapport with customers

PA1105 - Solve customer problems

PA1107 - Handle difficult customers

PA1110 - Exhibit positive customer relations

PA1205 - Identify the purpose and importance of purchasing procedures

PA1002 - Design projects that utilize principles of visual merchandising.

PA1003 - Identify the different types of advertising media

Standards / Assessment Anchors*Focus Anchor/Standard #1:*

Critical Thinking And Problem Solving

Supporting Anchor/Standards:

N-Q.CS Reason quantitatively and use units to solve problems.

Focus Anchor/Standard #2:

4. Critical thinking, problem solving, and decision making

Supporting Anchor/Standards:

N-CN.CS Perform arithmetic operations with complex numbers.

Connecting Anchor/Standard:

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

Supporting Anchor/Standards:

M11. A.3.2.1 Use estimation to solve problems.

Instructional Activities:

Students will:

- Determine merchandise to sell
- Evaluate vendors for merchandise
- Calculate prices for merchandise
- Create price lists and posters
- Inventory merchandise
- Create layout of merchandise
- Stock shelves
- Operate register
- Balance a cash drawer
- Use the count-up method for giving change
- Identify and apply customer service techniques
- Create and manage school store website
- Complete and manage on-line orders
- Manage money from on-line sales
- Complete daily and monthly sales sheets, profit and loss and deposit and withdrawal forms

Special Adaptations:

- Peer tutoring
- Extended time
- Extra practice on register
- Extra practice giving change and counting money
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Daily Classwork Check

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work like manner.
- Know, understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Daily cash forms
- Monthly cash forms
- Handing of customer service
- Inventory report
- School store website monitoring

Resources/Equipment:

- Cash register
- Internet
- Teacher made handouts/activities
- Customer service videos and handouts
- School store website

Hyperlinks:

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 4 - Chapter 11 (*Product*)

Number: 200

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Define product as one primary P of the marketing mix
- Discuss the difference between products for the B2C and B2B markets
- Describe product planning
- Define the goal of product/service management
- Explain new product
- Identify the steps in new-product development

Tasks:

PA1504 - Develop strategies to position a product/business

PA1501 - Identify the difference between national and private brands

PA1502 - Explain the nature of product/service branding

PA1503 - Identify the elements of branding and packaging

PA403 - Create projects using multimedia sources and applications

PA401 - Prepare marketing documents using technology

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

PA507 - Prepare and deliver a marketing-related presentation

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CREATIVITY AND INNOVATION

Supporting Anchor/Standards:

Interpret information and draw conclusions based on the best analysis

Reflect critically on learning experiences and processes

Think Creatively

Develop, implement, and communicate new ideas to others effectively

Act on creative ideas to make a tangible and useful contribution to the field in which innovation will occur

Communicate Clearly

Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Collaborating with Others

Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made²

Use information accurately and creatively for the issue or problem at hand

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data. *Connecting Anchor/Standard:*

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.K Analyze issues and cases associated with government regulation.

6.2.12.A Evaluate the flow of goods and services in an international economy.

6.2.12.C Predict and evaluate how the media affects markets.

6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.M Evaluate laws and regulations impacting marketing.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.B Analyze how marketing influences today's households, businesses, and society; including but not limited to business-to-consumer, business-to-business, and consumer-to-consumer.

15.7.12.N Identify business strategies related to international marketing.

15.5.12.D Create a business plan using appropriate data to support the business concept.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital).

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 11
- Read Chapter 11

- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 11
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site www.g-wlearning.com and complete Chapter 11 activities
- Complete Chapter 11 workbook pages
- Complete Chapter 11 project and prepare presentation
- Take test on Chapter 11

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- Notebook checks
- School store

- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Guest Speaker
- Shark Tank

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 4 - Chapter 12 (*Branding*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe elements of a brand
- Define three types of product brands
- Explain brand identity
- Define branding strategies
- Identify ways in which a company can produce the brand
- Operate school store

Tasks:

PA1504 - Develop strategies to position a product/business.

PA1501 - Identify the difference between national and private brands.

PA1502 - Explain the nature of product/service branding.

PA1503 - Identify the elements of branding and packaging.

PA403 - Create projects using multimedia sources and applications.

PA401 - Prepare marketing documents using technology.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

PA507 - Prepare and deliver a marketing-related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CREATIVITY AND INNOVATION

Supporting Anchor/Standards:

Interpret information and draw conclusions based on the best analysis

Reflect critically on learning experiences and processes

Think Creatively

Develop, implement, and communicate new ideas to others effectively

Act on creative ideas to make a tangible and useful contribution to the field in which innovation will occur

Communicate Clearly

Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Collaborating with Others

Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made²

Use information accurately and creatively for the issue or problem at hand

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.K Analyze issues and cases associated with government regulation.

6.2.12.A Evaluate the flow of goods and services in an international economy.

6.2.12.C Predict and evaluate how the media affects markets.

6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.M Evaluate laws and regulations impacting marketing.

15.9.12.H Evaluate the impacts of various pricing strategies on the consumer and businesses at the local, domestic, and global level; including penetration, skimming, supply/demand, and exchange rates.

15.9.12.B Analyze how marketing influences today's households, businesses, and society; including but not limited to business-to-consumer, business-to-business, and consumer-to-consumer.

15.7.12.N Identify business strategies related to international marketing.

15.5.12.D Create a business plan using appropriate data to support the business concept.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community-based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital).

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 12
- Read Chapter 12
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 12
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Design new product activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 12 activities
- Complete Chapter 12 workbook pages
- Complete Chapter 12 project and prepare presentation
- Take test on Chapter 12
- Build Your Marketing Plan
- Part 1 - Product
- Part 2 - Branding
- Complete reading articles

- Prepare marketing documents for community/school
- Operate the school store

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules. • Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- Notebook checks
- School store
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com - Internet
- Computer
- Guest Speaker
- Shark Tank

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 4 - Chapter 13 (*Price*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain price as one of the four Ps of marketing
- Identify two categories of pricing objectives
- Summarize the influence of demand on price
- State the influence of costs on price
- Explain the influence of competition on price

Tasks:

PA206 - Calculate profit, markup and markdown.

PA207 - Calculate prices for merchandise using pricing strategies.

PA1404 - Identify and discuss supply and demand factors in pricing.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Think Creatively

Solving different kinds of non-familiar problems in both conventional and innovative ways

Identify and ask significant questions that clarify various points of view and lead to better solutions

Demonstrate ability to reason with numbers and other mathematical concepts Access and

Evaluate Information

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1. HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

CC.2.4. HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

N-Q.CS Reason quantitatively and use units to solve problems.

M11.A.2.1.1 Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.).

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 13
- Read Chapter 13
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 13
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 13 activities
- Complete Chapter 13 workbook pages
- Complete Chapter 13 project and prepare presentation
- Take test on Chapter 13

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In

- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- Notebook checks
- School store
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit - Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- School store
- Guest speaker
- Merchandise websites

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 5 - Chapter 14 (*Pricing Product*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain price as one of the four Ps of marketing
- Identify two categories of pricing objectives
- Summarize the influence of demand on price
- State the influence of costs on price
- Explain the influence of competition on price
- Discuss how customer perception and the product life cycle influence price
- Cite examples of product-mix pricing strategies
- Identify examples of psychological pricing strategies
- List examples of B2B pricing strategies
- Cite examples of pricing practices regulated by the government
- State examples of governmental price controls
- Operate school store

Tasks:

PA206 - Calculate profit, markup and markdown

PA207 - Calculate prices for merchandise using pricing strategies

PA1404 - Identify and discuss supply and demand in pricing

PA401 - Prepare marketing documents using technology

PA403 - Create projects using multimedia sources and application

PA507 - Prepare and deliver a marketing-related presentation

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Think Creatively

Solving different kinds of non-familiar problems in both conventional and innovative ways Identify and ask significant questions that clarify various points of view and lead to better solutions

Demonstrate ability to reason with numbers and other mathematical concepts

Access and Evaluate Information

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1. HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

CC.2.4. HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

N-Q.CS Reason quantitatively and use units to solve problems

M11.A.2.1.1 Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.)

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 14
- Read Chapter 14
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 14
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 14 activities - Complete Chapter 14 workbook pages
- Complete Chapter 14 project and prepare presentation
- Take test on Chapter 14
- Create special sales for the school store
- Evaluate merchandise prices for the school store
- Operate the school store
- Build Your Marketing Plan
- Part 1 - Marketing Objectives
- Part 2 - Price
- Complete reading articles
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check

- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- Notebook checks
- School store
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- School store
- Guest speaker
- Merchandise websites

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 6 - Chapter 15 (*Place*)

Number: 200 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain place as one of the four Ps of marketing
- Identify distribution channels for B2 and B2B markets
- Explain how to manage the channel of distribution
- State various modes of transportation used by businesses
- Identify why storage is important
- Explain why a supply chain should be controlled by a business
- State specific concerns related to global distribution
- Discuss two types of organizational buyers
- List steps of the purchasing process
- Explain inventory management
- Describe inventory control systems
- Identify the role of sales forecasting in inventory management
- Discuss inventory shrinkage
- Operate school store

Tasks:

PA1201 - Identify and explain the channels of distribution.

PA1202 - Distinguish and select channel of distribution for a product.

PA1203 - Describe types of inventory control.

PA1204 - Receive and inspect merchandise.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12. G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data. *Connecting Anchor/Standard:*

CEW/BUSINESS

Supporting Anchor/Standards:

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

15.4.12.D Evaluate emerging input technologies.

15.4.12.C Develop criteria for analyzing hardware options to meet defined needs.

15.4.12.E Analyze the different operating systems and recommend the appropriate system for specific user needs.

15.5.12.K Analyze issues and cases associated with government regulation.

15.8.12.J Analyze the use and purpose of various technology tools used by management.

15.9.12.C Evaluate the influence of members of a marketing channel, including company, intermediaries, retailers, and consumers

15.9.12.G Assess the distribution process of various companies and industries

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 15
- Read Chapter 15
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 15
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills

- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the site - www.g-wlearning.com and complete Chapter 15 activities
- Complete Chapter 15 workbook pages
- Complete Chapter 15 project and prepare presentation
- Take test on Chapter 15

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

Chapter tests

- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- School store grade
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment

- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- School store
- Guest speaker

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 6 - Chapter 16 (*Purchasing and Inventory Control*)

Number: 300 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain why a supply chain should be controlled by a business
- State specific concerns related to global distribution
- Discuss two types of organizational buyers
- List steps of the purchasing process
- Explain inventory management
- Describe inventory control systems
- Identify the role of sales forecasting in inventory management
- Discuss inventory shrinkage
- Operate school store

Tasks:

PA1201 - Identify and explain the channels of distribution.

PA1202 - Distinguish and select channel of distribution for a product.

PA1203 - Describe types of inventory control.

PA1204 - Receive and inspect merchandise.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12. G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

15.4.12.D Evaluate emerging input technologies.

15.4.12.C Develop criteria for analyzing hardware options to meet defined needs.

15.4.12.E Analyze the different operating systems and recommend the appropriate system for specific user needs.

15.5.12.K Analyze issues and cases associated with government regulation.

15.8.12.J Analyze the use and purpose of various technology tools used by management.

15.9.12.C Evaluate the influence of members of a marketing channel, including companies, intermediaries, retailers, and consumers

15.9.12.G Assess the distribution process of various companies and industries

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 16
- Read Chapter 16
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 16
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the site - www.g-wlearning.com and complete Chapter 16 activities
- Complete Chapter 16 workbook pages
- Complete Chapter 16 project and prepare presentation
- Take test on Chapter 16
- Build Your Marketing Plan
- Part 1 - Supply chain
- Part 2 - Inventory management
- Complete reading articles
- Prepare marketing documents for community/school
- Operate the school store

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
 - Handle material and equipment in a safe and work-like manner
 - Know, always understand and follow the established safety rules •
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- School store grade
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit - Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- School store
- Guest speaker

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 7 - Chapter 17 (*Promotion*)

Number: 300

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain promotion as one of the four Ps of marketing
- Cite examples of promotional strategies
- Identify goals of promotion
- Explain the purpose of a promotional plan
- Cite examples of media used in advertising

Tasks:

PA704 - Compare primary and secondary marketing research data

PA901 - Identify the steps of a sale

PA902 - Demonstrate greeting and approaching a customer

PA903 - Create probing questions to determine customer needs

PA904 - Demonstrate feature-benefit selling

PA905 - Demonstrate suggestion for selling

PA906 - Close customer sale

PA907 - Perform a sales presentation for a good or service

PA912 - Demonstrate methods of handling sales objections

PA1001 - Explain the importance of promotion, how it serves consumers

PA1002 - Design projects that utilize principles of visual merchandising

PA1003 - Identify the different types of advertising media

PA1004 - Create a promotional mix

PA1008 - Write advertising slogans

PA1009 - Differentiate between promotional advertising and institutional advertising

PA1011 - Distinguish between advertising and publicity.

PA1014 - Create a promotional project.

PA1101 - Describe the benefits of customer service.

PA1103 - Demonstrate the use of effective face-to-face communication with customers

PA1104 - Develop a rapport with customers

PA1105 - Solve customer problems

PA1107 - Handle difficult customers.

PA1110 - Exhibit positive customer relations

PA1111 - Develop a customer service policy statement

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 4 - Preparation for Customer Service Exam

DV 5 - Take customer service exam

DV 34 - Develop Marketing Plan

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Make Judgments and Decisions:

Solving Problems

Identify and ask significant questions that clarify various points of view and lead to better solutions

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)

Develop, implement, and communicate new ideas to others effectively

Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

Communicate Clearly

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.4. HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable

CC.2.4. HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

15.3.12.F Evaluate a speaker's reasoning and intent; ask questions to deepen understanding. (individual, team, employment, and business).

15.3.12.J Apply strategies to overcome barriers to active listening.

15.3.12.O Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).

15.3.12.P Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.

15.8.12.G Analyze leadership skills necessary for leading at various management levels.

15.8.12.H Analyze motivational theories and their application in a business or organization.

15.8.12.I Analyze and select appropriate managerial communication skills based upon context.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

15.3.12.A Evaluate work product and make recommendations based on content.

15.3.12.B Analyze business documents for content and effectiveness.

15.3.12.D Evaluate business materials (including web-based resources) for value related to purpose, quality, and appropriateness.

15.3.12.E Evaluate chosen print and electronic resources for advanced research.

15.3.12.F Evaluate a speaker's reasoning and intent; ask questions to deepen understanding. (individual, team, employment, and business).

15.3.12.G Employ appropriate presentation skills to lead discussions and team activities.

15.3.12.H Evaluate presentations for language, proper techniques and media choices.

15.3.12.I Synthesize information gathered from multiple sources (e.g., digital, print, face to face).

15.3.12.K Apply cultural mores to evaluate intent of verbal and non-verbal behaviors.

15.3.12.O Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).

15.3.12.P Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.

15.3.12.Q Analyze communication channels and their effectiveness within the corporate culture.

15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity.

15.3.12.X Identify the diversity within a work group and the strategies for effective communication.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 17
- Read Chapter 17

- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 17
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 17 activities - Complete Chapter 17 workbook pages
- Complete Chapter 17 project and prepare presentation
- Take test on Chapter 17

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- School store grade
- Promotional campaign

- Super Bowl advertising activity
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- School plays
- Guest speakers
- School store
- Super Bowl advertisement websites

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 7 - Chapter 18 (Promotion)

Number: 300 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe direct marketing
- Identify types of sales promotions
- Explain two types of public relations (PR)
- Differentiate between B2C sales and B2B sales
- Describe advertising as an element of the promotional mix

- Cite common types of advertising media
- Identify considerations in media selection
- Summarize how an advertising campaign is developed
- List elements of an advertisement

Tasks:

PA704 - Compare primary and secondary marketing research data

PA901 - Identify the steps of a sale

PA902 - Demonstrate greeting and approaching a customer

PA903 - Create probing questions to determine customer needs

PA904 - Demonstrate feature-benefit selling

PA905 - Demonstrate suggestion for selling

PA906 - Close customer sale

PA907 - Perform a sales presentation for a good or service

PA912 - Demonstrate methods of handling sales objections

PA911 - Follow and interpret sales policies to customers.

PA1001 - Explain the importance of promotion, and how it serves consumers

PA1002 - Design projects that utilize principles of visual merchandising

PA1003 - Identify the different types of advertising media

PA1004 - Create a promotional mix

PA1008 - Write advertising slogans

PA1009 - Differentiate between promotional advertising and institutional advertising

PA1011 - Distinguish between advertising and publicity

PA1014 - Create a promotional project

PA1101 - Describe the benefits of customer service

PA1103 - Demonstrate the use of effective face-to-face communication with customers

PA1104 - Develop a rapport with customers

PA1105 - Solve customer problems

PA1107 - Handle difficult customers.

PA1110 - Exhibit positive customer relations

PA1111 - Develop a customer service policy statement

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 4 - Preparation for Customer Service Exam

DV 5 - Take customer service exam

DV 34 - Develop Marketing Plan

PA401 - Prepare marketing documents using technology

PA403 - Create projects using multimedia sources and applications

PA507 - Prepare and deliver a marketing-related presentation

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Make Judgments and Decisions:

Solving Problems

Identify and ask significant questions that clarify various points of view and lead to better solutions

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)

Develop, implement, and communicate new ideas to others effectively

Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

Communicate Clearly

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays

CC.2.4. HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable

CC.2.4. HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

15.3.12.F Evaluate a speaker's reasoning and intent; ask questions to deepen understanding. (individual, team, employment, and business).

15.3.12.J Apply strategies to overcome barriers to active listening.

15.3.12.O Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).

15.3.12.P Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.

15.8.12.G Analyze leadership skills necessary for leading at various management levels

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15.3.12.B Analyze business documents for content and effectiveness

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15.3.12.P Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas

15.3.12.Q Analyze communication channels and their effectiveness within the corporate culture.

15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity.

15.3.12.X Identify the diversity within a work group and the strategies for effective communication.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 18

- Read Chapter 18
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 18
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the site - www.g-wlearning.com and complete Chapter 18 activities
- Complete Chapter 18 workbook pages
- Complete Chapter 18 project and prepare presentation
- Take test on Chapter 18

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
 - Handle material and equipment in a safe and work-like manner
 - Know, always understand and follow the established safety rules •
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- School store grade

- Promotional campaign
- Super Bowl advertising activity
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
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- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- School plays
- Guest speakers
- School store
- Super Bowl advertisement websites

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 7 - Chapter 19 (*Visual Merchandising*)

Number: 300 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe visual merchandising
- Identify four elements of visual merchandising
- List of elements of design

- Describe principles of design
- List steps to develop a display

Tasks:

PA704 - Compare primary and secondary marketing research data.

PA901 - Identify the steps of a sale.

PA902 - Demonstrate greeting and approaching a customer.

PA903 - Create probing questions to determine customer needs.

PA904 - Demonstrate feature-benefit selling.

PA905 - Demonstrate suggestion selling.

PA906 - Close customer sale.

PA907 - Perform a sales presentation for a good or service.

PA912 - Demonstrate methods of handling sales objections.

PA911 - Follow and interpret sales policies to customers.

PA1002 - Design projects that utilize principles of visual merchandising.

PA1003 - Identify the different types of advertising media.

PA1004 - Create a promotional mix.

PA1008 - Write advertising slogans.

PA1011 - Distinguish between advertising and publicity.

PA1014 - Create a promotional project.

PA1101 - Describe the benefits of customer service.

PA1104 - Develop a rapport with customers.

PA1105 - Solve customer problems.

PA1107 - Handle difficult customers.

PA1110 - Exhibit positive customer relations.

PA1111 - Develop a customer service policy statement.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 4 - Preparation for Customer Service Exam

DV 5 - Take customer service exam

DV 34 - Develop Marketing Plan

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Make Judgments and Decisions:

-Solving Problems

Identify and ask significant questions that clarify various points of view and lead to better solutions

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)

Develop, implement, and communicate new ideas to others effectively

Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

Communicate Clearly

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

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CC.2.4. HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.

CC.2.4. HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

15.3.12.F Evaluate a speaker's reasoning and intent; ask questions to deepen understanding. (individual, team, employment, and business).

15.3.12.J Apply strategies to overcome barriers to active listening.

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15.8.12.G Analyze leadership skills necessary for leading at various management levels.

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15.3.12.P Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.

15.3.12.Q Analyze communication channels and their effectiveness within the corporate culture.

15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity.

15.3.12.X Identify the diversity within a work group and the strategies for effective communication.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 19
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- Recheck your marketing IQ for Chapter 19
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- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access - www.g-wlearning.com and complete Chapter 19 activities
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- Complete Chapter 19 project and prepare presentation
- Take test on Chapter 19

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
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- Encourage Student to Check Work Before Turning In
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Safety:

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Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
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- Graded Homework/classwork
- School store grade
- Promotional campaign
- Super Bowl advertising activity
- Notebook checks
- Completed and Turned-in Make Up work
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- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
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Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- School plays
- Guest speakers
- School store
- Super Bowl advertisement websites

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 7 - Chapter 20 (*Personal Selling*)

Number: 300

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe the value of personal selling
- Describe skills needed for a career in sales
- Summarize tasks to complete when preparing to sell
- List steps in the sales process
- Identify options for completing sales transactions in B2B and B2C sales -Explain how a lost sale can be a learning experience
- Define customer support team
- List types of online customer support
- Identify the importance of handling customers' complaints
- Operate school store

Tasks:

PA704 - Compare primary and secondary marketing research data

PA901 - Identify the steps of a sale

PA902 - Demonstrate greeting and approaching a customer

PA903 - Create probing questions to determine customer needs

PA904 - Demonstrate feature-benefit selling

PA905 - Demonstrate suggestion for selling

PA906 - Close customer sale

PA907 - Perform a sales presentation for a good or service

PA912 - Demonstrate methods of handling sales objections

PA911 - Follow and interpret sales policies to customers

PA1001 - Explain the importance of promotion, and how it serves consumers

PA1002 - Design projects that utilize principles of visual merchandising

PA1003 - Identify the different types of advertising media

PA1004 - Create a promotional mix

PA1008 - Write advertising slogans

PA1009 - Differentiate between promotional advertising and institutional advertising

PA1011 - Distinguish between advertising and publicity

PA1014 - Create a promotional project

PA1101 - Describe the benefits of customer service

PA1103 - Demonstrate the use of effective face-to-face communication with customers

PA1104 - Develop a rapport with customers

PA1105 - Solve customer problem

PA1107 - Handle difficult customers

PA1110 - Exhibit positive customer relations

PA1111 - Develop a customer service policy statement

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 4 - Preparation for Customer Service Exam

DV 5 - Take customer service exam

DV 34 - Develop Marketing Plan

PA401 - Prepare marketing documents using technology

PA403 - Create projects using multimedia sources and applications

PA507 - Prepare and deliver a marketing related presentation

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Make Judgments and Decisions:

Solving Problems

Identify and ask significant questions that clarify various points of view and lead to better solutions

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)
Develop, implement, and communicate new ideas to others effectively

Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

Communicate Clearly

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

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CC.2.4. HS.B.5 Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

15.3.12.F Evaluate a speaker's reasoning and intent; ask questions to deepen understanding. (individual, team, employment, and business).

15.3.12.J Apply strategies to overcome barriers to active listening.

15.3.12.O Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).

15.3.12.P Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.

15.8.12.G Analyze leadership skills necessary for leading at various management levels.

15.8.12.H Analyze motivational theories and their application in a business or organization.

15.8.12.I Analyze and select appropriate managerial communication skills based upon context.

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15.3.12.Q Analyze communication channels and their effectiveness within the corporate culture.

15.3.12.R Evaluate best practices of communication based on culture, practice, and laws related to supervising others in a corporate entity.

15.3.12.X Identify the diversity within a work group and the strategies for effective communication.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 20
- Read Chapter 20
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- Apply Your Knowledge questions
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- Answer Communication skills
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- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access - www.g-wlearning.com and complete Chapter 20 activities
- Complete Chapter 20
- Complete Chapter 20 project and prepare presentation
- Take test on Chapter 20
- Build Your Marketing Plan
- Part 1 - Promotional strategies
- Part 2 - Action plan
- Complete reading articles
- Prepare marketing documents for community/school
- Operate the school store
- Create advertising campaign for product
- Complete super bowl advertising analysis and activities
- Set-up school store displays

- Create an advertising campaign for local business

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- Graded Homework/classwork
- School store grade
- Promotional campaign
- Super Bowl advertising activity
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com - Internet
- Computer
- School plays
- Guest speakers
- School store
- Super Bowl advertisement websites

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Social Media Marketing

Number: 300 **Hours:** 18

Dates: 30 Days

Description/Objectives:

Students will:

- Define social media marketing
- List goals and strategies of social media marketing
- Identify rules of engagement for social media marketing
- Identify and publish blogs
- Create and share podcasts
- Create and host webinar
- Create and share promotional video
- Identify benefits of marketing with social networks
- Identify discussion boards
- Identify mobile computing
- Create social media marketing project

Tasks:

PA504 - Create a variety of written business communications utilized in the workplace

PA507 - Prepare and deliver a marketing-related presentation

PA805 - Explain the nature of business ethics and digital citizenship

PA1003 - Identify the different types of advertising media

PA1014 - Create a promotional project

Standards / Assessment Anchors

Focus Anchor/Standard #1:

Creativity and Innovation

Supporting Anchor/Standards:

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)

Work Creatively with Others

Develop, implement, and communicate new ideas to others effectively

Focus Anchor/Standard #2:

ICT (Information, Communications and Technology) Literacy

Supporting Anchor/Standards:

Use technology as a tool to research, organize, evaluate, and communicate information

Use digital technologies (e.g., computers, PDAs, media players, GPS, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Create Media Products

Understand and utilize the most appropriate media creation tools, characteristics, and conventions

Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Connecting Anchor/Standard:

Media Literacy

Supporting Anchor/Standards:

Think Creatively

Communicate Clearly

Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Analyze Media

Understand both how and why media messages are constructed and for what purposes

Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Instructional Activities:

- Read chapters in Social Media Marketing textbook packets
- Read case study in each chapter
- Complete Exercise Case Study in each chapter and answer Review Questions - discuss
- Create social media marketing projects for products in school store

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in safe and work like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

Exercise Case study questions at end of chapter

Social media marketing project

Class Oral Responses

Teacher evaluating student class participation

Teacher evaluating a student media presentation

Student self-assessment

Peer evaluation of individual students

Resources/Equipment:

Social Media Marketing textbook

Digital and Social media marketing speakers

Teacher-made handouts

Social media platforms

Computers

Smart phones

Hyperlinks:

Course: Sales, Distribution, and Marketing Operations

Unit Name: Sports Marketing

Number: 900 **Hours:** 18

Dates: 25 Days

Description/Objectives:

Students will:

- Identify the different categories of sports
- Define the sports consumer
- Identify sports products/services
- Determine price for sports products/services
- Discuss product licensing and branding

- Explain the economic impact of sports marketing and promotion
- Identify careers in sports marketing

Tasks:

- PA305 - Explore and compare job/career opportunities in Marketing or Business Education
- PA401 - Prepare marketing documents using word processing software
- PA403 - Use desktop publishing to prepare projects
- PA507 - Prepare and deliver a marketing related presentation
- PA1001 - Explain the importance of promotion, advertising and how it serves consumers
- PA1003 - Explain the different types of advertising media
- PA1009 - Define promotional advertising and institutional advertising
- PA1101 - Describe the advantages of customer service in servicing the customer and building a loyal customer base
- PA1202 - Distinguish and select channel of distribution for a product
- PA1401 - Identify the difference between national and private brands
- PA1404 - Identify and discuss the supply and demand factors in pricing
- PA207 - Calculate prices for merchandise using pricing strategies
- PA508 - Demonstrate positive customer relations
- PA701 - Develop a product-specific project to demonstrate a market success
- PA1004 - Write a promotional plan for a business
- PA1005 - Illustrate a print advertisement
- PA1006 - Prepare a product development project
- PA1007 - Write a small business proposal
- PA1008 - Write advertising slogans for products

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Focus Anchor/Standard #2:

CEW/BUSINESS

Supporting Anchor/Standards:

15.3.12.M Critique etiquette skills for building and maintaining a professional image

15.3.12. B Analyze business documents for content and effectiveness

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology

Connecting Anchor/Standard:

CREATIVITY AND INNOVATION

Supporting Anchor/Standards:

Communicate Clearly

Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made²

Develop, implement, and communicate new ideas to others effectively

Elaborate, refine, analyze, and evaluate ideas to improve and maximize creative efforts

Demonstrate imagination and curiosity

Instructional Activities:

Students will:

-Read the following information in sports and marketing packet:

1. Categories of sports

-Complete case study and the sports news worksheet

-Complete role play marketing director

2. Sports Products

-Complete case study and the many faces of sports marketing

-Complete role play marketing director

3. Products and pricing decisions

-Complete case study and comparing price worksheet and exploring products

-Complete role play marketing director

4. Branding and licensing

-Complete case study and complete corporate sponsor worksheet and developing brand equity

-Complete role play marketing director

5. Sports promotion

-Complete case study and complete sales promotion and sports timeline

-Complete role play marketing director

6. Sports Marketing Careers

-Complete case study and complete sports marketing jobs

-Complete role play marketing director

Special Adaptations:

- Peer tutoring

- Extended time

- Chunking of Assignments/Material

- Study Guide

- Adapted Tests and/or Assignments

- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of packet for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer directions when using equipment

Assessment:

- Packet activities
- Packet projects
- Oral presentations
- Reading articles
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring as a job is done within a timeframe
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Sports and Entertainment Marketing packets
- On- Teacher generated activities/handouts
- Internet
- Computer line sports and marketing websites
- Guest Speakers

Hyperlinks:

Course: Sales, Distribution, and Marketing Operations

Unit Name: School Store

Number: 300 **Hours:**

Dates: 30 Days

Description/Objectives:

Students will:

- Determine merchandise to sell
- Evaluate vendors for merchandise
- Calculate prices for merchandise
- Create price lists and posters
- Inventory merchandise
- Create layout of merchandise
- Stock shelves
- Operate register
- Balance a cash drawer
- Identify and apply customer service techniques
- Identify and apply sales techniques
- Complete daily and monthly sales sheets, profit and loss and deposit and withdrawal forms
- Create, update, place orders on the on-line school store
- Run reports through Square Up Point of Sale System to track sales and trends

Tasks:

DV 6 - Operate school store

PA201 - Process sales documentation and employee records for a business.

PA202 - Calculate correct change for customer transaction.

PA203 - Calculate sales tax and discounts.

PA204 - Perform an opening/closing reconciliation of a cash drawer.

PA207 - Calculate prices for merchandise using pricing strategies.

PA206 - Calculate profit, markup and markdown.

PA1103 - Demonstrate the use of effective face-to-face communication with customers.

PA1104 - Develop a rapport with customers.

PA1105 - Solve customer problems.

PA1107 - Handle difficult customers.

PA1110 - Exhibit positive customer relations.

PA1205 - Identify the purpose and importance of purchasing procedures.

PA1002 - Design projects that utilize principles of visual merchandising.

PA1003 - Identify the different types of advertising media.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

N-Q.CS Reason quantitatively and use units to solve problems.

Focus Anchor/Standard #2:

4. Critical thinking, problem solving, and decision making

Supporting Anchor/Standards:

N-CN.CS Perform arithmetic operations with complex numbers.

Connecting Anchor/Standard:

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

Supporting Anchor/Standards:

M11. A.3.2.1 Use estimation to solve problems.

Instructional Activities:

Students will:

-Determine merchandise to sell

- Evaluate vendors for merchandise
- Calculate prices for merchandise
- Create price lists and posters
- Inventory merchandise
- Create layout of merchandise
- Stock shelves
- Operate register
- Balance a cash drawer
- Use the count-up method for giving change
- Identify and apply customer service techniques
- Create and manage school store website
- Complete and manage on-line orders
- Manage money from on-line sales
- Complete daily and monthly sales sheets, profit and loss and deposit and withdrawal forms

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of packet for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer directions when using equipment

Assessment:

- Teacher observation
- Daily cash forms
- Monthly cash forms
- Handing of customer service
- Inventory report
- School store website monitoring

Resources/Equipment:

- Cash register
- Internet
- Teacher made handouts/activities
- Customer service videos and handouts
- School store

Hyperlinks:

Course: Sales, Distribution, and Marketing Operations

Unit Name: Website Design

Number: 300 **Hours:** 18

Dates: 30 Days

Description/Objectives:

Students will:

- Research websites and how they are designed focusing on functionality, web traffic, and how they engage with their viewers
- Create their own website that will help promote themselves as a brand
- Create a website for the Warrior Pride School Store
- Collect up-to-date photos and videos to post on the website
- Take professional photos of the merchandise on mannequins to post on the website
- Track online traffic and online sales from the website using Square Up point of sale system

Tasks:

Students will research and put together a weekly presentation labeling 5 different functionalities of their favorite websites

Students will draw out a rough sketch of what they want their personal website to have

Students will create their own website to help promote themselves

Students will create a website for the Warrior Pride School Store

DV 6 - Operate school store

PA201 - Process sales documentation and employee records for a business.

PA202 - Calculate correct change for customer transaction.

PA203 - Calculate sales tax and discounts.

PA204 - Perform an opening/closing reconciliation of a cash drawer.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CCR.SL.6-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Supporting Anchor/Standards:

CCR.SL.6-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Instructional Activities:

All materials will be uploaded into Schoology prior to the lesson

Students will research websites and begin to construct their own personal websites

Students will research 5 different company websites to help with website development to meet industry standards

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of packet for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer directions when using equipment

Assessments:

- Students will upload the link to their personal website and the link for the school store website
- Teacher will grade the functions of the website using a rubric designed to focus on industry standards for website development

Resources/Equipment:

www.wix.com (Free Website Development Software)
Computers
Internet

Hyperlinks:

www.wix.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Personal Budget and Finance

Number: 300 **Hours:** 18

Dates: 15 Days

Description/Objectives:

Students will:

- Identify basic Needs vs. Wants
- Identify where your money will be spent for tuition and other needs in college/university
- Create a personal budget and understand where your money comes from and where your money goes
- Research housing options for different stages of life, right out of college, 5 years into their career, considering different changes in life (family, new career path, approaching retirement, etc.)
- Search and select apartments online and report on what the monthly rent costs are, what is required to rent an apartment, what the process is to sign a lease
- Construct a shopping list with a specific budget in mind

Tasks:

PA606 - Recognize personal budget and finance basics, understanding how to balance a personal budget

PA104 - Create and interpret money management skills

DV 6 - Operate school store

PA201 - Process sales documentation and employee records for a business.

PA202 - Calculate correct change for customer transaction.

PA203 - Calculate sales tax and discounts.

PA204 - Perform an opening/closing reconciliation of a cash drawer.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Supporting Anchor/Standards:

Make Judgments and Decisions:

CCR.W.6-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Instructional Activities:

Activity 1:

-Teacher-led instruction via PowerPoint

Activity 2:

- Students will navigate resource on how their money will be spent in college

Activity 3:

- Kahoot review on the content students learned in this lesson

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of packet for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In

- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer directions when using equipment

Assessment:

-Assessment will be in the form of completing the online resource on how the money will be spent in college as well as developing a personal budget

-Presentation highlighting budget, apartment search, and monthly grocery list using a budget

Resources/Equipment:

- Internet
- Chromebooks
- Desktops
- Zoom
- Online resources

Hyperlinks:

<https://www.timeforpayback.com/>

Course: Sales, Distribution, and Marketing Operations

Unit Name Marketing Dynamics - Unit 8 - Chapter 21 (Marketing Management)

Number: 400 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe the role of a manager
- List five elements of the management function
- Describe effective management styles
- Explain financial planning
- Discuss the concept of a budget
- List and explain financial reports in a business
- Identify strategies for improving reading comprehension
- Operate school store

Tasks:

PA201 - Process sales documentation and employee records for a business.

PA502 - Communicate effectively within the workplace.

PA503 - Demonstrate ability to read and comprehend written communications.

PA504 - Create a variety of written business communications utilized in the workplace.

PA507 - Prepare and deliver a marketing-related presentation.

PA509 - Interpret nonverbal communications.

PA801 - Compare the different forms of business ownership.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

DV 35 - Identify and apply soft skills

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Demonstrate ability to reason with numbers and other mathematical concepts Access and Evaluate Information

Use and Manage Information

Evaluate information critically and competently

Use information accurately and creatively for the issue or problem at hand Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.6.12.A Evaluate the impact of internal and external influences on financial decisions.

15.6.12.J Analyze the total cost of a major purchase loan agreement using fixed and variable interest rates, calculated over time.

15.8.12.B Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.

15.8.12.E Evaluate how businesses are organized to achieve desired goals.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community-based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 21
- Read Chapter 21
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 21
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 21 activities
- Complete Chapter 21 workbook pages
- Complete Chapter 21 project and prepare presentation
- Prepare financial statements
- Prepare a budget
- Take test on Chapter 21
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric

- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment
- Business report
- Financial statements
- Business letters
- Business memo
- Business email
- Budget

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com - Internet
- Computer
- Business Plan Pro

- Guest speakers
- Accounting/financial statement samples

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 8 - Chapter 22 (*Soft Skills*)

Number: 400 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Define soft skills
- Cite examples of self-management skills
- Explain the role of ethics in the workplace
- Discuss teams in the workplace
- Describe skills required for team success
- Identify strategies for improving reading comprehension
- Operate school store

Tasks:

PA201 - Process sales documentation and employee records for a business.

PA502 - Communicate effectively within the workplace.

PA503 - Demonstrate ability to read and comprehend written communications.

PA504 - Create a variety of written business communications utilized in the workplace.

PA507 - Prepare and deliver a marketing-related presentation.

PA509 - Interpret nonverbal communications.

PA801 - Compare the different forms of business ownership.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

DV 35 - Identify and apply soft skills

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Demonstrate ability to reason with numbers and other mathematical concepts Access and Evaluate Information

Use and Manage Information

Evaluate information critically and competently

Use information accurately and creatively for the issue or problem at hand Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.6.12.A Evaluate the impact of internal and external influences on financial decisions.

15.6.12.J Analyze the total cost of a major purchase loan agreement using fixed and variable interest rates, calculated over time.

15.8.12.B Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.

15.8.12.E Evaluate how businesses are organized to achieve desired goals.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: community based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 22
- Read Chapter 22
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 22
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site
- www.g-wlearning.com and complete Chapter 22 activities
- Complete Chapter 22 workbook pages
- Complete Chapter 22 project and prepare presentation
- Prepare teamwork activity
- Take test on Chapter 22
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessments:

- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment
- Business report
- Financial statements
- Business letters
- Business memo
- Business email
- Budget

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Business Plan Pro
- Guest speakers
- Accounting/financial statement samples

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 8 - Chapter 23 (*Communication in the Workplace*)

Number: 400 **Hours:** 18

Dates: 5 Days

Description/Objectives:

Students will:

- Define communication
- Identify types of communications
- Describe barriers to effective communication
- Explain communication ethics
- Explain how writing is used for marketing purposes
- Identify common speaking situations in the workplace
- Describe listening skills
- Identify strategies for improving reading comprehension
- Operate school store

Tasks:

PA201 - Process sales documentation and employee records for a business.

PA502 - Communicate effectively within the workplace.

PA503 - Demonstrate ability to read and comprehend written communications.

PA504 - Create a variety of written business communications utilized in the workplace.

PA507 - Prepare and deliver a marketing-related presentation.

PA509 - Interpret nonverbal communications.

PA801 - Compare the different forms of business ownership.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

DV 35 - Identify and apply soft skills

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Demonstrate ability to reason with numbers and other mathematical concepts Access and Evaluate Information

Use and Manage Information

Evaluate information critically and competently

Use information accurately and creatively for the issue or problem at hand Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Focus Anchor/Standard #2:

MATH

Supporting Anchor/Standards:

CC.2.1. HS.F.3 Apply quantitative reasoning to choose and Interpret units and scales in formulas, graphs and data displays.

CC.2.1. HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4. HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

15.6.12.A Evaluate the impact of internal and external influences on financial decisions.

15.6.12.J Analyze the total cost of a major purchase loan agreement using fixed and variable interest rates, calculated over time.

15.8.12.B Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.

15.8.12.E Evaluate how businesses are organized to achieve desired goals.

13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community-based organizations (that is chambers of commerce, trade/technical associations, industrial resource centers). Financial Institutions, School-based Career Centers, Small Business Administration Services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers, venture capital.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 23
- Read Chapter 23
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 23
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Answer Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity

- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 23 activities
- Complete Chapter 23 workbook pages
- Complete Chapter 23 project and prepare presentation
- Prepare business letter
- Prepare business memo
- Prepare business email
- Take test on Chapter 23
- Build Your Marketing Plan
- Create sales analysis
- Sales Forecast
- Best Opportunities
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessments:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade

- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment
- Business report
- Financial statements
- Business letters
- Business memo
- Business email
- Budget

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com - Internet
- Computer
- Business Plan Pro
- Guest speakers
- Accounting/financial statement samples

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 9 - Chapter 24 (*Entrepreneurship*)

Number: 400

Hours: 18

Dates: 5 days

Description/Objectives:

Students will:

- Explain what it means to be an entrepreneur

- Identify examples of traits and skills necessary to become an entrepreneur
- List and explain ownerships options for starting a business
- Discuss the process of creating a business
- Identify three options for creating a business
- Explain and create a business plan
- Operate the school store

Tasks:

PA801 - Compare the different forms of business ownership.

PA803 - Analyze the nature of risk management.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs Interpret information and draw conclusions based on the best analysis Solve Problems

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)

Create new and worthwhile ideas (both incremental and radical concepts)

Develop, implement, and communicate new ideas to others effectively

Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

Communicate Clearly

Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Focus Anchor/Standard #2:

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12. Analyze personal choices in preparation for entrepreneurship.

15.5.12.B Evaluate personal management and organizational abilities to succeed in entrepreneurship.

15.5.12.C Analyze the impact of entrepreneurship in the domestic economy.

15.5.12.D Create a business plan using appropriate data to support the business concept.

15.5.12.E Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).

15.5.12.I Evaluate the functions of operations management as influenced by the business parameters.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.G Analyze factors affecting global pricing including international currency fluctuations, tariffs, price controls, and anti-dumping laws.

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.M Analyze funding sources for entrepreneurship including, IPO, venture capital, loans, and owner capital.

15.5.12.L Analyze an innovation/ business concept and develop a comprehensive business plan.

15.5.12.K Analyze issues and cases associated with government regulation.

15.5.12.J Evaluate strategies for incorporating emerging technologies into specific business operations.

Connecting Anchor/Standard:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Interpret information and draw conclusions based on the best analysis Solve Problems

Identify and ask significant questions that clarify various points of view and lead to better solutions

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 24
- Read Chapter 24
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 24
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the - www.g-wlearning.com and complete Chapter 24 activities
- Complete Chapter 24 workbook pages
- Complete Chapter 24 project and prepare presentation
- Take test on Chapter 24
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring

- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessments:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment
- Business/financial plan
- Financial statements

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook

- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Guest speaker from financial institution
- Guest speaker - local business owner
- Online loan calculator
- Financial institution websites
- Google maps/earth
- Online mortgage calculator
- Microsoft financial form templates
- Local Entrepreneur as guest speaker

Hyperlinks:

www.g-wlearning.com

www.google.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 9 - Chapter 25 (*Risk Management*)

Number: 400

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain the nature of risk
- Describe four types of business risk
- Summarize risk management
- Explain ways risk can be avoided or reduced
- Identify how risk can be transferred
- Describe how risk is assumed
- Operate the school store

Tasks:

PA105 - Examine the role of business in society.

PA801 - Compare the different forms of business ownership.

PA803 - Analyze the nature of risk management.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs Interpret information and draw conclusions based on the best analysis Solve Problems

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)
Create new and worthwhile ideas (both incremental and radical concepts)

Develop, implement, and communicate new ideas to others effectively

Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

Communicate Clearly

Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Focus Anchor/Standard #2:

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12. Analyze personal choices in preparation for entrepreneurship.

15.5.12.B Evaluate personal management and organizational abilities to succeed in entrepreneurship.

15.5.12.C Analyze the impact of entrepreneurship in the domestic economy.

15.5.12.D Create a business plan using appropriate data to support the business concept.

15.5.12.E Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).

15.5.12.I Evaluate the functions of operations management as influenced by the business parameters.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.G Analyze factors affecting global pricing including international currency fluctuations, tariffs, price controls, and anti-dumping laws.

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.M Analyze funding sources for entrepreneurship including, IPO, venture capital, loans, and owner capital.

15.5.12.L Analyze an innovation/ business concept and develop a comprehensive business plan.

15.5.12.K Analyze issues and cases associated with government regulation.

15.5.12.J Evaluate strategies for incorporating emerging technologies into specific business operations.

Connecting Anchor/Standard:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Interpret information and draw conclusions based on the best analysis Solve Problems

Identify and ask significant questions that clarify various points of view and lead to better solutions

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 25
- Read Chapter 25
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 25
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 25 activities
- Complete Chapter 25 workbook pages
- Complete Chapter 25 project and prepare presentation
- Take test on Chapter 25
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Be respectful to all students.
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessments:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment
- Business/financial plan
- Financial statements

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Guest speaker from financial institution
- Guest speaker - local business owner
- Online loan calculator
- Financial institution websites
- Google maps/earth
- Online mortgage calculator
- Microsoft financial form templates

- Local Entrepreneur as guest speaker

Hyperlinks:

www.g-wlearning.com

www.google.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 9 - Chapter 26 (*Business Funding*)

Number: 400

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain the concept of bootstrapping for entrepreneurs
- Describe common sources of business financing
- Identify considerations owners have when starting a new business
- Describe the business loan application process
- Define three pro forma statements that accompany a business loan application
- Operate the school store

Tasks:

PA105 - Examine the role of business in society.

PA801 - Compare the different forms of business ownership.

PA803 - Analyze the nature of risk management.

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

DV 1 - Create documents for school and community

DV 6 - Operate school store

DV 34 - Develop Marketing Plan

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs Interpret information and draw conclusions based on the best analysis Solve Problems

Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)

Create new and worthwhile ideas (both incremental and radical concepts)

Develop, implement, and communicate new ideas to others effectively

Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas

Communicate Clearly

Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)

Focus Anchor/Standard #2:

CEW/BUSINESS

Supporting Anchor/Standards:

15.5.12.A Analyze personal choices in preparation for entrepreneurship.

15.5.12.B Evaluate personal management and organizational abilities to succeed in entrepreneurship.

15.5.12.C Analyze the impact of entrepreneurship in the domestic economy.

15.5.12.D Create a business plan using appropriate data to support the business concept.

15.5.12.E Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).

15.5.12.I Evaluate the functions of operations management as influenced by the business parameters.

15.5.12.H Assess advantages and disadvantages for entrepreneurial business in foreign markets; including language and trade barriers, marketing, and regulations.

15.5.12.G Analyze factors affecting global pricing including international currency fluctuations, tariffs, price controls, and anti-dumping laws.

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.M Analyze funding sources for entrepreneurship including, IPO, venture capital, loans, and owner capital.

15.5.12.L Analyze an innovation/ business concept and develop a comprehensive business plan.

15.5.12.K Analyze issues and cases associated with government regulation.

15.5.12.J Evaluate strategies for incorporating emerging technologies into specific business operations.

Connecting Anchor/Standard:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Interpret information and draw conclusions based on the best analysis Solve Problems

Identify and ask significant questions that clarify various points of view and lead to better solutions

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 26
- Read Chapter 26

- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 26
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 26 activities
- Complete Chapter 26 workbook pages
- Complete Chapter 26 project and prepare presentation
- Prepare financial statements
- Take test on Chapter 26
- Building the Marketing Plan
- Part 1 - Executive Summary
- Part 2 - Bibliography, Appendices, Table of Contents
- Create a business/financial plan for a new business
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessments:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit -
Extended time to complete the assessment
- Business/financial plan
- Financial statements

Resources/Equipment:

- Marketing Dynamics Textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- Internet
- Computer
- Guest speaker from financial institution
- Guest speaker - local business owner
- Online loan calculator
- Financial institution websites
- Google maps/earth
- Online mortgage calculator
- Microsoft financial form templates
- Local Entrepreneur as guest speaker

Hyperlinks:

www.g-wlearning.com

www.google.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 10 - Chapter 27 (*Planning for Success*)

Number: 400

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe the difference between a job and a career
- Discuss the career planning process
- List ways to research marketing career
- Describe the role of education, training, and certification to career choices
- Cite factors that indicate the quality of an education investment
- Explain the term college access
- Identify sources of funding for pursuing an education
- Operate school store

Tasks:

DV 6 - Operate school store

DV 1 - Create documents for school and community

DV 34 - Develop Marketing Plan

DV 35 - Identify and apply soft skills

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

PA301 - Prepare a résumé for a specific job in Marketing or Business.

PA302 - Prepare a letter of application for a specific job in the field of Marketing or Business.

PA303 - Complete a job application for a specific job in the field of Marketing or Business.

PA304 - Prepare for a job interview in the field of Marketing and Business.

PA305 - Research career and educational opportunities in Marketing and Business.

PA306 - Demonstrate and practice networking skills.

PA502 - Communicate effectively within the workplace.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12. D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Focus Anchor/Standard #2:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Interpret information and draw conclusions based on the best analysis

Reflect critically on learning experiences and processes

Communicate Clearly

Use technology as a tool to research, organize, evaluate, and communicate information

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

15.2.12.G Analyze and complete an application (e.g., job, scholarship, financial aid, postsecondary) in a focused and effective manner.

15.2.12.H Demonstrate appropriate behavior for an interview.

15.9.12.A Analyze and summarize professional designations, careers, and organizations within the field of marketing, including the educational and certification requirements for each.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 27
- Read Chapter 27
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 27
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Take self-assessment, aptitude and career assessments and surveys
- Research jobs/careers
- Conduct educational research for careers
- Apply Math Skills

- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 27 activities
- Complete Chapter 27 workbook pages
- Complete Chapter 27 project and prepare presentation
- Take test on Chapter 27
- Part 1 - Develop the Presentation
- Part 2 - Deliver the Presentation
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Employment application
- Resume

- Cover letter
- Follow-up email and letter
- Mock interview
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site
- Internet
- Computer
- Job websites
- Career self-assessment sites
- Career link and career sites
- Interview videos
- Resume/cover letter websites
- Guest speakers

Hyperlinks:

www.g-wlearning.com
www.snagajob.com
www.monster.com
www.bls.gov
www.indeed.com
www.linkedin.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 10 - Chapter 28 (*Planning for Success*)

Number: 400

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Explain ways to market yourself during a job search
- Cite sources of job leads
- Identify documents needed to apply for a job
- Describe the process of applying for employment
- Describe how to prepare for a job
- Participate in a mock job interview
- Describe the employment process
- Create LinkedIn account
- Operate school store

Tasks:

DV 6 - Operate school store

DV 1 - Create documents for school and community

DV 34 - Develop Marketing Plan

DV 35 - Identify and apply soft skills

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

PA301 - Prepare a résumé for a specific job in Marketing or Business.

PA302 - Prepare a letter of application for a specific job in the field of Marketing or Business.

PA303 - Complete a job application for a specific job in the field of Marketing or Business.

PA304 - Prepare for a job interview in the field of Marketing and Business.

PA305 - Research career and educational opportunities in Marketing and Business.

PA306 - Demonstrate and practice networking skills.

PA502 - Communicate effectively within the workplace.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12. D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Focus Anchor/Standard #2:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Interpret information and draw conclusions based on the best analysis

Reflect critically on learning experiences and processes

Communicate Clearly

Use technology as a tool to research, organize, evaluate, and communicate information

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

15.2.12.G Analyze and complete an application (e.g., job, scholarship, financial aid, postsecondary) in a focused and effective manner.

15.2.12.H Demonstrate appropriate behavior for an interview.

15.9.12. Analyze and summarize professional designations, careers, and organizations within the field of marketing, including the educational and certification requirements for each.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 28
- Read Chapter 28
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 28
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Search for job
- Complete paper and on-line job application
- Prepare a resume for selected job
- Prepare letter of application for selected job
- Research and practice interview questions
- List proper dress for an interview
- Participate in mock interview for job

- Prepare a follow-up letter after interview
- Create LinkedIn account
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 28 activities
- Complete Chapter 28 workbook pages
- Complete Chapter 28 project and prepare presentation
- Take test on Chapter 28
- Part 1 - Develop the Presentation
- Part 2 - Deliver the Presentation
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles

- School store grade
- Employment application
- Resume
- Cover letter
- Follow-up email and letter
- Mock interview
- Graded Homework/classwork
- Notebook checks
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site
- Internet
- Computer
- Job websites
- Career self-assessment sites
- Career link and career sites
- Interview videos
- Resume/cover letter websites
- Guest speakers

Hyperlinks:

www.g-wlearning.com

www.snagajob.com

www.monster.com

www.bls.gov

www.indeed.com

www.Linkedin.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Unit 10 - Chapter 29 (*Digital Citizenship*)

Number: 400

Hours: 18

Dates: 5 Days

Description/Objectives:

Students will:

- Describe the elements of digital communication
- Explain intellectual property and what it includes
- Discuss the importance of the Electronic User's Bill of Rights
- Explain how employers ensure appropriate Internet use in the workplace
- List examples of ways to practice digital security
- Operate school store

Tasks:

DV 6 - Operate school store

DV 1 - Create documents for school and community

DV 34 - Develop Marketing Plan

DV 35 - Identify and apply soft skills

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

PA301 - Prepare a résumé for a specific job in Marketing or Business.

PA302 - Prepare a letter of application for a specific job in the field of Marketing or Business.

PA303 - Complete a job application for a specific job in the field of Marketing or Business.

PA304 - Prepare for a job interview in the field of Marketing and Business.

PA305 - Research career and educational opportunities in Marketing and Business.

PA306 - Demonstrate and practice networking skills.

PA502 - Communicate effectively within the workplace.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12. E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12. D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Focus Anchor/Standard #2:

CRITICAL THINKING AND PROBLEM SOLVING

Supporting Anchor/Standards:

Reason Effectively: Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Interpret information and draw conclusions based on the best analysis

Reflect critically on learning experiences and processes

Communicate Clearly

Use technology as a tool to research, organize, evaluate, and communicate information

Connecting Anchor/Standard:

CEW/BUSINESS

Supporting Anchor/Standards:

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.2.11. Apply effective speaking and listening skills used in a job interview. 13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

15.2.12.G Analyze and complete an application (e.g., job, scholarship, financial aid, postsecondary) in a focused and effective manner.

15.2.12.H Demonstrate appropriate behavior for an interview.

15.9.12.A Analyze and summarize professional designations, careers, and organizations within the field of marketing, including the educational and certification requirements for each.

Instructional Activities:

In the Marketing Dynamics textbook:

- Check your marketing IQ for Chapter 29
- Read Chapter 29
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 29
- Answer Review Your Knowledge Questions
- Apply Your Knowledge questions
- Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity
- Complete Portfolio Development activity
- Access the companion site - www.g-wlearning.com and complete Chapter 29 activities
- Complete Chapter 29 workbook pages
- Complete Chapter 29 project and prepare presentation

- Take test on Chapter 29
- Build Your Marketing Plan
- Part 1 - Develop the Presentation
- Part 2 - Deliver the Presentation
- Complete reading articles
- Operate the school store
- Prepare marketing documents for community/school

Special Adaptations:

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in a safe and work-like manner
- Know, always understand and follow the established safety rules
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects
- Reading articles
- School store grade
- Employment application
- Resume
- Cover letter
- Follow-up email and letter
- Mock interview
- Graded Homework/classwork
- Notebook checks

- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Student self-assessment
- Peer evaluation of individual students
- Evaluate if students are on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students make up missed assignments in the established time limit
- Extended time to complete the assessment

Resources/Equipment:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site
- Internet
- Computer
- Career self-assessment sites
- Career link and career sites
- Interview videos
- Resume/cover letter websites
- Guest speakers

Hyperlinks:

www.g-wlearning.com
www.snagajob.com
www.monster.com
www.bls.gov
www.indeed.com
www.linkedin.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Accounting

Number: 700 **Hours:** 18

Dates: 25 days

Description/Objectives:

Students will:

- Define what accounting is and its purpose

- Define accounting terms
- Identify the accounting equation
- Identify and classify accounts as assets, liabilities or owners' equity
- Analyze the effects of transactions on the accounting equation
- Analyze transactions into debit and credit parts
- Use T accounts
- Journalize transactions
- Prove and rule a journal
- Prepare and maintain a chart of accounts
- Post to the general ledger
- Prepare a check, check stub and deposit form
- Complete a bank reconciliation statement
- Journalize an electronic fund transfer and debit card transaction
- Establish, prepare and replenish a petty cash fund
- Create a worksheet
- Make adjusting entries on a worksheet
- Journalize adjusting entries
- Prepare an income statement and balance sheet
- Record closing entries
- Prepare a post-closing trial balance

Tasks:

DV10 Describe the nature of a business and the role of ethics and accounting in business.

DV11 Summarize the development of accounting principles and relate them to practice.

DV12 State the accounting equation and define each element of the equation.

DV13 Describe and illustrate how business transactions can be recorded in terms of the resulting change in the basic elements of the accounting equation.

DV14 Describe the financial statements of a proprietorship and explain how they interrelate.

DV15 Describe the characteristics of an account and transactions using a chart of accounts and journal.

DV16 Describe and illustrate the posting of journal entries to accounts.

DV17 Prepare an unadjusted trial balance and explain how it can be used to discover errors.

DV18 Discover and correct errors in recording transactions.

DV19 Describe the nature of the adjusting process.

DV20 Journalize entries for accounts requiring adjustment.

DV21 Summarize the adjustment process.

DV22 Prepare an adjusted trial balance.

DV23 Describe the flow of accounting information from the unadjusted trial balance into the adjusted trial balance and financial statements.

DV24 Prepare financial statements from adjusted account balances.

DV25 Prepare closing entries.

DV26 Describe the accounting cycle.

DV27 Illustrate the accounting cycle for one period.

DV28 Explain what is meant by the fiscal year and the natural business year.

DV29 Define an accounting system and describe its implementation.

DV30 Journalize and post transactions in a manual accounting system that uses subsidiary ledgers and special journals.

DV30 Describe and give examples of additional subsidiary ledgers and modified special journals.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

MATH

Supporting Anchor/Standards:

M11.A.3 Compute accurately and fluently and make reasonable estimates.

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.

Focus Anchor/Standard #2:

CEW/BUSINESS

Supporting Anchor/Standards:

15.1.12.A Summarize professional designations, careers, and organizations within the field of accounting, including education and certification requirements.

15.1.12.B Analyze the roles of policy-setting bodies in the accounting profession, e.g., American Institute of Certified Public Accountants (AICPA), Pennsylvania Institute of Certified Public Accountants (PICPA), Generally Accepted Accounting Principles (GAAP), and Securities and Exchange Commission (SEC).

15.1.12.C Analyze business transactions using T-accounts to determine their impact on a business.

15.1.12.D Analyze, journalize, and post transactions to general & subsidiary ledgers.

15.1.12.E Perform accounting functions using technology as a tool.

15.1.12.F Analyze and journalize transactions for short- and long-term assets.

15.1.12.G Analyze and journalize transactions involving short- and long-term liabilities.

15.1.12.H Identify, calculate, and record depreciation, depletion and amortization; explain their effect on the financial statements.

15.1.12.I Differentiate between and journalize entries for issuance or repurchase of stock and the declaration and payment of dividends.

15.1.12.J Analyze the various methods for maintaining and valuing inventory (FIFO, LIFO, etc.) and describe their effect on financial statements.

15.1.12.K Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

15.1.12.L Describe and explain the criteria used to determine expenses and journalize the expense transactions.

15.1.12.M Analyze and calculate gross pay and net pay, including regular and overtime wages, commission, and piece rate.

15.1.12.Z Demonstrate an auditing procedure that provides assurance that financial records are accurate.

15.1.12.X Analyze and perform breakeven and cost benefit analysis to support financial decisions.

15.1.12.W Analyze business activities using cash flow statements.

15.1.12.Y Determine and calculate taxable income and tax liability for both personal and business taxes.

15.1.12.T Assess profitability, liquidity, and solvency by calculating and interpreting financial ratios.

15.1.12.U Assess capital structure by calculating and interpreting financial ratios.

15.1.12.V Analyze and explain the use of industry averages in assessing the financial condition, operating results, profitability, liquidity, and capital structure.

15.1.12.O Compare and contrast the accrual basis and the cash basis of accounting; assess the impact of each on the financial statements.

15.1.12.P Analyze and perform the reconciliation of accounts.

15.1.12.Q Prepare financial statements (including a Balance Sheet, Profit & Loss and Owner's Equity) and understand their relevance.

15.1.12.R Explain the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and the information that can be obtained from each.

15.1.12.S Analyze and perform a horizontal and vertical analysis of the income statement and balance sheet.

15.1.12.N Explain how the different forms of business ownership and business operations are reported on financial statements.

Connecting Anchor/Standard:

Critical thinking and problem solving

Supporting Anchor/Standards:

Solve Problems

Instructional Activities:

Students will:

- Read Accounting chapter
- View Accounting powerpoints for each individual chapter - in Public File – LuhrsJ and in Accounting folder by chapter
- Define accounting terms for each chapter
- Complete working together activities with assistance of teacher for each section in chapter
- Complete On Your Own activities for each section in chapter and turn in for a grade
- Complete end of chapter test

Special Adaptations

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- On your own section activities
- Chapter tests
- Graded classwork
- Completed and Turned-in Make Up work
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring as a job is done within a timeframe
- Teacher evaluating student class participation

Resources/Equipment:

- Accounting textbook
- Accounting workbook

- Teacher handouts
- Online tutorials

Hyperlinks:

Course: Sales, Distribution, and Marketing Operations

Unit Name: Researching Fields of Study / Majors / Colleges and Universities

Number: 700

Hours: 18

Dates: 30 Days

Description/Objectives:

Students will:

- Complete a self-assessment from Loyola University of Chicago
<https://www.luc.edu/undergrad/academiclife/whatsmymajorquiz/>
- Research the areas of study that are recommended to you (3 minimum). Focus on (average salary, average amount of schooling, likelihood of obtaining a job after you complete, etc.)
- Research colleges and universities that specialize in your fields of interest.
- Present your research in a professional presentation

Tasks:

PA305 Research career and educational opportunities in Marketing and Business.

PA507 Prepare and deliver a marketing related presentation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CC.3.6.11-12.H Draw evidence from informational texts to support analysis, reflection, and research.

Supporting Anchor/Standards:

CC.3.5.11-12. J By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Instructional Activities:

Activity 1 - Prepare and deliver a marketing-related presentation

Complete a self-assessment from Loyola University of Chicago

<https://www.luc.edu/undergrad/academiclife/whatsmymajorquiz/>

Activity 2 - Research the areas of study that are recommended to you (3 minimum). Focus on (average salary, average amount of schooling, likelihood of obtaining a job after you complete, etc.)

-Research colleges and universities that specialize in your fields of interest.

Activity 3 - Prepare and deliver a marketing related presentation.

Present your research in a professional presentation.

Special Adaptations:

-Extended Time

-Peer Tutoring

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

Formal presentation using grading rubric given to each student on Schoology

Resources/Equipment:

Internet

Laptops / desktops / Chromebooks

Loyola of Chicago

Hyperlinks:

<https://www.luc.edu/undergrad/academiclife/whatsmymajorquiz/>

Course: Sales, Distribution, and Marketing Operations

Unit Name: NOCTI Preparation

Number: 900

Hours: 18

Dates: 25 Days

Description/Objectives:

Students will:

- Understand what is expected of you with the upcoming NOCTI (written portion of the exam)
- Interpret Marketing and Business Fundamentals
- Solve Mathematical Problems in Marketing
- Explore Career Development Opportunities
- Implement Computer Applications
- Communicate in Marketing
- Manage Marketing Information
- Sell Goods and Services
- Apply Customer Service Skills

Tasks:

PA103 - Identify and explain the components of the marketing mix.

PA102 - Identify and explain economic utilities.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

CCR.R.6-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Supporting Anchor/Standards:

CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Instructional Activities:

Activity 1 - Read Student Prep Packet on NOCTI website

Activity 2 - Take Practice Exam to familiarize with questions being asked on written exam

Activity 3 - Review Practice NOCTI exam from the fall to point out areas of focus while studying

Special Adaptations

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)

- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

- Practice NOCTI Exam
- Practice Sales Techniques
- Fill out a Job Application
- Process Sale and Refund on POS System

Resources/Equipment:

- Laptops
- Chromebooks
- NOCTI Website
- NOCTI study guides / resources online
- Square POS System

Hyperlinks:

www.nocti.org

Course: Sales, Distribution, and Marketing Operations

Unit Name: Researching and Applying for Scholarships

Number: 900

Hours: 18

Dates: 20 Days

Description/Objectives:

Students will:

- Be able to research scholarships at www.scholarships.com/pennsylvania
- Identify the criteria needed to obtain specific scholarships
- Successfully apply for 2-3 scholarships

Tasks:

DV 6 - Operate school store

DV 1 - Create documents for school and community

DV 34 - Develop Marketing Plan

DV 35 - Identify and apply soft skills

PA401 - Prepare marketing documents using technology.

PA403 - Create projects using multimedia sources and applications.

PA507 - Prepare and deliver a marketing-related presentation.

Teacher-led instruction on researching scholarships for the seniors (via Canva)

Students will take time to thoroughly research scholarships that fit their individual strengths and backgrounds

Students will take the time to formally apply for 2-3 scholarships

Students will construct essays for the application

Standards / Assessment Anchors

Focus Anchor/Standard #1:

Standard - 15.2.12. G Analyze and complete an application (e.g., job, scholarship, financial aid, post-secondary) in a focused and effective manner.

Instructional Activities:

- Teacher will prepare Canva presentation on how to research scholarships
- Teacher will help students research appropriate scholarships for the students to apply for
- Teacher will upload all materials to Schoology

Special Adaptations

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

Students will submit a copy of the scholarship/essay to Schoology for review and for formal grade in PowerSchool

Resources/Equipment:

Desktop
PowerPoint
Canva
Schoology

Hyperlinks:

<https://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-state/pennsylvania-scholarships/>

Course: Sales, Distribution, and Marketing Operations

Unit Name: Summer Jobs / Internships / Mentorships

Number: 700

Hours: 18

Dates: 35 Days

Description/Objectives:

Students Will:

- Have researched opportunities in your area to get you closer to your goal for after high school (college or work related)
- Applied for opportunities in the form of summer job/internship/mentorship
- Drafted an email to request being a mentor or intern to local professionals
- Use LinkedIn accounts to appropriately network with professionals and alumni of Delaware Valley High School
- Explored reaching out to someone in the field you are interested in to gain knowledge and experience to give you "experience" for your resume and/or college application

Tasks:

PA105 - Examine the role of business in society.

PA302 - Prepare a letter of application for a specific job in the field of Marketing or Business.

PA305 - Research career and educational opportunities in Marketing and Business.

Standards / Assessment Anchors*Focus Anchor/Standard #1:*

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Supporting Anchor/Standards:

CCR.SL.6-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

Instructional Activities:

Activity 1 - Examine the role of business in society.

Students will research roles of business in our society and the local community. Searching for opportunities with the sole purpose NOT to make money, but to get them closer to their goal for after high school.

Activity 2 - Prepare a letter of application for a specific job in the field of Marketing or Business.

Students will learn how to properly fill out an application for employment / and proper steps to obtain an internship.

Activity 3 - Students will present their research for a grade in PowerSchool.

Special Adaptations

- Peer tutoring
- Extended time
- Chunking of Assignments/Material
- Study Guide
- Adapted Tests and/or Assignments
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Grading Rubric
- Copies of Text for Home
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- All Vocabulary to be Defined Before Testing

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in a safe and work like manner.
- Know, always understand and follow the established safety rules.
- Use manufacturer direction when using equipment

Assessment:

The formal assessment for this lesson will be the submission and grading of the research as well as the presentation of the research to a class of their peers. Grades will be submitted into PowerSchool.

Resources/Equipment:

Internet

Chromebooks

Desktops

PowerPoint

Hyperlinks:

www.indeed.com

www.linkedin.com