

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

MARKETING/BUSINESS EDUCATION

Grades: 10, 11, 12

Date of Board Approval: 2019

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 prepares individuals for occupations and careers in advertising, marketing, public relations and sales. Through actively participating in the Marketing program students will develop leadership ability, strengthen communication skills and demonstrate the professional skills necessary to succeed in today's business world. Topics include but are not limited to: advertising, retailing, merchandising, business operations, promotion, selling, economics, financing, distribution, inventory control, pricing, entrepreneurship and professional development. Students will work individually and as a team on business projects and learn from experienced business professionals and mentors. Students in the program will also be responsible for the operations and management of the DV Warrior Pride School Store. Upon completion, students can enter into the workforce or continue to pursue a post-secondary degree in business/marketing. Concurrent enrollment in college courses and customer service and OSHA certifications are available for students. Due to the competency-based nature of this course, students that move at an accelerated pace will be able to complete advanced tasks on a case by case basis.

POS- 52.1801 Sales, Distribution and Marketing Operations, General

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

Curriculum Writing Committee: Maura Angle

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Subject/Unit: Marketing/Business Education

Grade Level(s): 10, 11, 12

Instructional Methods: (Included but is not limited to the following)

- Differentiated Instruction
- Direct Instruction
- Observation
- Cooperative Learning
- Discussion
- Reading
- Questioning
- Writing
- Homework
- Guided and Independent Practice
- Research
- Demonstration
- Independent Practice
- Hands-On Activities

Assessments:

Performance: Portfolios
Real-World Simulation
Projects
Open-ended problems
Hands-On problems

Formative: Observation
Questioning
Self-Assessment
Peer Assessment

Summative: Objective test covering theory/terminology
Graded Audit Checks on Tasks

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Diagnostic: Discussion of student's prior knowledge
Terminology preview
Oral Responses
Quizzes
Tests

Materials and 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.g-wlearning.com

Century 21 Accounting 10e, Gilbertson, Lehman, Gentene, Cengage Learning,
2014

Microsoft Office Suite

Junior Achievement Programs

Virtual Business: Management, Retailing

Business Plan Pro

Marketing Plan Pro

Textbook On-Line websites /companion websites

Internet

Teacher prepared handouts

Smart Board

Computers

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Scanner

Cricut Expression Machine

Printer/poster maker

Digital/Video Camera

Power Point Presentations

Guest Speakers

Business Field Trips

Job Shadowing

Internships

Customer Service/ASK Certifications

OSHA 10 Certification

NOCTI prep and test

Cash register

School store

Curriculum Map

1. Level One – Overview with time range in days:

Marketing, Customer Service, Accounting, OSHA 10, Safety, Marketing Plan, School Store

180 days

Level One -Goals:

Understanding of:

Customer Service

OSHA 10

Safety

Operating the school store

Introduction to Marketing

Marketing Plan

Business Basics

Ethics and Social Responsibility

Economic Principles

Economic Activity

Global Trade

Marketing Research

Targeting a Market

Understanding the Customer

Basic Accounting Principles

Use and apply Microsoft Office Applications effectively – Word, Excel, Power Point, Access, Publisher

Building the Marketing Plan

Performing Advertising Activities

Using and applying Accounting Principles

Creating documents for school/community

2. Level Two -Overview with time range in days:

Marketing, Advertising, Selling, Marketing Plan, School Store

180 days

Level Two -Goals:

Understanding of:

Product development

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Branding

Price

Pricing Product

Place

Purchasing and Inventory

Promotion

Advertising

Visual Merchandising

Personal Selling

Use and apply Microsoft Office Applications effectively – Word, Excel, Power Point, Access, Publisher

Building the Marketing Plan

Performing Advertising Activities

Using and applying Accounting Principles

Creating documents for school/community

Creating documents for school/community

Operating the school store

3. Level Three -Overview with time range in days:

Marketing, Management, Social Media Marketing, Internship, School Store

180 days

Level Three-Goals:

Understanding of:

Marketing Management

Soft Skills

Communication in the Workplace

Entrepreneurship

Risk Management

Business Funding

Planning for Success

Preparing for Your Career

Digital Citizenship

Social Media Marketing

Use and apply Microsoft Office Applications effectively – Word, Excel, Power Point, Access, Publisher

Building the Marketing Plan

Performing Advertising Activities

Creating documents for school/community

NOCTI (certification)

On-the –job experience (Internship)

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Course: Sales, Distribution, and Marketing Operations

Unit Name: Marketing Dynamics - Chapters 1-4

Number: 1 **Hours:** 85.0

Dates:

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
- 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
- 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
- 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:

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.

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DV 6 - Operate school store

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) 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

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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

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- Recheck your marketing IQ for Chapter 1
- 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 1 activities
- Complete Chapter 1 workbook pages
- Complete Chapter 1 project and prepare presentation
- Take test on Chapter 1

- Check your marketing IQ for Chapter 2
- Read Chapter 2
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 2
- 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 2 activities
- Complete Chapter 2 workbook pages
- Complete Chapter 2 project and prepare presentation
- Take test on Chapter 2

- Check your marketing IQ for Chapter 3
- Read Chapter 3
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 3
- 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 3 activities
- Complete Chapter 3 workbook pages
- Complete Chapter 3 project and prepare presentation
- Take test on Chapter 3

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- Check your marketing IQ for Chapter 4
 - Read Chapter 4
 - Discuss in-chapter activities and section reviews
 - Recheck 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
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- Build Your Marketing Plan - pages 102-103
 - Part 1 - Prepare the Introduction
 - Part 2 - Identify Your Company
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- Complete reading articles
 - Operate 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

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- 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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- 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 stay on task in accordance with the job expectation

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- 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
- Ethics video
- Guest speakers

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Economics - Chapters 5-7

Number: 2 **Hours:** 85.0

Dates:

Description/Objectives:

Students will:

- Explain the concept of economics
- Describe the factors of production
- Explain the economic problem
- Define four economic systems
- 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
- Discuss currency in the global marketplace
- Identify ways government play a role in international business
- Identify ways businesses can enter the global market

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- Discuss the importance of an environmental scan
- Describe global marketing strategies
- Operate school store

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.
- PA106 - Examine the global environment in which businesses operate.
- 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:

- 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

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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 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.

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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
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- Check your marketing IQ for Chapter 6
 - 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
 - Answer Apply Math Skills

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- 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

- 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
- 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 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 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)

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- 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.
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- Know, understand and follow the established safety rules at all times.
- 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

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- 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:

- 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 -Information Management - Chapters 8-10

Number: 3 **Hours:** 85.0

Dates:

Last Edited By: Maura Angle (06-08-2019)

Description/Objectives:

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Students will:

- Identify two types of data gathered through marketing 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
- Define variables used for market segmentation
- Explain the importance of a customer profile
- Identify types of competition that a business encounters
- 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
- Summarize steps in the consumer decision-making process
- Describe each level of consumer buying decisions
- Identify common variables used to segment businesses in the B2B market
- Describe common factors that influence business-customer buying
- Describe levels of buying decisions made by business customers
- Prepare a SWOT
- Operate school store

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.

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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 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.

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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

Solve 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.

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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
 - 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 8 activities
 - Complete Chapter 8 workbook pages
 - Complete Chapter 8 project and prepare presentation
 - Take test on Chapter 8
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- Check your marketing IQ for Chapter 9
 - Read Chapter 9
 - Discuss in-chapter activities and section reviews
 - Recheck your marketing IQ for Chapter 9
 - Answer Review Your Knowledge questions
 - Answer Apply Your Knowledge questions

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- 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 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

- Check your marketing IQ for Chapter 10
- Read Chapter 10
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 10
- 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 10 activities
- Complete Chapter 10 workbook pages
- Complete Chapter 10 project and prepare presentation
- Take test on Chapter 10

- Build Your Marketing Plan
- Part 1 - Research the competition
- Part 2 - Complete a SWOT and PEST analysis
- Part 3 - Determine the Target Market
- Part 4 - Complete a Customer Profile

- Complete reading articles
- Prepare marketing documents for community/school
- Operate school store

Special Adaptations:

- Peer tutoring
- Extended time

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- 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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- Use manufacturer direction when using equipment

Assessment:

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

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- 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>

DELAWARE VALLEY SCHOOL DISTRICT

Course: Sales, Distribution, and Marketing Operations

Unit Name: Product - Chapters 11, 12

Number: 4 **Hours:** 85.0

Dates:

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
- Describe the stages of the product life cycle
- Describe elements of a brand
- Define three types of product brands
- Explain brand identity
- Define branding strategies
- Identify ways in which a company can protect 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.

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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 the 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

Collaborate 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:

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- 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 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

DELAWARE VALLEY SCHOOL DISTRICT

- Read Chapter 11
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 11
- 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 11 activities
- Complete Chapter 11 workbook pages
- Complete Chapter 11 project and prepare presentation
- Take test on Chapter 11

- 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
- Answer Apply Your Knowledge questions
- Answer 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 school store

Special Adaptations:

- Peer tutoring
- Extended time

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- 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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- Use manufacturer direction when using equipment

Assessment:

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

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- 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 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:

- 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: Price - Chapters 13 and 14

Number: 5 **Hours:** 85.0

Dates:

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Description/Objectives:

Students will:

- Explain price as one of the four P's 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 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

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Solve 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 percent's (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.).

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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
 - 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 13 activities
 - Complete Chapter 13 workbook pages
 - Complete Chapter 13 project and prepare presentation
 - Take test on Chapter 13
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- 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
 - 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 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 school store
-
- Build Your Marketing Plan
 - Part 1 - Marketing Objectives
 - Part 2 - Price

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- 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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities

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- 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

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Course: Sales, Distribution, and Marketing Operations

Unit Name: Place - Chapters 15 and 16

Number: 6 **Hours:** 85.0

Dates:

Description/Objectives:

Students will:

- Explain place as one of the four P's 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

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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

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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, retailer, and consumer.

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
 - 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 15 activities
 - Complete Chapter 15 workbook pages
 - Complete Chapter 15 project and prepare presentation
 - Take test on Chapter 15
-
- Check your marketing IQ for Chapter 16
 - Read Chapter 16
 - Discuss in-chapter activities and section reviews

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- Recheck your marketing IQ for Chapter 16
- 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 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 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

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- All Vocabulary to be Defined Before Testing

Safety:

Students will:

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

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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 store
- Guest speaker

Hyperlinks:

www.g-wlearning.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Promotion - Chapters 17, 18, 19, 20

Number: 7 **Hours:** 85.0

Dates:

Description/Objectives:

Students will:

- Explain promotion as one of the four P's 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
- 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
- Describe visual merchandising
- Identify four elements of visual merchandising
- List elements of design
- Describe principles of design

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- List steps to develop a display
- 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 selling.
- PA906 - Close a 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.

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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:

Solve 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

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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,

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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

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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
- 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 17 activities
- Complete Chapter 17 workbook pages
- Complete Chapter 17 project and prepare presentation
- Take test on Chapter 17

- Check your marketing IQ for Chapter 18

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- Read Chapter 18
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 18
- 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 18 activities
- Complete Chapter 18 workbook pages
- Complete Chapter 18 project and prepare presentation
- Take test on Chapter 18

- Check your marketing IQ for Chapter 19
- Read Chapter 19
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 19
- 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 19 activities
- Complete Chapter 19 workbook pages
- Complete Chapter 19 project and prepare presentation
- Take test on Chapter 19

- Check your marketing IQ for Chapter 20
- Read Chapter 20
- Discuss in-chapter activities and section reviews
- Recheck your marketing IQ for Chapter 20
- 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 20 activities
- Complete Chapter 20 workbook pages
- Complete Chapter 20 project and prepare presentation
- Take test on Chapter 20

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- Build Your Marketing Plan
- Part 1 - Promotional strategies
- Part 2 - Action plan

- Complete reading articles
- Prepare marketing documents for community/school
- Operate school store
- Create advertising campaign for product
- Complete super bowl advertisement analysis and activities
- Set-up school store displays
- Create advertng 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

DELAWARE VALLEY SCHOOL DISTRICT

Safety:

Students will:

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

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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: Management - Chapters 21, 22, 23

Number: 8 **Hours:** 85.0

Dates:

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
- 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
- Define communication
- Identify types of communications
- Describe barriers to effective communication
- Explain communication ethics

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- 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

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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.

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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
- 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 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

- 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
- 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 22 activities
- Complete Chapter 22 workbook pages
- Complete Chapter 22 project and prepare presentation
- Prepare teamwork activity
- Take test on Chapter 22

- 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
- Answer Apply Your Knowledge questions
- Answer Apply Math Skills
- Answer Communication skills
- Complete Internet Research activity
- Complete the Teamwork activity

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- 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 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

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Safety:

Students will:

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

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- 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: Entrepreneurship - Chapters 24, 25, 26

Number: 9 **Hours:** 85.0

Dates:

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

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- Discuss the process of creating a business
- Identify three options for creating a business
- Explain and create a business plan
- 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
- 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

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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.

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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 an 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
- 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 24 activities
- Complete Chapter 24 workbook pages
- Complete Chapter 24 project and prepare presentation
- Take test on Chapter 24

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- 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
- 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 25 activities
- Complete Chapter 25 workbook pages
- Complete Chapter 25 project and prepare presentation
- Take test on Chapter 25

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

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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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- Use manufacturer direction when using equipment

Assessment:

- Chapter tests
- Chapter activities
- Chapter projects

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- 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

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Hyperlinks:
www.g-wlearning.com
google.com

Course: Sales, Distribution, and Marketing Operations

Unit Name: Preparing for a Career - Chapters 27, 28, 29

Number: 10 **Hours:** 90

Dates:

Description/Objectives:

Students will:

- Describe the difference between a job and a career
- Discuss the career planning process
- List ways to research a 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
- 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
- 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

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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.

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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.

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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
 - Answer Apply Your Knowledge questions
 - Take self-assessment, aptitude and career assessments and surveys
 - Research jobs/careers
 - Conduct education searches for careers
 - 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 27 activities
 - Complete Chapter 27 workbook pages
 - Complete Chapter 27 project and prepare presentation
 - Take test on Chapter 27
-
- 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
 - Answer Apply Your Knowledge questions
 - Search for job
 - Complete paper and on-line job application
 - Prepare 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
 - 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 28 activities
 - Complete Chapter 28 workbook pages
 - Complete Chapter 28 project and prepare presentation
 - Take test on Chapter 28

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- 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
 - 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 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 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

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- 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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- 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

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- 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:

- Marketing Dynamics textbook
- Marketing Dynamics workbook
- Teacher generated activities/handouts
- Marketing Dynamics companion site: www.g-wlearning.com
- 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
snagajob.com
Monster.com
bls.gov
indeed.com
[LinkedIn](https://www.linkedin.com)

Course: Sales, Distribution, and Marketing Operations

Unit Name: School Store

Number: 11 **Hours:** 15

Dates:

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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.

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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

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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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- 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

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Resources/Equipment:

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

Course: Sales, Distribution, and Marketing Operations

Unit Name: CERTIFICATION PREPARATION: PROVIDING PERSONALIZED CUSTOMER SERVICE AND NOCTI

Number: 12 **Hours:** 82.0

Dates:

Description/Objectives:

Students will:

- Identify and demonstrate customer service strategies to prepare for certification
- Complete NOCTI prep activities
- Take NOCTI test

Tasks:

DV 2 - Prepare for NOCTI exam

DV 3 - Take NOCTI exam

DV 4 - Preparation for Customer Service Exam

DV 5 - Take customer service exam

PA1101 - Describe the benefits of customer service.

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

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PA1104 - Develop a rapport with customers.

PA1105 - Solve customer problems.

PA1107 - Handle difficult customers.

PA1110 - Exhibit positive customer relations.

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:

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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:

13.2.11.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.

15.2.12.O Formulate and demonstrate strategies for working with diverse populations.

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

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

15.9.12.E Research and analyze consumer behavior patterns and the effect of those patterns on business and the economy.

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

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

Evaluate information critically and competently

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Demonstrate ability to reason with numbers and other mathematical concepts

Instructional Activities:

- Complete study packets in preparation for exam
- Practice hands activities in preparation for exam
- Take exam

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
- 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, understand and follow the established safety rules at all times.
- Use manufacturer direction when using equipment.

Assessment:

- Rubric and feedback on exam preparation
- Study questions
- Rise customer service questions
- NOCTI Performance practice
- Exam results

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Resources/Equipment:

- Textbook - Marketing Dynamics
- NOCTI prep booklet
- RISE customer service packets
- Internet
- Printer
- Individual Projects
- Group projects
- Writing activities
- Check lists
- Study guides
- Portfolio
- Research
- Role-Play
- Photocopier

Course: Sales, Distribution, and Marketing Operations

Unit Name: Career Safe - OSHA 10

Number: 13 **Hours:** 10.0

Dates:

Description/Objectives:

Students will complete the Career Safe safety online program

Tasks:

DV9 - Complete Career Safe Certification

Standards / Assessment Anchors

Focus Anchor/Standard #1:

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

Supporting Anchor/Standards:

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

Connecting Anchor/Standard:

- 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.

Instructional Activities:

Students will:

- create an account in the Career Safe program and complete a pretest on safety
- complete the online modules and take an assessment after each module
- take a posttest after completing all modules

Special Adaptations:

- Extra time
- Extended Time (assignments and/or testing)
- Directions/Comprehension Check (frequent checks for understanding)

Safety:

Students will:

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

Assessment:

- pretest
- assessment at end of each module

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-post test

Resources/Equipment:

Computer

Career Safe online modules

Course: Sales, Distribution, and Marketing Operations

Unit Name: Safety in Classroom/School Store

Number: 14 **Hours:** 6.0

Dates:

Description/Objectives:

- Students will learn and apply safety using equipment in the classroom
- Students will learn and apply safety in the school store

Tasks:

DV 33 Students will apply safety procedures in the classroom and school store

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Interpret information and draw conclusions based on the best analysis

Think Creatively

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

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

Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

Access and Evaluate Information

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Focus Anchor/Standard #2:

- Interpret information and draw conclusions based on the best analysis

Instructional Activities:

- Illustrate how to use photocopier machine
- Illustrate how to use laminator
- Illustrate how to use paper cutters
- Discuss and illustrate proper ways to prepare displays
- Discuss proper ways to use electrical outlets
- Discuss hazardous tasks students should not do

Special Adaptations:

- Work in groups
- Limited, Short Directions
- Provide Frequent Feedback
- Positive Reinforcement
- Have Student Repeat Directions
- Small Group Instruction
- Study Guides

Safety:

Students will:

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

Assessment:

- Complete safety activity - check sheet
- Class Oral Responses

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- Teacher observing and scoring each step of the process as a job is being completed
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and recording the quality of work being done on an assigned job

Resources/Equipment:

- Laminator
- Photocopy machine
- Paper cutters
- Videos on proper usage of machines/equipment
- www.osha.gov

Hyperlinks:

<https://www.bing.com/videos/search?q=how+to+use+paper+cutter+video&qpv=how+to+use+paper+cutter+video&view=detail&mid=47AC4CB7901D21E7F17B47AC4CB7901D21E7F17B&&FORM=VRDGAR>

<https://www.bing.com/videos/search?q=how+to+use+laminator+properly+video&qpv=how+to+use+laminator+properly+video&view=detail&mid=CC2E687EB89F27741B8FCC2E687EB89F27741B8F&&FORM=VRDGAR>

<https://www.bing.com/videos/search?q=how+to+use+xerox+c70+photocopier+properly&qpv=how+to+use+xerox+c70+photocopier+properly&view=detail&mid=EF92C115C704A2116897EF92C115C704A2116897&&FORM=VRDGA R>

Course: Sales, Distribution, and Marketing Operations

Unit Name: ACCOUNTING

Number: 15 **Hours:** 50.0

Dates:

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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 record 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.

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- 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).

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- 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

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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 power points for each individual chapter - in Public File - Anglem 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

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- 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 safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- 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

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- Teacher evaluating student class participation

Resources/Equipment:

- Accounting textbook
- Accounting workbook
- Teacher handouts
- Online tutorials

Course: Sales, Distribution, and Marketing Operations

Unit Name: STATEWIDE ARTICULATION TRAINING

Number: 16 **Hours:** 3.0

Dates:

Description/Objectives:

Given direct instruction, handouts, and internet access, the student:

- will examine web-based information related to articulated college credit,
- will review the requirements to obtain advanced college credit,
- and will investigate SOAR concepts and other PDE resources related to exercising an articulation agreement.

Following the above experiences, the student will complete a written assessment to identify:

- the four specific qualifications necessary to obtain advanced college standing;
- define what the SOAR acronym stands for;
- define what the purpose of SOAR is;
- identify what the SOAR mission is;
- identify what the five benefits of SOAR are;
- identify what Bureau within PDE where SOAR exists;
- identify where to locate articulated credit information for SOAR programs.

The student will complete the written assessment with a minimum of 85% accuracy.

Tasks:

1. Identify what the Students Occupationally and Academically Ready (SOAR) program is.

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2. Explain the purpose of the SOAR program.
3. Explain advanced credit transfer to post-secondary institutions.
4. Explain the purpose of the SOAR mission.
5. Identify the benefits of SOAR.
6. Discuss college transfer.net
7. Navigate to the SOAR website. (www.education.state.pa.us)

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- CAREER, EDUCATION, AND WORK

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

Focus Anchor/Standard #2:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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Instructional Activities:

The teacher will follow Document 1: SOAR handout. This document is attached to this Learning Guide.

Special Adaptations:

Utilize all adaptations as directed in student IEP's.

Safety:

Utilize all classroom management techniques and monitor classroom safety expectations.

Assessment:

Quiz attached to this Learning Guide. 10th Grade SOAR Quiz
Review all uploaded material attached to this Learning Guide.

Resources/Equipment:

- DOCUMENT 1 SOAR (DOCUMENT 1).pdf
- DOCUMENT 2 Articulation Agreement Coversheet 041216.pdf
- DOCUMENT 3 Frequently Asked Questions about SOAR Programs.docx
- DOCUMENT 4 Perkins Statewide Articulation Agreement 041216.pdf
- DOCUMENT 5 Secondary Competency Task List Coversheet 041216.pdf
- DOCUMENT 6 SOAR Search Guide 041216.pdf
- 10th Grade SOAR quiz.

Hyperlinks:

[Find Schools That Articulate With the POS](#)

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Course: Sales, Distribution, and Marketing Operations

Unit Name: INVESTIGATING POS ARTICULATION AGREEMENTS

Number: 17 **Hours:** 3.0

Dates:

Description/Objectives:

Given direct instruction, handouts and internet access, the student will:

- examine web-based information related to articulated college credit,
- review the requirements to obtain advanced college credit,
- will investigate SOAR concepts, and other PDE resources related to exercising an articulation agreement.

Following these experiences the student will:

- be able to utilize CollegeTransfer.net in order to follow a sequence of steps that demonstrate the ability to access, as well as search for, articulated college programs associated with the student's CTE Program of Study.

The student will complete the above experience to a minimum of 83% accuracy on the checklist criteria found on a rubric attached to this Learning Guide.

Tasks:

1. Locate PA BCTE SOAR Programs
2. Student Selected the appropriate course title or CIP code
3. The student Correctly entered their year of graduation
4. Student clicked "Search" button
5. Student will be able to identify the post-secondary institution(s) that provide articulated credit for their POS
6. The student was able to identify the number of articulated credits that are available for that/each institution.
7. The student was able to click on the institution(s) and retrieve and print each fact sheet available.
8. Click on the Course Title to see information about the course.
9. Click on the View Detail button to see the complete articulation.
10. Student will able to identify the business hours for support from Academy

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One.

11. Student will be able to identify the E-MAIL address for support from Academy One. support@academyone.com

12. Student will be able to identify the phone number for support from Academy One
TELEPHONE (484) 318-7100

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- CAREER, EDUCATION, WORK

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

Focus Anchor/Standard #2:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.B Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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Instructional Activities:

The teacher will direct students to use the Internet to access collegetransfer.net.

The teacher will direct and guide students through a process to identify post-secondary institutions that have articulation credits available for a respective Program of Study.

Special Adaptations:

Utilize all adaptations as directed in student IEP's.

Safety:

Utilize all classroom management techniques and monitor classroom safety expectations.

Assessment:

Utilize the 11th Grade Articulation Rubric/Checklist to assess student activity. The rubric is attached to this Learning Guide.

Resources/Equipment:

11th Grade Articulation Rubric

Internet

<https://patrac.org/>

Hyperlinks:

[COLLEGES ACCEPTING SOAR](#)

Course: Sales, Distribution, and Marketing Operations

Unit Name: COMPLETING THE ARTICULATION AGREEMENT COVER SHEET

Number: 18 **Hours:** 1.0

Dates:

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Description/Objectives:

Given direct instruction, handouts and internet access, students will:

- examine web-based information related to articulated college credit,
- review the requirements to obtain advanced college credit,
- investigate SOAR concepts and other PDE resources related to exercising an articulation agreement

Following the above experience, the student will be able to complete the required student sections of the POS Perkins Statewide Articulation Documentation Coversheet with 100% accuracy.

Tasks:

1. Correctly identify the full school name on the form.
2. Correctly list the school address on the form
3. Successfully complete each task in the CTE Program of Study
4. Correctly identify the Program CIP Code.
5. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (9th)
6. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (10th).
7. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (11th).
8. Correctly complete section one of the Articulation Document with the appropriate program information for grade level (12th).
9. Correctly list the GPA out of a 4.0 scale.
10. Make arrangements to obtain a copy of your personal transcript by meeting with your CWCTC guidance counselor.
11. Make arrangements to secure a copy of your high school diploma.
12. Obtain a copy of your NOCTI scores and through US Mail from CWCTC, secure the appropriate Pennsylvania Skills Certificate or Pennsylvania Certificate of Competency that is based on your NOCTI scores.
13. Obtain an official copy of your completed task list signed by your teacher.
14. Obtain a copy of any and all industry certifications that you have obtained.

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15. Complete the process of obtaining a guidance counselor signature on the coversheet.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- CAREER, EDUCATION, WORK

Supporting Anchor/Standards:

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.E Justify the selection of a career.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

Focus Anchor/Standard #2:

- LITERACY

Supporting Anchor/Standards:

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Instructional Activities:

Through guided practice, the teacher will facilitate a process so that students go through each step of this 12th grade activity.

Special Adaptations:

Utilize all adaptations as directed in student IEP's.

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Safety:

Utilize all classroom management techniques and monitor classroom safety expectations.

Assessment:

The teacher will determine if students have completed each step of the process found on the 12th Grade POS Perkins Statewide Articulation Agreement Documentation Coversheet as defined in the rubric/checklist attached to this Learning Guide.

Resources/Equipment:

12th Grade POS Perkins Statewide Articulation Agreement Documentation Coversheet

12th Grade POS Perkins Statewide Articulation Rubric

Course: Sales, Distribution, and Marketing Operations

Unit Name: Social Media Marketing

Number: 19 **Hours:** 90.0

Dates:

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

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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:

- 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,

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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 project for product in school store

Special Adaptations:

- Peer tutoring

- Extended time

- Chunking of Assignments/Material

- Study Guide

- Adapted Tests and/or Assignments

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- 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, understand and follow the established safety rules at all times.
- 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