



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

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| Course Title: | Advanced Marketing Concepts and Strategies |
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| Grade Level(s): | 10 |
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| Duration: | <i>Full Year:</i> | X | <i>Semester:</i> | | <i>Marking Period:</i> | |
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| Course Description: | This is a college prep course designed to help students meet the challenges of the modern-day marketplace, to teach students about the world of marketing, and to motivate them to develop the necessary skills to advance in the field of direct wholesale and retail buying and selling operations. The course covers: Business, Financing, Pricing, Risks Bearing & Insurance, Channel Management, and Marketing Information Management. Students are offered the opportunity to participate in DECA and FBLA activities. |
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| Grading Procedures: | Class grade will consist of a combination of the following areas: Homework, quizzes, tests, class participation, class work, and projects. Grades are calculated on a total points system. |
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| Primary Resources: | <ul style="list-style-type: none">• Marketing Essentials textbook• Supplemental Text Materials & Files• Multimedia Applications & Web-based tools• Case Studies & Current Events |
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Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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| Designed by: | Alexandria Ackley |
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| Under the Direction of: | Steve Whalen |
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Written: July 2019

Revised: _____

BOE Approval: _____

Unit Title: Program Orientation

Unit Description: The learner will become oriented with all of the policies and procedures associated with running a marketing organization, and will be familiarized with all procedures necessary for the Advanced Marketing course. The learner will become familiar with all of the responsibilities associated membership in the Washington Township DECA student organization. The learner will understand that this marketing track will prepare the learner for pathways into career and/or college readiness

Unit Duration: 10 days**Desired Results****Standard(s) & Indicators:**

9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

Understandings:

Students will understand...

- the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued success in the marketing process.

Essential Questions:

1. How do I know the appropriate dress attire for a professional setting?
2. What are my obligations and responsibilities for the program of study?
3. What is articulated credit?
4. What are the grading procedures?

Assessment Evidence**Performance Tasks:**

- Complete first day scavenger hunt.
- Class discussion of classroom expectations.

Other Evidence:

- Signed syllabus
- Lab safety quiz

Benchmarks:**Learning Plan****Learning Activities:**

1. Identify classroom and course expectations
- Familiarize with the practices of the DECA organization and the agenda for the community
 - Explore classroom procedures and syllabus
 - Acclimate to the code of professional dress for the classroom, career, and workplace

Resources:

2. DECA Competitive Events Manual and Practice Materials
3. DECA.org
4. MBA Research LAP Modules
5. Marketing Essentials 2016 -student workbook & math practice book activities
6. Marketing Essentials 2016 –textbook
7. Teacher computer / projector

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.

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| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • access, evaluate and publicize information to enhance marketing decision-making processes. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s): 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

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| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • apply techniques and strategies to convey ideas and information through marketing communications using classroom policies as they relate to a marketing environment. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s): 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways

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|------------|--|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • describe relatable career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

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| Advanced Learners | <ul style="list-style-type: none"> • Assign a leadership role in classroom learning • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: cooperative and collaborative learning, student generated stories based on personal experience • Group students |

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| | <ul style="list-style-type: none"> • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Use language specific vocab and keywords. |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:

CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Unit Title: Functions of Marketing

Unit Description: The learner will understand marketing's role and function in business, and how it is used to facilitate economic exchanges with customers. The learner will acquire foundational knowledge of customer/client/business behavior in the global marketplace, in order to understand what motivates decision-making. This unit is meant as a review of previously taught material.

Unit Duration: 20 days**Desired Results****Standard(s) and Indicators:**

9.3.12.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

9.3.12.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

Understandings:

Students will understand that...

- Understand the processes and the systems implemented to monitor, plan, and control the day-to-day activities required for continued success in the marketing process
- Understand the impact of environmental factors on the global market place.
- Understand the relationship between marketing and marketing communications to show command of their nature and scope.

Essential Questions:

1. Are the marketing functions interrelated?
2. What factors influence buying behaviors?
3. What is the marketing concept?
4. What are the four components of the marketing mix?
5. What is a SWOT analysis?

Assessment Evidence**Performance Tasks:**

- Projects
- Tests

Other Evidence:

- Worksheets
- PowerPoint Discussions
- Homework and Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Test and Quizzes

Benchmarks:**Learning Plan****Learning Activities:**

- Examine the marketing functions
- Understand the interconnection of the marketing functions
- Analyze marketing activities in a global environment
- Differentiate marketing activities from promotional activities
- Examine "cause marketing" and its impact on the consumer.
- Determine what motivates a business or a consumer to take action.

Resources:

- Teacher generated Power Points, Notes, Projects and Worksheets
- Textbooks
- Internet Resources
- Computer Based Activities
- Document Projector
- Overhead Projector

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 9.3.12.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.

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| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • apply the 4p's of a given product to effectively communicate information about products, services, images and/or ideas. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s): 9.3.12.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

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|------------|--|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • Conceptualize the SWOT analysis for a product or division of a business. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

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|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments |

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| | <ul style="list-style-type: none"> • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

MA.9-12.N-Q Numbers and Number Systems Quantities

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:

CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit Title: Market Information Management

Unit Description: The student will be able to understand tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

Unit Duration: 20 days

Desired Results

Standard(s) and Indicators:

9.3.12.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision - making processes.

9.3.12. MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

Understandings:

Students will understand that...

- Acquire information to guide business decision-making
- M-I-M function: Acquire foundational knowledge of marketing-information management to understand its nature and scope.
- Market Analysis: Interpret marketing information to test hypotheses and/or to resolve issues
- Use information literacy skills to increase workplace efficiency and effectiveness
- Utilize information-technology tools to manage and perform work responsibilities.

Essential Questions:

1. How can I make a community and business connection through DECA?
2. How can I obtain information about my target market?
3. How can a marketing plan help to improve my success in business?
4. What is the difference between primary and secondary data?

Assessment Evidence

Performance Tasks:

- Tests
- Project

Other Evidence:

- Worksheets
- PowerPoint Discussions
- Homework and Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Test and Quizzes

Benchmarks

Learning Plan

Learning Activities:

- Understand marketing information management
- Investigate types of data that are useful to marketers for decision making
- Discover ways that marketers use marketing data

Resources:

- Teacher generated Power Points, Notes, Projects and Worksheets
- Textbooks
- Internet Resources
- Computer Based Activities
- Document Projector
- Overhead Projector
- STUKENT learning environment
- MBA Canvas access

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision - making processes.

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| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Assess data collection to determine comprehensiveness and clarity. • Evaluate data for connection to research questions. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s):

9.3.12. MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communication

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|------------|---|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Formulate marketing strategies and create marketing / business plan. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

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|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her |

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| | <ul style="list-style-type: none"> • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |
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| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

MA.9-12.N-Quantities

LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Integration of 21st Century Skills

Indicators:

CAEP.9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Unit Title: Market Research and Planning

Unit Description: Students will be able to conduct professional-level research needed in today's business environments as well as be able to identify the usefulness of research conducted by others.

Unit Duration: 30 Days

Desired Results**Standard(s) and Indicators:**

9.3.MK-RES.1 Plan, organize and manage day-to-day marketing research activities.

9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.

9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.

Understandings:

Students will understand....

- the importance of marketing research
- the characteristics and purposes of a marketing information system
- procedures for gathering information using technology
- methods of conducting marketing research
- trends and limitations in marketing research
- steps in designing and conducting marketing research
- the difference between secondary and primary data
- collect and interpret marketing information
- elements in a marketing research report

Essential Questions:

1. How does marketing research impact organizations?
2. What is the importance of relationship management and customer service in today's strategic marketing environment?
3. What is the impact of corporate social responsibility to society as well as the organization?

Assessment Evidence**Performance Tasks:**

- Tests
- Project checkpoints

Other Evidence:

- Worksheets
- PowerPoint Discussions
- Homework and Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Test and Quizzes

Benchmarks:

- Research based project with local business with objectives set by DECA INC
- Midterm Examination

Learning Plan

Learning Activities:

- Analyze another student's communication for effective/ineffective strategies
- Conduct independent research on performance indicators
- Perform an engaging presentation that effectively communicates goals/opinions/ideas
- Develop a strategic plan based upon research
- Choose and rationalize research methodologies selected to conduct research
- Analyze and interpret findings of your research study
- Identify proposed activities and timelines for strategic plan
- Develop presentation aides

Resources:

- Teacher generated Power Points, Notes, Projects and Worksheets
- Textbooks
- Internet Resources
- Computer Based Activities
- Document Projector
- Overhead Projector
- STUKENT learning environment
- MBA Canvas access

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.MK-RES.1 Plan, organize and manage day-to-day marketing research activities.

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|------------|---|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Develop questions for market research. • Research findings to develop a strategic plan. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s):

9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions

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|------------|--|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Create a marketing research tool • Gather primary data and interpret results • Differentiate between domestic and global marketing research needs |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s):

9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.

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|------------|---------------------------------------|
| 4.0 | Students will be able to: • |
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| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Interpret research findings to develop a strategic plan. • Format a research paper using the prepared outline directions according to DECA.org/high-school-programs/high-school-competitive-events/ |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------------|--|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing |

| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

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| <p>Indicators:</p> <p>LA.RST.11-12.3 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.</p> <p>LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>LA.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LA.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>LA.RST.11-12.7 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.</p> <p>LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>MA.9-12.S-IC.B.6 Evaluate reports based on data.</p> |
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Integration of 21st Century Skills

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| <p>Indicators:</p> <p>TECH.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>TECH.8.1.12.F Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> |
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Unit Title: Channel Management

Unit Description: The student will understand and interpret the concepts and processes needed to identify, select, monitor, and evaluate sales channels.

Unit Duration: 30 days

Desired Results

Standard(s) and Indicators:

9.3.12.MK-MGT.2 Plan, manage and monitor day - to - day marketing management operations.

9.3.12.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.

9.3.12.MK-MER.7 Communicate information about retail products, services, images and/or ideas.

Understandings:

Students will understand...

- foundational knowledge of channel management to understand and interpret its role in marketing
- the use of technology in the channel management function
- channel members
- the relationship between customer service and channel management
- channel activities to minimize costs and to determine distribution strategies

Essential Questions:

1. What is the importance of physical distribution to business?
2. What influence does the purchaser have on the success of a business?
3. How does wholesaling and retailing impact the economy?
4. How has e-commerce altered retailing, wholesaling and direct marketing environments?

Assessment Evidence

Performance Tasks:

- Tests
- Projects

Other Evidence:

- Worksheets
- PowerPoint Discussions
- Homework and Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Test and Quizzes

Benchmarks:

Learning Plan

Learning Activities:

- Explain the concept of channels of distribution
- Identify channel members
- Compare channels of distribution for consumer and industrial products
- Explore distribution planning
- Identify transportation systems and services that move products from manufacturers to consumers
- Explain the concept and function of inventory storage
- The role of the buyer
- Planned purchasing in an industrial market vs. a reseller's market
- Investigate the three types of purchasing situations
- Explore the criteria for selecting suppliers
- Investigate the receiving process
- Explore different types of merchandise checks
- Discover effective inventory control methods
- Explore the types of inventory control systems
- Analyze sales information to determine inventory turnover
- Investigate technology and inventory management

Resources:

- Teacher generated Power Points, Notes, Projects and Worksheets
- Textbooks
- Internet Resources
- Computer Based Activities
- Document Projector
- Overhead Projector
- STUKENT learning environment
- MBA Canvas access

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

| | |
|---|---|
| Standard(s): 9.3.12.MK-MGT.2 Plan, manage and monitor day - to - day marketing management operations. | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • Identify and compare channel members. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| | |
|--|---|
| Standard(s): 9.3.12.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services. | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • Describe the nature and scope of physical distribution. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| | |
|---|---|
| Standard(s): 9.3.12.MK-MER.7 Communicate information about retail products, services, images and/or ideas | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • Discuss distribution planning for domestic and international markets. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines |

| | |
|----------------------------------|--|
| | <ul style="list-style-type: none"> • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p> |

Interdisciplinary Connections

Indicators:

- LA.9-10.CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- LA.9-10.CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- LA.9-10.CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- LA.9-10.CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LA.9-10.CCSS.ELA-Literacy.WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.
- MA.9-12.4.** 1 All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

Integration of 21st Century Skills

Indicators:

- CAEP.9.2.12.C.7** Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- CAEP.9.2.12.C.4** Analyze how economic conditions and societal changes influence employment trends and future education.
- CAEP.9.2.12.C.6** Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Unit Title: Pricing Procedures

Unit Description: This unit will provide students with an understanding of how pricing decisions affect many variables such as demand, profitability, and consumer perceptions. Analysis of varying pricing strategies and interpretation of customer demand are important tools available to marketers, retailers, and managers in many fields.

Unit Duration: 25 days

Desired Results**Standard(s) and Indicators:**

9.3.12.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.

9.3.12. MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.

Understandings:

Students will understand ...

- different forms of pricing
- the importance of pricing
- the goals of pricing
- the difference between market share and market position
- four market factors that affect price planning
- demand elasticity and supply and demand theory
- the impact of government regulations on price planning
- three policies that are used to establish a price base
- the relationship between pricing and the product life cycle

Essential Questions:

1. What are the difference forms of pricing?
2. Why is pricing important?
3. What is the relationship between pricing and the product life cycle?
4. What are the six steps in the pricing process?

Assessment Evidence**Performance Tasks:**

- Tests
- Projects

Other Evidence:

- Worksheets
- PowerPoint Discussions
- Homework and Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Test and Quizzes

Benchmarks:

- Final Examination

Learning Plan

Learning Activities:

- Analyze another student's communication for effective/ineffective strategies
- Conduct independent research on performance indicators
- Perform an engaging presentation that effectively communicates my goals/opinions/ideas
- Explain the nature and scope of price planning
- Identify factors affecting price decisions
- Analyze pricing concepts and policies for products in various stages of the life cycle
- Apply pricing terminology and techniques
- Explain the nature and scope of the pricing function
- Select the best pricing strategy for setting a base price
- Calculate break-even-point
- Calculate return-on-investment
- Calculate markup
- Calculate price
- Explain factors affecting pricing decisions
- Research the impact that supply and demand have on pricing decisions
- Classify strategies for pricing new products

Resources:

- Teacher generated Power Points, Notes, Projects and Worksheets
- Textbooks
- Internet Resources
- Computer Based Activities
- Document Projector
- Overhead Projector
- STUKENT learning environment
- MBA Canvas access

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.MK-MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.

| | |
|------------|---|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • Recognize and differentiate between the different types of pricing. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Standard(s):

9.3.12. MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.

| | |
|------------|--|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • Explain the relationship between pricing and product life cycle. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators:

LA.RST.11-12.3 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.

MA.K-12.4 Model with mathematics.

MA.K-12.5 Use appropriate tools strategically.

MA.9-12.S-MD.B.5b Evaluate and compare strategies on the basis of expected values.

MA.9-12.S-MD.A Calculate expected values and use them to solve problems

MA.9-12.S-IC.B.6 Evaluate reports based on data.

MA.K-12.1 Make sense of problems and persevere in solving them.

Integration of 21st Century Skills

Indicators:

CRP.K-12.CRP2 Apply appropriate academic and technical skills.

CRP.K-12.CRP4 Communicate clearly and effectively and with reason.

CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.F.CS1 Identify and define authentic problems and significant questions for investigation.

Unit Title: Career Exploration**Unit Description:**

The learner will understand responsibilities in marketing to demonstrate ethical/legal behavior and will participate in career planning to enhance job-success potential. The learner will utilize learned skills to seek out opportunities in their post-secondary career path and/or the world of work.

Unit Duration: 10 days**Desired Results****Standard(s) & Indicators:**

9.3.12.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

Understandings:

Students will understand that...

- How to incorporate information about marketing management to aid in making career choices
- Utilize career advancing activities to enhance professional development in the workplace

Essential Questions:

1. How can I communicate my talents and abilities for a career, using social media?
2. How do I determine what information to include on my resume?
3. What are successful interviewing techniques that I need for a job interview?
4. What career-advancement strategies are available to me?
5. What is the best search engine for job seeking?

Assessment Evidence**Performance Tasks:**

- Tests
- Projects

Other Evidence:

- Worksheets
- PowerPoint Discussions
- Homework and Classwork Activities
- Group Activities
- In Class Discussion
- Do Nows and Closures
- Class Polling
- Observation
- Test and Quizzes

Benchmarks:**Learning Plan****Learning Activities:**

- Determine the differences between talents and skills
- Construct a basic resume
- Establish a LinkedIn profile
- Create a cover letter
- Navigate a job search website
- Determine the factors that will lead to a successful job interview.
- Participate in a mock job interview to determine professional presentation skills.

Resources:

- Teacher generated Power Points, Notes, Projects and Worksheets
- Textbooks
- Internet Resources
- Computer Based Activities
- Document Projector
- Overhead Projector

- STUKENT learning environment
- MBA Canvas access

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

9.3.12.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

| | |
|------------|--|
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • Develop a plan to reach personal career goals. |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------------|--|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |

| | |
|----------------------|---|
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

| Interdisciplinary Connections | |
|--|--|
| <p>Indicators:</p> <p>LA.11-12.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LA.11-12.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p> | |

| Integration of 21st Century Skills | |
|--|--|
| <p>Indicators:</p> <p>CAEP.9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>CAEP.9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>CAEP.9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>CAEP.9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>CAEP.9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>CAEP.9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> | |

| | |
|---|-----------------------------|
| Unit Title: | |
| Unit Description: | |
| Unit Duration: | |
| Desired Results | |
| Standard(s): | |
| Indicators: | |
| Understandings: <i>Students will understand that...</i> | Essential Questions: |
| Assessment Evidence | |
| Performance Tasks: | Other Evidence: |
| Benchmarks: | |
| Learning Plan | |
| Learning Activities: | |
| Resources: | |

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

| | |
|---------------------|---|
| Standard(s): | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| | |
|---------------------|---|
| Standard(s): | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| | |
|---------------------|---|
| Standard(s): | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students |

| | |
|----------------------------------|--|
| | <ul style="list-style-type: none"> • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |
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| Learners with a 504 | Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans. |

Indicators:

Integration of 21st Century Skills

Indicators:

| | |
|---|-----------------------------|
| Unit Title: | |
| Unit Description: | |
| Unit Duration: | |
| Desired Results | |
| Standard(s): | |
| Indicators: | |
| Understandings: <i>Students will understand that...</i> | Essential Questions: |
| Assessment Evidence | |
| Performance Tasks: | Other Evidence: |
| Benchmarks: | |
| Learning Plan | |
| Learning Activities: | |
| Resources: | |

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

| | |
|---------------------|---|
| Standard(s): | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| | |
|---------------------|---|
| Standard(s): | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| | |
|---------------------|---|
| Standard(s): | |
| 4.0 | Students will be able to: • |
| 3.0 | Students will be able to: • |
| 2.0 | Students will be able to: • |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

| | |
|----------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two. • Assign a leadership role in classroom learning • Determine where student's interests lie and capitalize on their inquisitiveness. • Expose students to a selection and use of specialized resources |
| Struggling Learners | <ul style="list-style-type: none"> • Be flexible with time frames and deadlines • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Group students |

| | |
|----------------------------------|--|
| | <ul style="list-style-type: none"> • Intentional scheduling/grouping with student/teacher of alternative background • Provide support as at-risk students move through all levels of knowledge acquisition • Tap prior knowledge |
| English Language Learners | <ul style="list-style-type: none"> • Accommodate with completed study guides to assist with preparation on tests • Allow students to give responses in a form (oral or written) that's easier for him/her • Be flexible with time frames, deadlines, or modify assessments • Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience • Establish a framework allowing ELL students to understand and assimilate new ideas and information • Focus on domain specific vocabulary and keywords • Give alternate or paper copies to accommodate electronic assignments. • Have another student share class notes with him. • Intentional scheduling/grouping with student/teacher of language if possible • Mark texts with a highlighter. • Take more time to complete a task, project, or test. • Use manipulatives, graphic organizer, and real objects when possible • Use visual presentations/verbal materials (ex: word webs and visual organizers). |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |

Indicators:

Integration of 21st Century Skills

Indicators: