

Unit Name: PA100 - INTERPRETING MARKETING
and BUSINESS FUNDAMENTALS



Unit Number: PA100

Dates: Spring 2016 **Hours:** 291.00

Last Edited By: Marketing (05-10-2016)

Unit Description/Objectives:

Student will know and be able to identify fundamental business and economic concepts as they apply to the functions of marketing. The student must develop a business plan to demonstrate knowledge of entrepreneurship. The student must consistently demonstrate knowledge of both school/classroom safety and entry-level work-place appropriate soft skills.

Tasks:

PA100 - INTERPRETING MARKETING AND BUSINESS FUNDAMENTALS

PA101 - Identify and explain seven functions of marketing.

PA102 - Identify and explain economic utilities.

PA103 - Identify and explain the components of the marketing mix.

PA104 - Explain the free enterprise system.

PA105 - Illustrate the relationship between business and social responsibility.

PA106 - Recognize multicultural markets.

PA107 - RESERVED

L108 - Study Global Marketing and demonstrate sensitivity to Cultural Diversity in Marketing.

L109 - Identify Marketing Fundamentals and Basic Concepts.

L110 - Recognize key elements of the Marketing Plan.

L111 - Recognize components of Staffing, Planning and Managing Human Resources in a Business Unit.

L151 - ORIENTATION: Complete the required MCTI/classroom entry forms.

L152 - ORIENTATION: Demonstrate knowledge of school and classroom operations, procedures and safety rules/regulations.

L161 - WORK HABITS: Practice NOCTI standards for end-of-program assessment.

L162 - WORK HABITS: Identify industry certification/s standards.

L163 - WORK HABITS: Demonstrate professional entry level work habits.

L164 - WORK HABITS: Demonstrate appropriate workplace behaviors, appearance and communication skills.

L165 - WORK HABITS: Complete employment readiness skills in Professional Development Program.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate knowledge of marketing functions
- Explain the marketing mix
- Develop a plan to form a business
- Participate in lecture and respond to questions

Remediation:

Create a PowerPoint of key findings
Re-teach major concepts
Review with teacher assistance
Study group
Worksheets
Individual tutoring
Group tutoring
Peer tutoring
Study groups

Review games
Reading comprehension packets
Placing events in a time line
Create a chart
Retest or alternative assessment
Technology integration
Study guides
Computer assisted instruction
Checklists

Enrichment:

Report on current trends in industry
Independent study for DECA competition
DECA research competitive event
DECA leadership related activities

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Copy of Teacher/Student Notes/Skeleton Notes
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Use of Daily Planner/Assignment Book (monitor use of)
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Limited, Short Directions
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Allow Oral Answers for Testing

- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Text to Speech (other than for NOCTI)
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- Multiplication Chart
- All Vocabulary to be Defined Before Testing
- Testing - Allow Dictation of Lengthy Answers
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Graph Paper for Math
- Access to Closed Captioning as Available (upon request)
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and work like manner

Use hand tools in a safe manner and use proper safety precautions

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use tools and equipment in a professional work like manner according to OSHA standards

Know and follow the established safety rules at all times

Assessment:

Pre/Post Tests

PowerPoint, project and presentation rubrics

Worksheets

Quizzes

Daily Attendance and Daily Grade

Writing Activities

Video/DVD Worksheets

Role-play Activities

Oral Presentation

Individual Projects

Group Projects

Research Papers

Current Events

Maintenance of Student Binder, Daily Log and Records

Participation in DECA and Leadership Activities

Any content related assessment

Portfolio

Rubric assessment of skills - FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Module Exam

- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Notebook checks
- Complete Module
- Completed and Turned-in Make Up work
- Exit Slips
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- Student self-assessment
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of a scribe
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Matching with groups of no more than 10 (depends on IEP)
- Tests read aloud
- Word bank with no more than 10 options
- Word bank with no more than 5 options
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2006), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2012), Marketing Essentials: Student Activity Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2012), Marketing Essentials: Mathematics for Marketing Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Knowledge Matters (2011), Virtual Restaurant. Northampton, MA (software) Knowledge Matters (2011), Virtual Restaurant. Northampton, MA (software-internet based)

Knowledge Matters (2011), Virtual Business Management 2.0. Northampton, MA (software)

Knowledge Matters (2011), Virtual Business Personal Finance. Northampton, MA (software)

Custom Resources, Competition University. Clinton, MO (software-internet based)

Custom Resources, The Competitive Edge 2 Series, Clinton, MO

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links
NOCTI, Study Guides. Big Rapids, MI.

DECA test banks (print and electronic) and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

<http://www.mbalearningcenter.org/> access to MBA Research Learning Materials

www.mbaresearch.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior editions of Farese, Lois, Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Hyperlinks:

www.deca.org

www.decadirect.org

www.padeca.org

www.mbaresearch.org

www.mbatest.org

www.competitionuniversity.com

Monroe Career & Technical Institute

Course: Marketing Education

Unit Name: PA200 - SOLVING MATHEMATICAL
PROBLEMS IN MARKETING

Unit Number: PA200

Dates: Spring 2016 **Hours:** 64.00

Last Edited By: Marketing (05-10-2016)



Unit Description/Objectives:

Student will know and be able to demonstrate competency in the mathematical concepts fundamental to marketing activities.

Tasks:

- PA201 - Complete sales and charge sales slips.
- PA202 - Make correct change for customer transaction.
- PA203 - Calculate miscellaneous charges and discounts for purchases.
- PA204 - Prepare an opening/closing cash drawer till.
- PA205 - Process customer returns.
- PA206 - Identify and calculate profit, markup and markdown on merchandise.
- PA207 - Calculate prices for merchandise using pricing strategies.
- PA208 - Calculate employee and customer discounts.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

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RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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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RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Use the calculator for computation
- Participate in lecture and respond to questions
- Utilize math to explain content to be learned

Remediation:

- | | | |
|-------------------------------------|-------------------------------|----------------------------------|
| Create a PowerPoint of key findings | Group tutoring | Retest or alternative assessment |
| Re-teach major concepts | Peer tutoring | Technology integration |
| Review with teacher assistance | Study groups | Study guides |
| Study group | Review games | Computer assisted instruction |
| Worksheets | Reading comprehension packets | Checklists |
| Individual tutoring | Placing events in a time line | |
| | Create a chart | |

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities

Safety:

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and work like manner

Use hand tools in a safe manner and use proper safety precautions

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use tools and equipment in a professional work like manner according to OSHA standards

Know and follow the established safety rules at all times

Assessment:

Pre/Post Tests

PowerPoint, project and presentation rubrics

Worksheets

Quizzes

Daily Attendance and Daily Grade

Writing Activities

Video/DVD Worksheets

Role-play Activities

Oral Presentation

Individual Projects

Group Projects

Research Papers

Current Events

Maintenance of Student Binder, Daily Log and Records

Participation in DECA and Leadership Activities

Any content related assessment

Portfolio

Resources/Equipment:

Calculator

Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2006), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.
www.glencoe.com/ose/ Access code for online access to 2006 edition of Marketing Essentials text.

Farese, Lois (2012), Marketing Essentials: Student Activity Workbook. New York, NY: Glencoe/McGraw-Hill Education.

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Knowledge Matters (2011), Virtual Business Personal Finance. Northampton, MA (software)

Custom Resources, Competition University. Clinton, MO (software-internet based)

Custom Resources, The Competitive Edge 2 Series, Clinton, MO

www.DECA.org/highschool

www.PADECA.org

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links

NOCTI, Study Guides. Big Rapids, MI.

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Hyperlinks:

www.deca.org

www.decadirect.org

www.padeca.org

www.mbaresearch.org

www.mbatest.org



Unit Description/Objectives:

Student will know and be able to demonstrate competency at entry level career acquisition skills.

Tasks:

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 - Explore and compare job/career opportunities in Marketing or Business Education.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

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Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

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PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

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Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- Create a PowerPoint of key findings
- Re-teach major concepts
- Review with teacher assistance
- Study group
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Study groups
- Review games
- Reading comprehension packets
- Placing events in a time line
- Create a chart
- Retest or alternative assessment
- Technology integration
- Study guides
- Computer assisted instruction
- Checklists

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities
- Job shadow

Safety:

Student must:

- Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and work like manner
- Use hand tools in a safe manner and use proper safety precautions
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use tools and equipment in a professional work like manner according to OSHA standards
- Know and follow the established safety rules at all times

Assessment:

Job Interview skills demonstration	Oral Presentation
Demonstration through daily behavior	Individual Projects
Participation in DECA activities	Group Projects
Pre/Post Tests	Research Papers
PowerPoint, project and presentation rubrics	Current Events
Worksheets	Maintenance of Student Binder, Daily Log and Records
Quizzes	Participation in DECA and Leadership Activities
Daily Attendance and Daily Grade	Any content related assessment
Writing Activities	Portfolio
Video/DVD Worksheets	
Role-play Activities	

Resources/Equipment:

Career preparation video library in classroom

Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2006), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

www.glencoe.com/ose/ Access code for online access to 2006 edition of Marketing Essentials text.

Farese, Lois (2012), Marketing Essentials: Student Activity Workbook. New York, NY: Glencoe/McGraw-Hill Education.

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Knowledge Matters (2011), Virtual Restaurant. Northampton, MA (software) Knowledge Matters (2011),

Virtual Restaurant. Northampton, MA (software-internet based)

Knowledge Matters (2011), Virtual Business Management 2.0. Northampton, MA (software)

Knowledge Matters (2011), Virtual Business Personal Finance. Northampton, MA (software)

Custom Resources, Competition University. Clinton, MO (software-internet based)

Custom Resources, The Competitive Edge 2 Series, Clinton, MO

www.DECA.org/highschool

www.PADECA.org

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links

NOCTI, Study Guides. Big Rapids, MI.

DECA test banks (print and electronic) and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

<http://www.mbalearningcenter.org/> access to MBA Research Learning Materials

www.mbaresearch.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior editions of Farese, Lois, Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Hyperlinks:

Monroe Career & Technical Institute

Course: Marketing Education

Unit Name: PA400 - COMPUTER APPLICATIONS

Unit Number: PA400

Dates: Spring 2016 **Hours:** 120.00

Last Edited By: Michelle Bonser (02-04-2016)



Unit Description/Objectives:

Student will know and be able to demonstrate entry level workplace proficiency at word processing and computer application skills.

Tasks:

PA401 - Prepare marketing documents using word processing software.

PA402 - Identify the significance of customer/product database.

PA403 - Use desktop publishing to prepare projects.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- | | |
|-------------------------------------|----------------------------------|
| Create a PowerPoint of key findings | Review games |
| Re-teach major concepts | Reading comprehension packets |
| Review with teacher assistance | Placing events in a time line |
| Study group | Create a chart |
| Worksheets | Retest or alternative assessment |
| Individual tutoring | Technology integration |
| Group tutoring | Study guides |
| Peer tutoring | Computer assisted instruction |
| Study groups | Checklists |

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities
- Job shadow

Safety:

- Student must:
- Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and work like manner
- Use hand tools in a safe manner and use proper safety precautions
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use tools and equipment in a professional work like manner according to OSHA standards
- Know and follow the established safety rules at all times

Assessment:

- | | |
|--|--|
| Job Interview skills demonstration | Oral Presentation |
| Demonstration through daily behavior | Individual Projects |
| Participation in DECA activities | Group Projects |
| Pre/Post Tests | Research Papers |
| PowerPoint, project and presentation rubrics | Current Events |
| Worksheets | Maintenance of Student Binder, Daily Log and Records |
| Quizzes | Participation in DECA and Leadership Activities |
| Daily Attendance and Daily Grade | Any content related assessment |
| Writing Activities | Portfolio |
| Video/DVD Worksheets | |
| Role-play Activities | |

Resources/Equipment:

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Virtual Restaurant. Northampton, MA (software-internet based)

Knowledge Matters (2011), Virtual Business Management 2.0. Northampton, MA (software)

Knowledge Matters (2011), Virtual Business Personal Finance. Northampton, MA (software)

Custom Resources, Competition University. Clinton, MO (software-internet based)

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<http://www.mbalearningcenter.org/> access to MBA Research Learning Materials
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Vocabulary, key concept study packets and final exam from prior editions of Farese, Lois, Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Hyperlinks:



Unit Name: PA500 - COMMUNICATIONS IN
MARKETING

Unit Number: PA500

Dates: Spring 2016 **Hours:** 98.00

Last Edited By: Michelle Bonser (02-04-2016)

Unit Description/Objectives:

Student will know and be able to demonstrate a knowledge of entry-level workplace appropriate communications, customer relations and emotional intelligence skills.

Tasks:

PA501 - Identify and apply effective communications to include telephone, fax, e-mail, letters, memos and newsletters.

PA502 - Demonstrate effective staff communication.

PA503 - Demonstrate ability to read and comprehend written communications.

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

PA505 - Demonstrate ability to speak effectively to customers, supervisors, vendors using proper grammar and terminology.

PA506 - Discuss the importance of developing networking skills.

PA507 - Prepare and deliver a marketing related presentation.

PA508 - Demonstrate positive customer relations.

PA509 - Identify nonverbal communications.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- | | |
|-------------------------------------|----------------------------------|
| Create a PowerPoint of key findings | Review games |
| Re-teach major concepts | Reading comprehension packets |
| Review with teacher assistance | Placing events in a time line |
| Study group | Create a chart |
| Worksheets | Retest or alternative assessment |
| Individual tutoring | Technology integration |
| Group tutoring | Study guides |
| Peer tutoring | Computer assisted instruction |
| Study groups | Checklists |

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities

Safety:

Student must:

- Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and work like manner
- Use hand tools in a safe manner and use proper safety precautions
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use tools and equipment in a professional work like manner according to OSHA standards
- Know and follow the established safety rules at all time

Assessment:

Pre/Post Tests
PowerPoint, project and presentation rubrics
Worksheets
Quizzes
Daily Attendance and Daily Grade
Writing Activities
Video/DVD Worksheets
Role-play Activities
Oral Presentation
Individual Projects
Group Projects
Research Papers
Current Events
Maintenance of Student Binder, Daily Log and Records
Participation in DECA and Leadership Activities
Any content related assessment
Portfolio

Resources/Equipment:

Marketing Essentials (Farese) (2006) (Glencoe) (print and online editions)

www.glencoe.com/ose/ Access code for online text: D8738AFDB4

Workbooks and worksheets for above text

www.DECA.org/highschool

www.PADECA.org

www.school.cengage.com/marketing/marketing - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through www.marketing.glencoe.com – DECA/ contest Name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

www.mark-ed.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

Hyperlinks:

Monroe Career & Technical Institute

Course: Marketing Education

Unit Name: PA600 - CTSO PARTICIPATION

Unit Number: PA600

Dates: Spring 2016 **Hours:** 252.00

Last Edited By: Michelle Bonser (02-04-2016)



Unit Description/Objectives:

Student will know and be able to demonstrate proficiency in marketing related career skills, leadership and management practices through application to DECA activities and competitive events. DECA activities are integrated throughout the entire enrollment in the MCTI Marketing Education Program.

Tasks:

PA601 - RESERVED

PA602 - RESERVED

PA603 - RESERVED

PA604 - RESERVED

PA605 - RESERVED

PA606 - RESERVED

PA607 - RESERVED

L608 - Demonstrate knowledge of DECA's goals and purposes consistent with length of membership.

L609 - Participate in MCTI DECA's annual program of work.

L610 - Explore and prepare for a DECA co-curricular competitive event.

L611 - Participate maturely in a professional meeting.

L612 - Study and demonstrate knowledge of standard meeting and teamwork protocol and strategies for successful collaboration to achieve a common goal.

L613 - Practice and demonstrate leadership, management & career preparation skills through CTSO/DECA activities

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

Remediation:

- Re-teach major concepts
- Review with teacher assistance
- Study group
- Practice exams and role plays
- Individual tutoring
- Group and peer tutoring
- Review games
- Retest or alternative assessments
- Technology integration
- Study guides
- Checklists

Enrichment:

- Independent study for DECA competition
- DECA research competitive event
- Complete workbook pages for unit not otherwise assigned
- Proceed to next unit
- DECA leadership related activities

Safety:

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with other students and within the classroom

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and work like manner

Use hand tools in a safe manner

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use proper safety precautions when using /operating hand tools

Use tools and equipment in a professional work like manner according to OSHA standards

Know and follow the established safety rules at all times

Assessment:

Workbook

Chapter Review Questions

Worksheets

Quizzes

Pre/Post Tests

Log/Journal

Daily Attendance and Grade

Writing Activities

Video/DVD Worksheets

Rubrics

Role-play Activities

Debates

Oral Presentation

Diagrams

Individual Projects

Group Projects

Research Papers

Current Events

Any content related assessment

Portfolio

Resources/Equipment:

Marketing Essentials (Farese) (2006) (Glencoe) (print and online editions)

www.glencoe.com/ose/ Access code for online text: D8738AFDB4

Workbooks and worksheets for above text

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DECA test banks and practice role plays

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www.mark-ed.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

Hyperlinks:



Unit Name: PA700 - MANAGING MARKETING INFORMATION

Unit Number: PA700

Dates: Spring 2016 **Hours:** 48.00

Last Edited By: Michelle Bonser (02-04-2016)

Unit Description/Objectives:

Student will know and be able to demonstrate entry level workplace marketing research skills.

Tasks:

PA701 - Develop a product-specific project to demonstrate a market success.

PA702 - Identify and define methods of conducting marketing research.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:**Knowledge:**

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- | | |
|-------------------------------------|----------------------------------|
| Create a PowerPoint of key findings | Review games |
| Re-teach major concepts | Reading comprehension packets |
| Review with teacher assistance | Placing events in a time line |
| Study group | Create a chart |
| Worksheets | Retest or alternative assessment |
| Individual tutoring | Technology integration |
| Group tutoring | Study guides |
| Peer tutoring | Computer assisted instruction |
| Study groups | Checklists |

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities
- Job shadow

Safety:

- Student must:
 - Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and work like manner
- Use hand tools in a safe manner and use proper safety precautions
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use tools and equipment in a professional work like manner according to OSHA standards
- Know and follow the established safety rules at all times

Assessment:

- | | |
|--|--|
| Job Interview skills demonstration | Oral Presentation |
| Demonstration through daily behavior | Individual Projects |
| Participation in DECA activities | Group Projects |
| Pre/Post Tests | Research Papers |
| PowerPoint, project and presentation rubrics | Current Events |
| Worksheets | Maintenance of Student Binder, Daily Log and Records |
| Quizzes | Participation in DECA and Leadership Activities |
| Daily Attendance and Daily Grade | Any content related assessment |
| Writing Activities | Portfolio |
| Video/DVD Worksheets | |
| Role-play Activities | |

Resources/Equipment:

Career preparation video library in classroom

Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2006), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.
www.glencoe.com/ose/ Access code for online access to 2006 edition of Marketing Essentials text.

Farese, Lois (2012), Marketing Essentials: Student Activity Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2012), Marketing Essentials: Mathematics for Marketing Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Knowledge Matters (2011), Virtual Restaurant. Northampton, MA (software) Knowledge Matters (2011),

Virtual Restaurant. Northampton, MA (software-internet based)

Knowledge Matters (2011), Virtual Business Management 2.0. Northampton, MA (software)

Knowledge Matters (2011), Virtual Business Personal Finance. Northampton, MA (software)

Custom Resources, Competition University. Clinton, MO (software-internet based)

Custom Resources, The Competitive Edge 2 Series, Clinton, MO

www.DECA.org/highschool

www.PADECA.org

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links

NOCTI, Study Guides. Big Rapids, MI.

DECA test banks (print and electronic) and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

<http://www.mbalearningcenter.org/> access to MBA Research Learning Materials
www.mbaresearch.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior editions of Farese, Lois, Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Hyperlinks:



Unit Description/Objectives:

Student will know and be able to identify and recognize basic concepts, systems and applications of business, management and entrepreneurship. Student will develop a business plan to demonstrate understanding of entrepreneurship.

Tasks:

- PA801 - Define the different forms of business ownership.
- PA802 - Identify safety concerns as related to the sales and marketing industry.
- PA803 - Explain loss prevention.
- PA804 - Develop a business plan including a financial plan.
- L805 - Recognize business risks and risk management.
- L806 - Identify basic elements of finance & credit.
- L807 - Examine basic elements of business law and regulation.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- Create a PowerPoint of key findings
- Re-teach major concepts
- Review with teacher assistance
- Study group
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Study groups
- Review games
- Reading comprehension packets
- Placing events in a time line
- Create a chart
- Retest or alternative assessment
- Technology integration
- Study guides
- Computer assisted instruction
- Checklists

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities

Safety:

Student must:

- Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom
- Demonstrate safety procedure with all tools and devices used in the lesson
- Handle material in a safe and workmanlike manner
- Use hand tools in a safe manner and use proper safety precautions
- Follow manufacturer's directions when using any product, tool, equipment, etc.
- Use tools and equipment in a professional work-like manner according to OSHA standards
- Know and follow the established safety rules at all times

Assessment:

Business Plan written and related assignments
Pre/Post Tests
PowerPoint, project and presentation rubrics
Worksheets
Quizzes
Daily Attendance and Daily Grade
Writing Activities
Video/DVD Worksheets
Role-play Activities
Oral Presentation
Individual Projects
Group Projects
Research Papers
Current Events
Maintenance of Student Binder, Daily Log and Records
Participation in DECA and Leadership Activities
Any content related assessment
Portfolio

Resources/Equipment:

Marketing Essentials (Farese) (2006) (Glencoe) (print and online editions)

www.glencoe.com/ose/ Access code for online text: D8738AFDB4

Workbooks and worksheets for above text

www.DECA.org/highschool

www.PADECA.org

www.school.cengage.com/marketing/marketing - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links

NOCTI Prep:

NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

www.mark-ed.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

Hyperlinks:



Unit Name: PA900 - SELLING GOODS AND SERVICES

Unit Number: PA900

Dates: Spring 2016 **Hours:** 120.00

Last Edited By: Michelle Bonser (02-04-2016)

Unit Description/Objectives:

Student will know and be able to identify the key elements of the nature and scope of selling. Student will study, practice and demonstrate the sales process.

Tasks:

- PA901 - Illustrate and explain the steps of a sales presentation.
- PA902 - Demonstrate greeting and approaching a customer.
- PA903 - Utilize probing questions to determine customer needs.
- PA904 - Demonstrate feature-benefit selling.
- PA905 - Demonstrate add-on sales techniques.
- PA906 - Close a customer sale.
- PA907 - Demonstrate a sales presentation for a good or service.
- PA908 - Distinguish between telemarketing, personal selling and self-service.
- PA909 - Define various terms pertaining to selling.
- PA910 - Handle difficult customers in a professional manner.
- PA911 - Follow and interpret business policies to customers.
- PA912 - Analyze methods for handling sales objections.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- | | |
|-------------------------------------|----------------------------------|
| Create a PowerPoint of key findings | Review games |
| Re-teach major concepts | Reading comprehension packets |
| Review with teacher assistance | Placing events in a time line |
| Study group | Create a chart |
| Worksheets | Retest or alternative assessment |
| Individual tutoring | Technology integration |
| Group tutoring | Study guides |
| Peer tutoring | Computer assisted instruction |
| Study groups | Checklists |

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities

Safety:

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and work like manner

Use hand tools in a safe manner and use proper safety precautions

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use tools and equipment in a professional work like manner according to OSHA standards

Know and follow the established safety rules at all times

Assessment:

- Rubric assessment of Sales Demonstration
- Pre/Post Tests
- PowerPoint, project and presentation rubrics
- Worksheets
- Quizzes
- Daily Attendance and Daily Grade
- Writing Activities
- Video/DVD Worksheets
- Role-play Activities
- Oral Presentation

- Individual Projects
- Group Projects
- Research Papers
- Current Events
- Maintenance of Student Binder, Daily Log and Records
- Participation in DECA and Leadership Activities
- Any content related assessment
- Portfolio

Resources/Equipment:

Marketing Essentials (Farese) (2006) (Glencoe) (print and online editions)

www.glencoe.com/ose/ Access code for online text: D8738AFDB4

Workbooks and worksheets for above text

www.DECA.org/highschool

www.PADECA.org

www.school.cengage.com/marketing/marketing - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

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www.mark-ed.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

Hyperlinks:



Unit Name: PA1000 - ADVERTISING & PROMOTING

Unit Number: PA1000

Dates: Spring 2016 **Hours:** 140.00

Last Edited By: Michelle Bonser (02-04-2016)

Unit Description/Objectives:

Student will know and be able to identify the nature and scope of promotion as a marketing function.

Tasks:

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

PA1002 - Design visual merchandising projects that utilize principles of color, line and design effectively for displays.

PA1003 - Explain the different types of advertising media.

PA1004 - Write a promotional plan for a business.

PA1005 - Illustrate a print advertisement.

PA1006 - Prepare a product development project.

PA1007 - Write a small business proposal.

PA1008 - Write advertising slogans for products.

PA1009 - Define promotional advertising and institutional advertising.

PA1010 - Identify the objectives of retail advertising.

PA1011 - Distinguish between sales promotion and public relations.

PA1012 - Identify the major elements of a printed advertisement.

PA1013 - Identify the major elements of a newspaper advertisement.

PA1014 - Design a draft layout of product and services.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12.A Cite specific textual evidence, etc.

Standard CC.3.5.9-10.B / Standard CC.3.5.11-12.B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10.D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12.C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

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Supporting Anchor/Standards:

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

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Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- Create a PowerPoint of key findings
- Re-teach major concepts
- Review with teacher assistance
- Study group
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Study groups

- Review games
- Reading comprehension packets
- Placing events in a time line
- Create a chart
- Retest or alternative assessment
- Technology integration
- Study guides
- Computer assisted instruction
- Checklists

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities

Safety:

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and work like manner

Use hand tools in a safe manner and use proper safety precautions

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use tools and equipment in a professional work like manner according to OSHA standards

Know and follow the established safety rules at all times

Assessment:

- Pre/Post Tests
- PowerPoint, project and presentation rubrics
- Worksheets
- Quizzes
- Daily Attendance and Daily Grade
- Writing Activities
- Video/DVD Worksheets
- Role-play Activities
- Oral Presentation
- Individual Projects
- Group Projects
- Research Papers
- Current Events
- Maintenance of Student Binder, Daily Log and Records
- Participation in DECA and Leadership Activities
- Any content related assessment
- Portfolio

Resources/Equipment:

Marketing Essentials (Farese) (2006) (Glencoe) (print and online editions)

www.glencoe.com/ose/ Access code for online text: D8738AFDB4

Workbooks and worksheets for above text

www.DECA.org/highschool

www.PADECA.org

www.school.cengage.com/marketing/marketing - click Connect to DECA

DECA test banks in classroom - print and electronic versions

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links

NOCTI Prep: NOCTI Study Guide

DECA test banks and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

www.mark-ed.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior edition of Marketing Essentials (Farese) (Glencoe)

Hyperlinks:

Unit Name: PA1100 - CERTIFICATION PREPARATION:
PROVIDING PERSONALIZED
CUSTOMER SERVICE



Unit Number: PA1100

Dates: Spring 2016 **Hours:** 67.00

Last Edited By: Michelle Bonser (02-04-2016)

Unit Description/Objectives:

Student will know and be able to demonstrate workplace appropriate customer service skills.

Tasks:

PA1101 - Describe the advantages of customer service in servicing the customer and building a loyal customer base.

PA1102 - Describe how data is collected to improve customer service.

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

PA1104 - Identify the ways a customer service representative can develop a rapport with customers.

PA1105 - Demonstrate techniques to solve customer problems.

PA1106 - Explain the importance of putting extra effort into satisfying customers.

PA1107 - Explain techniques used to calm upset customers.

PA1108 - Explain effective techniques to overcome sales objections.

PA1109 - Utilize the team approach to deliver superior customer service.

L1110 - Practice Retail & School Store Operations

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- | | |
|-------------------------------------|----------------------------------|
| Create a PowerPoint of key findings | Review games |
| Re-teach major concepts | Reading comprehension packets |
| Review with teacher assistance | Placing events in a time line |
| Study group | Create a chart |
| Worksheets | Retest or alternative assessment |
| Individual tutoring | Technology integration |
| Group tutoring | Study guides |
| Peer tutoring | Computer assisted instruction |
| Study groups | Checklists |

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities
- Job shadow

Safety:

- Student must:
 - Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom
 - Demonstrate safety procedure with all tools and devices used in the lesson
 - Handle material in a safe and work like manner
 - Use hand tools in a safe manner and use proper safety precautions
 - Follow manufacturer's directions when using any product, tool, equipment, etc.
 - Use tools and equipment in a professional work like manner according to OSHA standards
 - Know and follow the established safety rules at all times

Assessment:

Job Interview skills demonstration	Oral Presentation
Demonstration through daily behavior	Individual Projects
Participation in DECA activities	Group Projects
Pre/Post Tests	Research Papers
PowerPoint, project and presentation rubrics	Current Events
Worksheets	Maintenance of Student Binder, Daily Log and Records
Quizzes	Participation in DECA and Leadership Activities
Daily Attendance and Daily Grade	Any content related assessment
Writing Activities	Portfolio
Video/DVD Worksheets	
Role-play Activities	

Resources/Equipment:

- Career preparation video library in classroom

Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

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DECA test banks (print and electronic) and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

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Vocabulary, key concept study packets and final exam from prior editions of Farese, Lois, Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Hyperlinks:

Monroe Career & Technical Institute

Course: Marketing Education

Unit Name: PA1200 - PURCHASING and
DISTRIBUTION

Unit Number: PA1200 **Hours:** 21.00

Dates: Spring 2016

Last Edited By: Michelle Bonser (02-04-2016)



Unit Description/Objectives:

Student will know and be able to identify the nature and scope of purchasing and distribution as functions of marketing.

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.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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RESEARCH GRADES 9-10-11-12

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Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

Instructional Activities:

Knowledge:

Complete reading assignment

Complete assigned activity, worksheets and/or workbook pages

Skill:

Demonstrate job interview

Prepare a resume and letter of application

Prepare a portfolio

Participate in lecture and respond to questions

Remediation:

Create a PowerPoint of key findings

Re-teach major concepts

Review with teacher assistance

Study group

Worksheets

Individual tutoring

Group tutoring

Peer tutoring

Study groups

Review games

Reading comprehension packets

Placing events in a time line

Create a chart

Retest or alternative assessment

Technology integration

Study guides

Computer assisted instruction

Checklists

Enrichment:

Report on current trends in industry

Independent study for DECA competition

DECA research competitive event

DECA leadership related activities

Job shadow

Safety:

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom

Demonstrate safety procedure with all tools and devices used in the lesson

Handle material in a safe and work like manner

Use hand tools in a safe manner and use proper safety precautions

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use tools and equipment in a professional work like manner according to OSHA standards

Know and follow the established safety rules at all times

Assessment:

Job Interview skills demonstration

Demonstration through daily behavior

Participation in DECA activities

Pre/Post Tests

PowerPoint, project and presentation rubrics

Worksheets

Quizzes

Daily Attendance and Daily Grade

Writing Activities

Video/DVD Worksheets

Role-play Activities

Oral Presentation

Individual Projects

Group Projects

Research Papers

Current Events

Maintenance of Student Binder, Daily Log and Records

Participation in DECA and Leadership Activities

Any content related assessment Portfolio

Resources/Equipment:

Career preparation video library in classroom

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Vocabulary, key concept study packets and final exam from prior editions of Farese, Lois, Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Hyperlinks:

Monroe Career & Technical Institute

Course: Marketing Education

Unit Name: PA1300 - USING OPERATIONS IN A
RETAIL BUSINESS

Unit Number: PA1300

Dates: Spring 2016 **Hours:** 21.00

Last Edited By: Michelle Bonser (02-04-2016)



Unit Description/Objectives:

Student will know and be able to identify the role of operations in a retail business.

Tasks:

PA1301 - Describe how store design relates to store image.

PA1302 - Explain the three C's of credit.

PA1303 - Describe the basic steps in receiving and inspecting merchandise.

PA1304 - Identify and explain a planogram.

L1305 - Describe E-Commerce & Internet Role in Marketing

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

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Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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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RANGE OF WRITING GRADES 9-10-11-12

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Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

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

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Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- Create a PowerPoint of key findings
- Re-teach major concepts
- Review with teacher assistance
- Study group
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Study groups
- Review games
- Reading comprehension packets
- Placing events in a time line
- Create a chart
- Retest or alternative assessment
- Technology integration
- Study guides
- Computer assisted instruction
- Checklists

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities
- Job shadow

Safety:

Student must:

Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom

Demonstrate safety procedure with all tools and devices used in the lesson

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Use hand tools in a safe manner and use proper safety precautions

Follow manufacturer's directions when using any product, tool, equipment, etc.

Use tools and equipment in a professional work like manner according to OSHA standards

Know and follow the established safety rules at all times

Assessment:

- Job Interview skills demonstration
- Demonstration through daily behavior
- Participation in DECA activities
- Pre/Post Tests
- PowerPoint, project and presentation rubrics
- Worksheets
- Quizzes
- Daily Attendance and Daily Grade
- Writing Activities
- Video/DVD Worksheets
- Role-play Activities

- Oral Presentation
- Individual Projects
- Group Projects
- Research Papers
- Current Events
- Maintenance of Student Binder, Daily Log and Records
- Participation in DECA and Leadership Activities
- Any content related assessment
- Portfolio

Resources/Equipment:

Career preparation video library in classroom

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Hyperlinks:

Monroe Career & Technical Institute

Course: Marketing Education

Unit Name: PA1400 - MERCHANDISING

Unit Number: PA1400

Dates: Spring 2016 **Hours:** 66.00

Last Edited By: Michelle Bonser (02-04-2016)



Unit Description/Objectives:

Student will know and be able to identify the role of ethical business practices in merchandising as well as the nature and scope of merchandising as a function of marketing.

Tasks:

PA1401 - Identify the difference between national and private brands.

PA1402 - Discuss concept of economic goods and services.

PA1403 - Discuss concept of economic resources and activities.

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

PA1405 - Identify business ethics.

PA1406 - Identify the purpose and importance of purchasing procedures.

L1407 - Research elements of product planning & product mix.

L1408 - Describe positioning & branding.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard 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.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

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

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

Instructional Activities:

Knowledge:

- Complete reading assignment
- Complete assigned activity, worksheets and/or workbook pages

Skill:

- Demonstrate job interview
- Prepare a resume and letter of application
- Prepare a portfolio
- Participate in lecture and respond to questions

Remediation:

- Create a PowerPoint of key findings
- Re-teach major concepts
- Review with teacher assistance
- Study group
- Worksheets
- Individual tutoring
- Group tutoring
- Peer tutoring
- Study groups
- Review games
- Reading comprehension packets
- Placing events in a time line
- Create a chart
- Retest or alternative assessment
- Technology integration
- Study guides
- Computer assisted instruction
- Checklists

Enrichment:

- Report on current trends in industry
- Independent study for DECA competition
- DECA research competitive event
- DECA leadership related activities
- Job shadow

Safety:

- Student must:
 - Demonstrate and maintain a safe working environment and commit to safety practices when working with others within the classroom and whenever representing MCTI and/or DECA outside of the classroom
 - Demonstrate safety procedure with all tools and devices used in the lesson
 - Handle material in a safe and work like manner
 - Use hand tools in a safe manner and use proper safety precautions
 - Follow manufacturer's directions when using any product, tool, equipment, etc.
 - Use tools and equipment in a professional work like manner according to OSHA standards
 - Know and follow the established safety rules at all times

Assessment:

Job Interview skills demonstration	Oral Presentation
Demonstration through daily behavior	Individual Projects
Participation in DECA activities	Group Projects
Pre/Post Tests	Research Papers
PowerPoint, project and presentation rubrics	Current Events
Worksheets	Maintenance of Student Binder, Daily Log and Records
Quizzes	Participation in DECA and Leadership Activities
Daily Attendance and Daily Grade	Any content related assessment
Writing Activities	Portfolio
Video/DVD Worksheets	
Role-play Activities	

Resources/Equipment:

- Career preparation video library in classroom

Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2006), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.
www.glencoe.com/ose/ Access code for online access to 2006 edition of Marketing Essentials text.

Farese, Lois (2012), Marketing Essentials: Student Activity Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Farese, Lois (2012), Marketing Essentials: Mathematics for Marketing Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Knowledge Matters (2011), Virtual Restaurant. Northampton, MA (software) Knowledge Matters (2011), Virtual Restaurant. Northampton, MA (software-internet based)

Knowledge Matters (2011), Virtual Business Management 2.0. Northampton, MA (software)

Knowledge Matters (2011), Virtual Business Personal Finance. Northampton, MA (software)

Custom Resources, Competition University. Clinton, MO (software-internet based)

Custom Resources, The Competitive Edge 2 Series, Clinton, MO

www.DECA.org/highschool

www.PADECA.org

Trade magazines through www.marketing.glencoe.com – DECA/ contest name/trade association links

NOCTI, Study Guides. Big Rapids, MI.

DECA test banks (print and electronic) and practice role plays

Mark-Ed (MBA Research and Curriculum Center) resource LAP files in class for National Marketing Education Curriculum

<http://www.mbalearningcenter.org/> access to MBA Research Learning Materials

www.mbaresearch.org/resources/DECA/DECAcompetencies

Vocabulary, key concept study packets and final exam from prior editions of Farese, Lois, Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Hyperlinks: