

# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 100 - INTERPRETING MARKETING and BUSINESS FUNDAMENTALS

**Number:** 100 **Hours:** 291.00

**Dates:** Spring 2025

## 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:

PA101 - Explain the seven functions of marketing.

PA102 - Explain economic utilities.

PA103 - Explain the components of the marketing mix.

PA105 - Examine the role of marketing and business in society.

PA106 - Analyze and assess global trends and opportunities in the marketplace.

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

PA109 - Conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis.

## 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
- Small Group Instruction
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check

- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD when authorized on IEP/504
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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:**

Ferrell and Pride (2020) Foundations of Marketing, 7th Edition. NY, NY Cengage: Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education. Marketing Essentials: Mathematics for Marketing Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Foundations of Business , 6th Edition  
William M. Pride; Robert J. Hughes; Jack R. Kapoor  
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# Monroe Career & Technical Institute

Course: Business & Hospitality

**Unit Name:** 200 - PRICING AND RELATED MATH

**Number:** 200 **Hours:** 109.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

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

PA202 - Calculate correct change for customer transaction.

PA203 - Calculate sales tax and discounts.

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

PA206 - Calculate profit, markup and markdown.

PA207 - Calculate prices for merchandise using pricing strategies.

PA209 - Calculate wages, taxes, and deductions.

## 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.3.5.9-10. 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.

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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:*

- 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  
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
- Small Group Instruction
- Teacher Modeling

- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD when authorized on IEP/504
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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

**Resources/Equipment:**

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# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 300 - EXPLORING CAREER DEVELOPMENT OPPORTUNITIES

**Number:** 300 **Hours:** 48.00

**Dates:** Spring 2025

## 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 - Research career and educational opportunities in marketing and business.

PA306 - Demonstrate professional networking skills.

PA307 - Participate in a job interview.

## 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.

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#### CRAFT & STRUCTURE GRADES 9-10-11-12

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#### INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

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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

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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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.

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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:*

- Career Education and Work Academic Standards  
13.1 Career Awareness and Preparation

*Supporting Anchor/Standards:*

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

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

13.1.11 D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: Career days Career portfolio Community service Cooperative education Graduation/senior project Internship Job shadowing Part-time employment Registered apprenticeship School-based enterprise

**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

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
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**Safety:**

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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:**

Ferrell and Pride (2020) Foundations of Marketing, 7th Edition. NY, NY Cengage: Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Marketing Essentials: Mathematics for Marketing Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Foundations of Business , 6th Edition  
William M. Pride; Robert J. Hughes; Jack R. Kapoor  
ISBN-13: 978-1-337-38692-0Hyperlinks: [www.cengage.com](http://www.cengage.com)

# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 400 - TECHNOLOGY APPLICATIONS

**Number:** 400 **Hours:** 120.00

**Dates:** Spring 2025

## 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 and other publications.

PA403 - Create projects using multimedia sources and applications.

PA404 - Research trends in marketing technology.

## 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:**

- Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards  
3.5.6-8.1 Strand: Nature and Characteristics of Technology and Engineering

**Supporting Anchor/Standards:**

3.5.6-8.KK Explain how technology and engineering are closely linked to creativity, which can result in both intended and unintended innovations.

3.5.6-8.II Predict outcomes of a future product or system at the beginning of the design process.

3.5.6-8.LL Compare how different technologies involve different sets of processes.

**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

**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
- Small Group Instruction
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods

- Regular Notebook Check
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD when authorized on IEP/504
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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:**

- 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:**

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ISBN-13: 978-1-337-38692-0Hyperlinks: [www.cengage.com](http://www.cengage.com)

# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 500 - COMMUNICATIONS IN MARKETING

**Number:** 500 **Hours:** 98.00

**Dates:** Spring 2025

## 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:

PA502 - Demonstrate the ability to use professional communication skills.

PA503 - Demonstrate the ability to read and comprehend written business communications.

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

PA507 - Deliver a marketing related presentation.

PA509 - Interpret nonverbal communications in the business environment.

## 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

### **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
- Small Group Instruction
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions

- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD when authorized on IEP/504
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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 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:**

Ferrell and Pride (2020) Foundations of Marketing, 7th Edition. NY, NY Cengage: Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

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# Monroe Career & Technical Institute

Course: Business & Hospitality

Unit Name: 700 - MARKETING INFORMATION MANAGEMENT AND MARKET PLANNING

Number: 700 Hours: 48.00

Dates: Spring 2025

## Description/Objectives:

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

## Tasks:

PA702 - Identify and define methods of conducting marketing research.

PA703 - Define methods of conducting marketing research.

PA704 - Explain the use of technology in customer relationship management.

PA705 - Compare primary and secondary marketing research data.

PA706 - Collect marketing research data to make recommendations and decisions.

PA707 - Explain the importance of marketing information management.

## 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:*

- CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

*Supporting Anchor/Standards:*

CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

**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  
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 Study groups  
 Review games  
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 Placing events in a time line  
 Create a chart  
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 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

**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
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- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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:**

Job Interview skills demonstration  
Demonstration through daily behavior  
Participation in DECA activities  
Pre/Post Tests  
Powerpoint, project and presentation rubrics  
Worksheets  
Quizzes  
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Oral Presentation  
Individual Projects  
Group Projects  
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Maintenance of Student Binder, Daily Log and Records  
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Any content related assessment  
Portfolio

**Resources/Equipment:**

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# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 800 - BUSINESS MANAGEMENT AND ADMINISTRATION

**Number:** 800 **Hours:** 84.00

**Dates:** Spring 2025

## 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 - Compare the different forms of business ownership.

PA802 - Identify safety concerns in the marketing and business industries.

PA803 - Analyze the nature of risk management.

PA805 - Explain the nature of business ethics.

PA806 - Identify the different levels of management.

PA807 - Demonstrate leadership qualities within a team environment.

PA808 - Identify the different tasks associated with the levels of management, e.g., interviewing, hiring, firing, promoting, advancement.

## 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

**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
- Small Group Instruction
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods

- Regular Notebook Check
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD when authorized on IEP/504
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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 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:**

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William M. Pride; Robert J. Hughes; Jack R. Kapoor  
ISBN-13: 978-1-337-38692-0Hyperlinks: [www.cengage.com](http://www.cengage.com)

# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 900 - SELLING GOODS AND SERVICES

**Number:** 900 **Hours:** 120.00

**Dates:** Spring 2025

## 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 - Identify the steps of a sale.

PA902 - Demonstrate greeting and approaching a customer.

PA903 - Create probing questions to determine customer needs and wants.

PA904 - Demonstrate feature-benefit selling.

PA905 - Demonstrate suggestion selling.

PA906 - Demonstrate the ability to close a customer sale.

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

PA911 - Interpret company policies for customers.

PA912 - Demonstrate handling sales objections.

PA913 - Identify strategies to establish and maintain long-term customer relationships.

PA914 - Create a customer profile.

## 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.

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.

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*Supporting Anchor/Standards:*

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

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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.

*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

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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
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- Have Student Repeat Directions
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- Provide Frequent Feedback
- Provide Frequent Breaks
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- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
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- Student Self-Evaluation for Behavior
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- 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
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### **Resources/Equipment:**

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# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 1000 - ADVERTISING & PROMOTING GOODS AND SERVICES

**Number:** 1000 **Hours:** 140.00

**Dates:** Spring 2025

## 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.

PA1002 - Design projects that utilize principles of visual merchandising.

PA1003 - Compare different types of advertising media.

PA1004 - Create a promotional mix.

PA1005 - Identify the major elements of a print advertisement.

PA1008 - Write advertising slogans.

PA1009 - Differentiate between promotional advertising and institutional advertising.

PA1011 - Distinguish between advertising and publicity.

PA1014 - Create a promotional project.

PA1015 - Evaluate different sales promotion techniques.

PA1016 - Identify the major elements of online advertising.

## 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.

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Enrichment:

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

**Special Adaptations:**

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Pre/Post Tests  
Powerpoint, project and presentation rubrics  
Worksheets  
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# Monroe Career & Technical Institute

Course: Business & Hospitality

**Unit Name:** 1100 - PROVIDING PERSONALIZED CUSTOMER SERVICE

**Number:** 1100 **Hours:** 112.00

**Dates:** Spring 2025

## Description/Objectives:

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

## Tasks:

PA1101 - Describe the benefits of customer service.

PA1103 - Demonstrate ability to communicate with customers professionally.

PA1104 - Demonstrate how to develop a rapport with customers.

PA1105 - Solve customer problems.

PA1107 - Demonstrate how to handle difficult customers.

PA1111 - Develop a customer service policy statement.

## 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.

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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

**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
- Small Group Instruction
- Teacher Modeling

- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD when authorized on IEP/504
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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:**

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:**

Ferrell and Pride (2020) Foundations of Marketing, 7th Edition. NY, NY Cengage: Farese, Lois (2012),  
Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Marketing Essentials: Mathematics for Marketing Workbook. New York, NY: Glencoe/McGraw-Hill  
Education.

Foundations of Business , 6th Edition  
William M. Pride; Robert J. Hughes; Jack R. Kapoor  
ISBN-13: 978-1-337-38692-0Hyperlinks: [www.cengage.com](http://www.cengage.com)

# Monroe Career & Technical Institute

Course: Business & Hospitality

Unit Name: 1200 - CHANNEL MANAGEMENT

Number: 1200 Hours: 21.00

Dates: Spring 2025

## Description/Objectives:

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

## Tasks:

PA1201 - Explain the channels of distribution.

PA1202 - Determine a channel of distribution for a product.

PA1203 - Evaluate various inventory control management systems.

PA1204 - Describe the basic steps in receiving and inspecting merchandise.

PA1205 - Explain the elements of purchasing.

PA1206 - Use an inventory control management system.

## 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 &amp; 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

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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

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

*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

**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)
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- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Regular Notebook Check
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD when authorized on IEP/504
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- De-Escalation Opportunities
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- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- 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:**

- 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
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- Research Papers
- Current Events
- Maintenance of Student Binder, Daily Log and Records
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- Any content related assessment
- Portfolio

### **Resources/Equipment:**

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# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 1400 - ECONOMICS

**Number:** 1400 **Hours:** 100.00

**Dates:** Spring 2025

## Description/Objectives:

Students will be able to describe economic goods and services, examine economic resources, analyze supply and demand factors, compare different types of economic systems, determine how the business cycle impacts business activities, and identify key economic measurements to better understand how economies function.

## Tasks:

PA1402 - Describe economic goods and services..

PA1403 - Examine economic resources..

PA1404 - Examine supply and demand factors.

PA1407 - Compare types of economic systems.

PA1408 - Determine the impact of the business cycle on business activities.

PA1409 - Identify economic measurements.

## 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.

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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:*

- 4.4.10.B Analyze the effects of agriculture on a society's economy, environment, standard of living, and foreign trade.

*Supporting Anchor/Standards:*

3.5.9-12.QQ Implement quality control as a planned process to ensure that a product, service, or system meets established criteria.

3.5.9-12.GG Evaluate how technology and engineering have been powerful forces in reshaping the social, cultural, political, and economic landscapes throughout history.

3.5.9-12.H Evaluate ways that technology and engineering can impact individuals, society, and the environment.

*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

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Create a chart

Retest or alternative assessment

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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

**Special Adaptations:**

- Extended Time (assignments and/or testing)
- Graphic Organizer
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- Directions/Comprehension Check (frequent checks for understanding)
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- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

### **Safety:**

Student must:

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- 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
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### **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
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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:**

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Foundations of Business , 6th Edition  
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ISBN-13: 978-1-337-38692-0Hyperlinks:

# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 1500 - PRODUCT/SERVICE MANAGEMENT

**Number:** 1500 **Hours:** 66.00

**Dates:** Spring 2025

## Description/Objectives:

Students will be able to identify and explain the differences between national and private brands as well as identify the elements of branding and packaging and describe the purpose and importance of product and service branding in marketing.

## Tasks:

PA1501 - Identify the difference between national and private brands.

PA1502 - Explain the nature of product/service branding.

PA1503 - Identify the elements of branding and packaging.

PA1504 - Develop strategies to position a product/business.

## 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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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 &amp; 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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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

**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
- 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)
- Small Group Instruction
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time

- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Provide Editing Assistance
- Copies of Text for Home and/or online access to text
- Cue for Oral Response
- Provide repetition During Initial Instruction
- Opportunities for Repeated Practice of MATH Skills
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior

### **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:**

Ferrell and Pride (2020) Foundations of Marketing, 7th Edition. NY, NY Cengage: Farese, Lois (2012), Marketing Essentials. New York, NY: Glencoe/McGraw-Hill Education.

Marketing Essentials: Mathematics for Marketing Workbook. New York, NY: Glencoe/McGraw-Hill Education.

Foundations of Business , 6th Edition  
William M. Pride; Robert J. Hughes; Jack R. Kapoor  
ISBN-13: 978-1-337-38692-0Hyperlinks:

# Monroe Career & Technical Institute

**Course:** Business & Hospitality

**Unit Name:** 1600 SOCIAL MEDIA

**Number:** 1600 **Hours:** 93.00

**Dates:** Spring 2025

## Description/Objectives:

Students will be able to identify the various types of social media platforms and distinguish best used in business and hospitality and how social media is used to develop revenue, product awareness and a following.

## Tasks:

PA1601 - Distinguish the different types of social media.

PA1602 - Compare the effectiveness of various social media platforms.

PA1603 - Design social media content for different social media platforms.

PA1604 - Develop a personal brand.

PA1605 - Demonstrate professionalism while using social media platforms.

PA1606 - Distinguish between paid owned and earned media.

## Standards / Assessment Anchors

### Focus Anchor/Standard #1:

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

### Supporting Anchor/Standards:

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.3.5.11-12.J By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

### Focus Anchor/Standard #2:

- CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

**Supporting Anchor/Standards:**

CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

**Connecting Anchor/Standard:**

- 3.5.9-12.GG Evaluate how technology and engineering have been powerful forces in reshaping the social, cultural, political, and economic landscapes throughout history.

**Instructional Activities:****Knowledge:**

Complete reading assignment

Complete assigned activity, worksheets and/or workbook pages

**Skill:**

Identify the various social media platforms, past and present

Design social media content to be published

Develop a personal brand

Contrast and compare the various social media platforms and best usage in the business and hospitality industry

**Remediation:**

Re-teach major concepts

Review with teacher assistance

Study group

Individual, group or peer tutoring

Review games

Create a graphic organizer

Retest or alternative assessment

Technology integration

Study guides

Computer assisted instruction

Rubrics

**Enrichment:**

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
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
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- Small Group Instruction
- Teacher Modeling
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Grading Rubric
- Clear Language for Directions
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
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- Cue for Oral Response
- Provide repetition During Initial Instruction
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Handle material in a safe and work like manner

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**Assessment:**

Demonstration through daily behavior

Pre/Post Tests

Powerpoint, project and presentation rubrics

Worksheets

Quizzes

Daily Attendance and Daily Grade

Writing Activities

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

Portfolio

**Resources/Equipment:**

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