# Unit 1: Program Orientation

Content Area: **Business/Tech.**
Course(s): **Marketing I**
Time Period: **September**
Length: **8**
Status: **Published**

## Unit Overview:

The learner will become oriented with all of the policies and procedures associated with running a marketing organization.  The learner will be able to become oriented and familiarized with all procedures necessary for the Marketing Applications course and all of the responsibilities associated with running the Delsea DECA student organization.  Responsibilities over and above course work obligations will include:  organizing and facilitating fundraising and community outreach event, connecting and maintaining strong working relationships with the business and school communities, and communicating activities to district and public entities that have an interest in the success of the DECA program.

## Enduring Understandings

The learner will

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

## Essential Questions

- How can I make a community and business connection through DECA?
- How can I motivate DECA members to run a successful event?
- How do I know the appropriate dress attire for a professional setting?
- What are my obligations and responsibilities for the Marketing II program of study?
- What are the proper procedures to follow for organizing a fundraising/community service event or campaign?
- What are the responsibilities of the DECA officers and committees?
- What is articulated credit?

## Standards/Indicators/Student Learning Objectives (SLOs)

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|---|---|
| 12.9.3.MK.5 | Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways. |
| 12.9.3.MK-COM.1 | Apply techniques and strategies to convey ideas and information through marketing communications. |
| 12.9.3.MK-COM.3 | Access, evaluate and disseminate information to enhance marketing decision-making processes. |

## Lesson Titles

- 1. Identify classroom and course expectations
- 2. Familiarize with the practices of the DECA organization and the agenda for the community and school
- 3. Explore classroom procedures and syllabus
- 4. Aclimate to the code of professional dress for the classroom,career, and workplace
- 5. Create professional dress depictions that follow the DECA Professional Dress Code
- 6. Display representations of professional dress for classroom,competitions, career, and workplace

## Career Readiness, Life Literacies, & Key Skills

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| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

## Inter-Disciplinary Connections

*MA.9-12.4.1.12 A - [Strand] - Number Sense*

- MA.9-12.4.1 - [Standard] - All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.

| | |
|---|---|
| LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.11-12.CCSS.ELA-Literacy.WHST.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| MA.9-12.4.1 | All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways. |
| | Numbers and Number Systems |

## Instructional Strategies,Learning Activities, and Level of Blooms/DOK

Addressing Bloom's Taxonomy /Depth of Knowledge:

To attain a desired level or depth of knowledge, The student will:

Identify, familiarize, explore, acclimate, create, and display, through their learning activities.

Please refer to individual lesson titles for more information.

- Article Read & Response
- Individual project
- Internet Research
- Large group discussion
- Online Activity
- Pre-Test
- Reading activity/text/workbook
- Small group activity
- Teacher Lecture/Notes
- Teacher provided activity

## Modifications

## ELL Modification

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## IEP & 504 Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments

- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## G & T  Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals

- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## Formative Assessment

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## Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

## Alternative assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## Summative Assessment

- Alternative Assessment – As needed, to evaluate student learning based on the specific need of the student.
- Benchmark/Unit assessment/performance – evaluation at the end of the unit/learning standard.
- Marking Period Assessment – Periodic cumulative assessment to determine quarterly learning.
- Projects- project/performance creation to evaluate learning on a specific topic.
- Written Product/Evaluation Rubric- written creation to evaluate learning on a specific topic.

## Resources & Materials

- Article: Professional Dress - Are You in or out?"

- DECA Competitive Events Manual and Practice Materials

- DECA.org

- DECADirect Magazine - "Professional Dress, Getting Ahead"

- Marketing Essentials 2016 -student workbook & math practice book activities

- Marketing Essentials 2016 -textbook

- MBA Research LAP Modules

- Various Business Magazines/Photos

## Technology

- Calculators

- Chromebooks

- Google Applications

- Google Classroom Interface

- Internet

- Microsoft Office 2010 Suite

- Personal Technology Devices

- Remind Application

- Smartboard

| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
|---|---|
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |