

Horticultural Business Management

Content Area: **Business/Tech.**
Course(s): **Horticulture II**
Time Period: **March**
Length: **60**
Status: **Published**

Unit Overview

Marketing Horticulture Products

Enduring Understandings

- A display is an exhibit of merchandise. Displays are used to attract customers from outside the business and help people already in the business find what they need or want.
- Advertising encourages sales and creates an image.
- Advertising involves many different techniques. Some methods are newspaper ads, yellow pages, signs, direct mail, radio and television spots, Web sites, and displays. The advertising medium chosen will depend on the amount of money budgeted, the message to be sent, and the target market.
- Advertising is communicating with customers about products or services through the use of mass media.

Essential Questions

- What are the functions of advertising?
- What is the point-of-purchase sales technique?
- What is the purpose of displaying products?
- What methods are used in advertising?

Lesson Titles

- Marketing Agricultural Products and Services
- Pricing Agricultural Products and Services
- Advertising and Promoting Products and Services

Standards/ Indicators/Student Learning Objectives (SLOs)

1 Define marketing and the marketing mix.

2 Describe the benefits of a brand, and explain how to establish and maintain a brand's reputation.

3 Investigate the role of value-added products to an agricultural business.

9.3.12.AG.4	Demonstrate stewardship of natural resources in AFNR activities.
9.3.12.AG-BIZ.1	Apply management planning principles in AFNR businesses.
9.3.12.AG-BIZ.4	Develop a business plan for an AFNR business.
9.3.12.AG-BIZ.5	Use sales and marketing principles to accomplish AFNR business objectives.
9.3.12.AG-BIZ.2	Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.
9.3.12.AG-BIZ.3	Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.
PFL.9.1.12.A	Income and Careers
9-12.HS-LS2-2.LS2.A	Interdependent Relationships in Ecosystems
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Career Readiness, Life Literacies, & Key Skills

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).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

- 10. English Language Arts
- 10.5.12. Speaking and Listening Standards: 9-12
- 10.5.12.SL12. Speaking and Listening Standards 11-12
- 10.5.12.SL12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- English 11-12.SL.2.4
- RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate

terms.

- RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Philadelphia Flower Show
 - NJ State Horticultural Expo
 - Student Compete in (CDE)
 - Greenhouse Aquaponic
 - Greenhouse Hydroponics
 - FFA Convention
 - SAE Presentations
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- Landscaping Maintenance of Greenhouse grounds and courtyard
 - Cooperative Learning
 - Designing Residential and commercial Landscapes
 - Designing with ProLandscape software
 - Feeding Tilapia fish
 - Field Trips
 - Group Projects
 - Guided Practice
 - Individual Project
 - Internet Research
 - Organic fruit and plant Production
 - Participating in CSA
 - Participating in CSA
 - Providing and scheduling Greenhouse tours
 - Role Playing
 - Scouting Greenhouse plants
 - Teacher Lecture/Notes
 - Teacher led discussion

Modifications

ELL Modifications

- 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

504 and IEP Accommodations & 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

Gifted and Talented

- 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

- 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

- Group Work
- Oral Responses/Question
- Class Discussion
- Closure
- Guided Practice
- Quiz/Test
- Teacher Observation
- Warm up

Benchmark Assessments

Benchmark Assessments:
Skills-based assessment
Reading response
Writing prompt
Lab practical

Alternative Assessments

Alternative assessments:
Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

- MPA
- Performance
- Unit Assessment

Resources & Materials

- aged.org
- FFA.org
- Internet
- mycaert.com
- Smart Board
- Video Streaming

Technology

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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
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.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.