

Course: *Sales and Marketing*
Unit #: 5-Place

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

- **Content Standards**
 - 6.1.2.Geo.GI.1: *Explain why and how people, goods, and ideas move from place to place.*
- **21st Century Life & Career Standards**
 - 9.1.12.FP.7: *Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).*
- **English Companion Standards**
 - NJSLSA.R7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
- **Interdisciplinary Content Standards**
 - 6.1.2.Geo.GI.1: *Explain why and how people, goods, and ideas move from place to place.*
- **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Transfer Goal: Students will be able to independently use their learning to *analyze how a product gets to the end user.*

As aligned with LRHSD Long Term Learning Goal(s):

1. *apply information technology to achieve an organization's business goals*
2. *utilize and integrate essential communication and technical skills significant to 21st century life, work, and community*
3. *use technology to extend creativity and/or improve problem-solving ability*
4. *apply learning to successfully transfer knowledge into real-world experiences preparing them for life and career.*

Enduring Understandings

Students will understand that. . .

EU 1

Place refers to all the activities involved in getting a product or service to the end user.

Essential Questions

EU 1

- *How does a product get to an end user?*
- *How can shipping impact pricing?*
- *Who is responsible for making sure a product gets to the end user?*

Knowledge

Students will know . . .

Skills

Students will be able to. . .

EU 1

- a supply chain is the business, people, and activities involved in turning raw materials into products and delivering them to end users. (6.1.2.Geo.GI.1)
- physical distribution plays a competitive role in promoting products by making products available when and where they are needed. (6.1.2.Geo.GI.1) (9.1.12.FP.7) (9.1.12.FP.7)
- supply chain management is coordinating the events happening throughout the supply chain. (6.1.2.Geo.GI.1)

EU 1

- describe the supply chain and the role intermediaries play. (6.1.2.Geo.GI.1)
- compare and contrast the channels of distribution. (6.1.2.Geo.GI.1) (9.1.12.FP.7) (9.1.12.FP.7)
- describe the distribution strategies of transportation, storage, and utility. (6.1.2.Geo.GI.1)
- describe supply chain management and the role of a supply chain manager. (6.1.2.Geo.GI.1)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Teacher lecture using Google Slide or Powerpoint Presentation for topic introduction. (A, EU1)
- Practice vocabulary through creating flash cards using online resources. (A, EU1)
- Watch and discuss relevant video clips. (A, EU1)
- Summative Assessment: End of unit assessment (A, EU1)
- Check for understanding using critical thinking questions. (A, M, EU1)
- **Graphic organizer of distribution channels both direct and indirect. (M, EU1)**
- **Transportation Modes for distribution. (M, EU1)**
- **Channels of Distribution Picture Activity. (M, EU1)**
- From Creator to Consumer project. (T, EU1)
- **International distribution plan project. (T, EU1)**
- Distribution Activity: How Did This Get Here? (T, EU1)
- **Knowledge Matters - Virtual Business Retailing. (T, EU1)**
- **Stukent - Mimic Digital. (T, EU1, EU2)**

Pacing Guide

| Unit # | Title of Unit | Approximate # of teaching days |
|---------------|----------------------|---------------------------------------|
| 1 | Marketing Basics | 40 days |
| 2 | Product | 30 days |
| 3 | Promotion | 55 days |
| 4 | Price | 25 days |
| 5 | Place | 15 days |
| 6 | Careers | 15 days |

Instructional Materials

Marketing Dynamics, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.

Marketing Dynamics Student Workbook, Third Edition, The Goodheart-Wilcox Company, Inc., 2014.

[Stukent - Mimic Social: High School.](#)

[Knowledge Matters - Virtual Business Retailing.](#)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.