



Spokane Public Schools Marketing & Economics 1

Course: Marketing & Economics Sem. 1		Total Framework Hours up to: 180
CIP Code: 521400	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified:
Career Cluster: Marketing		Cluster Pathway: Marketing

COMPONENTS AND ASSESSMENTS

Performance Assessments: FUNCTIONS OF MARKETING POSTER

- Create an image that displays the 6 functions of Marketing. On the poster board, list the functions and provide a visual image that represents the function. Justify image as a representation of the function by writing 2-3 sentences to explain the connection.
- The following is a list of the functions:
 - Distribution
 - Marketing Information Management
 - Pricing
 - Product/Service Management
 - Promotion
 - Selling

Leadership Alignment:

- The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.
- The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Standards and Competencies

Standard/Unit:

- Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.

Competencies

Total Learning Hours for Unit: 20

- Explain marketing and its importance in a global economy. (MK:001, BA LAP 11) (CS)
- Describe marketing functions and related activities. (MK:002, MB LAP 2) (CS)
- Explain the role of business in society. (EC: 070) (CS)
- Describe types of business activities. (EC: 071) (CS)

Aligned Washington State Standards

Art	
Communications	

Educational Technology	
Health and Fitness	
Math	
Reading	<ul style="list-style-type: none"> • Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. • Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. • Apply understanding of complex information, including functional documents, to perform a task. • Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.
Science	
Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: IES - INTERNATIONAL ECONOMIC SUMMIT

Leadership Alignment:

- The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.
- The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
- The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

Standards and Competencies

Standard/Unit:

- Economics: Understands the economic principles and concepts fundamental to business operations.

Competencies

Total Learning Hours for Unit: 25

- Distinguish between economic goods and services. (EC:002, EC LAP 10) (CS)
- Explain the concept of economic resources. (EC:003, EC LAP 14) (CS)
- Describe the concepts of economic scarcity and economic activities. (EC:001, EC LAP 6) (CS)
- Determine economic utilities created by business activities. (EC:004, EC LAP 13) (CS)
- Explain the principles of supply and demand. (EC:005, EC LAP 11) (CS)
- Describe the functions of prices in markets. (EC:006, EC LAP 12) (CS)
- Explain the types of economic systems. (EC:072, EC LAP 17) (CS)

Aligned Washington State Standards

Art	
Communications	<ul style="list-style-type: none"> • Applies a variety of listening strategies to accommodate the listening situation. • Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. • Applies skills and strategies to contribute responsibly in a group setting.
Educational Technology	<ul style="list-style-type: none"> • The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
Health and Fitness	

Math	<p><u>Algebra 1.1 Core Content: Solving Problems</u></p> <ul style="list-style-type: none"> 1.1.A Select and justify functions and equations to model and solve problems. 1.1.B Solve problems that can be represented by linear functions, equations, and inequalities. <p><u>Algebra 1.2 Core Content: Numbers, Expressions, and Operations</u></p> <ul style="list-style-type: none"> 1.2.A Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line. 1.2.B Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables. <p><u>Algebra 1.3 Core Content: Characteristics and Behaviors of Functions</u></p> <ul style="list-style-type: none"> 1.3.B Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations. <p><u>Algebra 1.6 Core Content: Data and Distributions</u></p> <ul style="list-style-type: none"> 1.6.A Use and evaluate the accuracy of summary statistics to describe and compare data sets. 1.6.B Make valid inferences and draw conclusions based on data. <p><u>Algebra 1.8 Core Processes: Reasoning, Problem Solving, and Communication</u></p> <ul style="list-style-type: none"> 1.8.A Analyze a problem situation and represent it mathematically. 1.8.B Select and apply strategies to solve problems. 1.8.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem. 1.8.E Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics. 1.8.G Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.
Reading	<ul style="list-style-type: none"> Apply strategies to comprehend words and ideas Evaluate informational materials, including electronic sources, for effectiveness. Synthesize information from a variety of sources. Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights. Analyze and evaluate text for validity and accuracy. Analyze text to generalize, express insight, or respond by connecting to other texts or situations. Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. Apply understanding of complex information, including functional documents, to perform a task. Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.
Science	
Social Studies	
Writing	<ul style="list-style-type: none"> Edits for conventions Produces documents used in a career setting.

COMPONENTS AND ASSESSMENTS

Performance Assessments: SALES DEMONSTRATION

- Demonstrate selling ability in a live or pre-recorded (using your own video equipment) sales presentation.
- Included each step in the selling process:
 - Approach.
 - Determine Wants and Needs.
 - Features and Benefits.
 - Product Demonstration.

- Handling Objections.
- Closing the Sale.
- Suggestion Selling.
- Customer Reassurance.

Leadership Alignment:
Leadership 1.0 Individual Skills

- The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.
- The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

Standards and Competencies

Standard/Unit:

- **Selling:** Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Competencies **Total Learning Hours for Unit: 30**

- Explain the nature and scope of the selling function. (SE: 017) (CS)*
- Explain the role of customer service as a component selling relationships. (SE: 076) (CS) *
- Explain key factors in building a clientele. (SE: 828) (SP)
- Explain company selling policies. (SE: 932) (CS) *
- Explain business ethics in selling. (SE: 106) (SP)
- Describe the use technology in selling function. (SE: 107) (SP)
- Acquire product information for use in selling. (SE: 062) (CS) *
- Analyze product information to identify product features and benefits. (SE: 109) (SP)

Aligned Washington State Standards

Art	
Communications	<u>Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</u> 1.1.1 Applies a variety of listening strategies to accommodate the listening situation. <u>Communication 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information. 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media. <u>Communication 2.1 Uses language to interact effectively and responsibly in a multicultural context.</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. <u>Communication 2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect.
Educational Technology	
Health and Fitness	
Math	<u>Algebra 1.6 Core Content: Data and Distributions</u> 1.6.B Make valid inferences and draw conclusions based on data. <u>Algebra 1.8 Core Processes: Reasoning, Problem Solving, and Communication</u> 1.8.G Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.

<p>Reading</p>	<p><u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u> 1.2.2 Apply strategies to comprehend words and ideas. <u>Reading 1.3 Build vocabulary through wide reading.</u> 1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. <u>Reading 2.3 Expand comprehension by analyzing, interpreting and synthesizing information, and ideas in literary and information text.</u> <u>Reading 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and information text.</u> 2.4.3 Analyze and evaluate text for validity and accuracy. 2.4.4 Analyze and evaluate the effectiveness of the author’s use of persuasive devices to influence an audience. <u>Reading 3.1 Read to learn new information.</u> 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. <u>Reading 3.2 Read to perform a task.</u> 3.2.2 Apply understanding of complex information, including functional documents, to perform a task. <u>Reading 3.3 Read for career applications.</u> 3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p>
<p>Science</p>	<p>Systems (Predictability and Feedback) 9-12 SYSD: Systems can be changing or in equilibrium. Inquiry (Conducting Analysis and Thinking Logically) 9-12 INQA: Scientists generate and evaluate questions to investigate the natural world.</p>
<p>Social Studies</p>	
<p>Writing</p>	

<p align="center">COMPONENTS AND ASSESSMENTS</p>	
<p>Performance Assessments: PROFESSIONAL DEVELOPMENT (TBD)</p> <ul style="list-style-type: none"> • OCCUPATIONAL RESEARCH <ul style="list-style-type: none"> ○ Select a career. Prepare a 3 to 5 minute PowerPoint which addresses each of the following items in regards to the career you researched. ○ Job Description. (What do they do?) ○ Salary. (How much does the job pay on the average?) ○ Educational Requirements. (What kind and how much education do you need for this type of career?) ○ Occupational Outlook. (Are there any job openings for this career, what is the outlook?) Hint: http://www.bls.gov/oco/ ○ Personal characteristics/abilities needed for this career. ○ Advantages. ○ Disadvantages. ○ Working conditions. (Inside, outside, lifting or not; hours, etc.) ○ Would I be suited to this job and consider it as a career possibility? ○ At least TWO addresses where I could find further information. 	
<p>Leadership Alignment:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences. 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.</p>	

1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.

Standards and Competencies

Standard/Unit:

- **Professional Development:** Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

Competencies **Total Learning Hours for Unit: 15**

- Set personal goals. (PD: 018) (CS) *
- Make decisions. (PD: 017) (CS) *
- Explain the need for innovation skills. (CS)
- Demonstrate problem solving skills. (PD: 007) (CS)

Aligned Washington State Standards

Art	
Communications	<p><u>Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</u> 1.1.1 Applies a variety of listening strategies to accommodate the listening situation.</p> <p><u>Communication 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.</p> <p><u>Communication 2.1 Uses language to interact effectively and responsibly in a multicultural context.</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p><u>Communication 2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Communication 2.3 Uses skills and strategies to communicate interculturallly.</u> 2.3.1 Analyzes the influence of cultural principles, beliefs, and world views on intercultural communication. 2.3.2 Creates personal intercultural communication norms to guide one's self in a diverse social system.</p> <p><u>Communication 3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.</u> 3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Communication 3.3 Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.</p> <p><u>Communication 4.1 Assesses effectiveness of one's own and others' communication.</u> 4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p>
Educational Technology	
Health and Fitness	
Math	
Reading	<p><u>Reading 1.3 Build vocabulary through wide reading.</u> 1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.</p> <p><u>Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u> 2.3.2 Evaluate informational materials, including electronic sources, for effectiveness. 2.3.4 Synthesize information from a variety of sources.</p> <p><u>Reading 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</u> 2.4.3 Analyze and evaluate text for validity and accuracy.</p>

	<p>2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations. <u>Reading 3.1 Read to learn new information.</u> 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. <u>Reading 3.3 Read for career applications.</u> 3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p>
Science	
Social Studies	
Writing	<p><u>Writing 1.1 Pre-writes to generate ideas and plan writing.</u> 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing. <u>Writing 1.2 Produces draft(s).</u> 1.2.1 Analyzes task and composes multiple drafts when appropriate. <u>Writing 1.3 Revises to improve text.</u> 1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas. <u>Writing 1.4 Edits text.</u> 1.4.1 Edits for conventions (see 3.3). <u>Writing 2.1 Adapts writing for a variety of audiences.</u> 2.1.1 Applies understanding of multiple and varied audiences to write effectively. <u>Writing 2.2 Writes for different purposes.</u> 2.2.1 Demonstrates understanding of different purposes for writing. <u>Writing 2.4 Writes for career applications.</u> 2.4.1 Produces documents used in a career setting. <u>Writing 3.1 Develops ideas and organizes writing.</u> 3.1.2 Analyzes and selects effective organizational structure. <u>Writing 3.2 Uses appropriate style.</u> 3.2.1 Writing Analyzes audience and purposes and uses appropriate voice. 3.2.2 Analyzes and selects language appropriate for specific audiences and purposes. 3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: FUNCTIONS OF MARKETING POSTER

- Create an image that displays the 6 functions of Marketing. On the poster board, list the functions and provide a visual image that represents the function. Justify image as a representation of the function by writing 2-3 sentences to explain the connection.
- The following is a list of the functions:
 - Distribution.
 - Marketing Information Management.
 - Pricing.
 - Product/Service Management.
 - Promotion.
 - Selling.

Leadership Alignment

Leadership 1.0 Individual Skills

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Leadership 2.0 Group Skills.

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.

2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Standards and Competencies

Standard/Unit:

Product/Service Management: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Competencies

Total Learning Hours for Unit: 30

- Describe the need for marketing information. (IM:012) (CS) *
- Explain the nature and scope of the marketing-information management function. (IM:001) (SP)
- Explain the role of ethics in marketing-information management. (IM:025) (SP)
- Explain the nature of positive customer relations. (EI: 031) (CS) *
- Demonstrate a customer-service mindset. (EI: 032) (CS) *
- Identify company's brand promise. (CR: 001) (CS) *
- Explain the nature and scope of the pricing function. (PI: 001) (SP)
- Describe the role of business ethics in pricing. (PI: 015) (SP)
- Explain factors affecting pricing decisions. (PI: 002) (SP)
- Conduct SWOT analysis for the use in the marketing planning process. (IM: 141) (MN)
- Explain the concept of marketing strategies. (IM: 194) (CS) *
- Explain the concept of market and market identification. (IM: 196) (CS) *

Aligned Washington State Standards

Art	
Communications	
Educational Technology	
Health and Fitness	
Math	

Reading	<u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u>
	1.2.2 Apply strategies to comprehend words and ideas.
	<u>Reading 1.3 Build vocabulary through wide reading.</u>
	1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	<u>Reading 2.2 Understand and apply knowledge of text components to comprehend text.</u>
	2.2.4 Apply understanding of text organizational structures.
	<u>Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u>
	2.3.2 Evaluate informational materials, including electronic sources, for effectiveness.
	<u>Reading 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</u>
	2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.
<u>Reading 3.1 Read to learn new information.</u>	
3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.	
<u>Reading 3.2 Read to perform a task.</u>	
3.2.2 Apply understanding of complex information, including functional documents, to perform a task.	

Science	
Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: IES - INTERNATIONAL ECONOMIC SUMMIT, FINANCIAL ANALYSIS PROJECT (TBD)

Leadership Alignment:

Leadership 1.0 Individual Skills

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Leadership 2.0 Group Skills.

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

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Standards and Competencies

Standard/Unit:

Financial Analysis: Understands tools, strategies, and systems used to maintain, monitor, control and plan the use of financial resources.

Competencies

Total Learning Hours for Unit: 20

- Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.). (FI: 058) (PQ)
- Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.). (FI: 059) (PQ)
- Describe functions of money (medium of exchange, unit of measure, store of value). (FI: 059) (PQ)
- Describe sources of income (wages/salary, interest, rent, dividends, transfer payments, etc.). (FI: 061) (PQ)
- Explain the time value of money. (FI: 062) (CS) *
- Explain the purposes and importance of credit. (FI: 002) (CS) *
- Explain legal responsibilities associated with financial exchanges. (FI: 063) (CS) *

Aligned Washington State Standards

Art	
Communications	<p><u>Communication 2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u></p> <p>2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Communication 3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.</u></p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Communication 3.3 Uses effective delivery.</u></p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.</p>
Educational Technology	
Health and Fitness	
Math	<p><u>Algebra 1.6 Core Content: Data and Distributions</u></p> <p>1.6.A Use and evaluate the accuracy of summary statistics to describe and compare data sets.</p> <p>1.6.B Make valid inferences and draw conclusions based on data.</p>

	<p><u>Algebra 1.8 Core Processes: Reasoning, Problem Solving, and Communication</u> 1.8.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem. 1.8.G Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.</p>
Reading	<p><u>Reading 1.3 Build Vocabulary Through Wide Reading.</u> 1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. <u>Reading 2.1 Demonstrate evidence of reading comprehension.</u> 2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main ideas and supporting details in informational/expository text and/or literary/narrative text. 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives and expositions: determine importance and summarize text.</p>
Science	<p><u>Systems (Predictability and Feedback)</u> 9-12 SYSD: Systems can be changing or in equilibrium.</p>
Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: FUNCTIONS OF MARKETING POSTER

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Leadership Alignment:

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2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Standards and Competencies

Standard/Unit:

Channel Management: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels.

Competencies

Total Learning Hours for Unit: 20

- Explain the nature and scope of channel management. (DS: 001) (CS) *
- Explain the relationship between customer service and channel management. (DS: 029) (CS) *
- Explain the nature of channels of distribution. (DS: 055) (CS) *
- Describe the use of technology in the channel management function. (DS: 054) (CS) *

Aligned Washington State Standards

Art	
Communications	<p><u>Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.</u> 1.1.1 Applies a variety of listening strategies to accommodate the listening situation.</p> <p><u>Communication 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p> <p><u>Communication 3.3: Uses effective delivery.</u> 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.</p>
Educational Technology	
Health and Fitness	
Math	<p><u>Algebra 1.6 Core Content: Data and Distributions</u> 1.6.B Make valid inferences and draw conclusions based on data.</p>
Reading	<p><u>Reading 2.1 Demonstrate evidence of reading comprehension.</u> 2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.</p> <p><u>Reading 2.2 Understand and apply knowledge of text components to comprehend text.</u> 2.2.4 Apply understanding of text organizational structures.</p> <p><u>Reading 3.2 Read to perform a task.</u> 3.2.2 Apply understanding of complex information, including functional documents, to perform a task.</p> <p><u>Reading 3.3 Read for career applications.</u> 3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p>
Science	
Social Studies	
Writing	<p><u>Writing 3.1: Develops ideas and organizes writing.</u> 3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples. 3.1.2 Analyzes and selects effective organizational structure.</p> <p><u>Writing 3.3: Knows and applies writing conventions appropriate for the grade level.</u> 3.3.1 Uses legible handwriting. 3.3.2 Spells accurately in final draft. 3.3.3 Applies capitalization rules. 3.3.4 Applies punctuation rules. 3.3.5 Applies usage rules. 3.3.6 Uses complete sentences in writing. 3.3.7 Applies paragraph conventions.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: PRINT PROJECT

- Create a print advertisement for one of the two following target markets: teenagers or highly educated adults. The medium selected is magazine.
- Using this information about your target market create a magazine advertisement.
- The following are a list of requirements the client has requested. All of the text must be computer generated. Be creative and appropriate with font style, size, color etc...
- REQUIREMENTS:
 - HEADLINE
 - COPY
 - ILLUSTRATION
 - SIGNATURE/SLOGAN

Leadership Alignment:

Leadership 1.0 Individual Skills

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

Standards and Competencies

Standard/Unit:

Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Competencies

Total Learning Hours for Unit: 20

- Explain the role of promotion as a marketing function. (PR: 001) (CS) *
- Explain the types of promotion. (PR: 002) (CS) *
- Identify the elements of the promotional mix. (PR: 003) (SP)
- Explain the nature of a promotional plan. (PR: 073) (SP)
- Explain the types of advertising media. (PR: 007) (SP)
- Explain the components of advertisements. (SP: 014) (SP)

Aligned Washington State Standards

Art	
Communications	<p><u>Communication 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.</p> <p><u>Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.</u> 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p>
Educational Technology	
Health and Fitness	
Math	<p><u>Algebra 1.6 Core Content: Data and Distributions</u> 1.6.B Make valid inferences and draw conclusions based on data.</p> <p><u>Algebra 1.8 Core Processes: Reasoning, Problem Solving, and Communication</u> 1.8.A Analyze a problem situation and represent it mathematically.</p>
Reading	<p><u>Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.</u> 1.2.2 Apply strategies to comprehend words and ideas.</p> <p><u>Reading 1.3 Build vocabulary through wide reading.</u> 1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different</p>

	<p>contexts, cultures, and communities.</p> <p><u>Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</u></p> <p>2.3.4 Synthesize information from a variety of sources.</p> <p><u>Reading 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</u></p> <p>2.4.2 Analyze author's purpose and evaluate an author's style of writing to influence different audiences.</p> <p>2.4.3 Analyze and evaluate text for validity and accuracy.</p> <p>2.4.4 Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience.</p> <p>2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.</p> <p>2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts.</p> <p><u>Reading 3.1 Read to learn new information.</u></p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p><u>Reading 3.2 Read to perform a task.</u></p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task.</p> <p><u>Reading 3.3 Read for career applications.</u></p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p>
Science	
Social Studies	
Writing	

21st Century Skills		
Check those that students will demonstrate in this course:		
<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>