



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## MARKETING SALES AND SERVICE

**PATHWAY:** Marketing and Management

**COURSE:** Advanced Marketing

**UNIT 2:** How Did This Get Here?



## INTRODUCTION

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### **Annotation:**

In this unit students will gain a more intensive understanding of the distribution process and the important role that it plays as one of the marketing functions.

### **Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

### **Time:**

9 – 50 Minute Class Periods

### **Author:**

Revised by Meghan Hatcher

### **Additional Author(s):**

### **Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

**MKT-AM-2 Utilize distribution knowledge and skill to manage supply-chain activities.**

- a. Compare and contrast common shipping methods.
- b. Identify and contrast various types of wholesale buying practices.

**GPS Academic Standards:**

*ELA12W1* The student produces writing that establishes an appropriate organized structure, sets a context and engages the reader, maintains a coherent focus throughout and signals a satisfying closure.

*SSEMA1* The student will illustrate the means by which economic activity is measured.

**National / Local Standards / Industry / ISTE:**



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will develop an understanding of how products travel from the production process to the final consumers. They will also gain knowledge of which route would be most effective in the distribution process and which type of transportation is considered the best in certain situations for certain types of products. Students will also complete an enrichment activity to reinforce the different types of wholesale buying.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is it important to understand the different shipping methods?
- Why is it important to understand wholesale buying practices?

**Knowledge from this Unit:** Factual information.

- Students will be able to compare and contrast common shipping methods by identifying the advantages and disadvantages of each.

**Skills from this Unit:** Performance.

- Students will be able to evaluate various types of wholesale buying practices.
- Students will produce a research based distribution strategy for an energy drink company.



# ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☒ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☒ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

Distribution Unit Test

**Assessment(s) Description/Directions:**

Students will take a constructed response test at the end of this unit. The teacher can announce the test whenever he/she sees fit.

**Attachments for Assessment(s):** Please list.

Distribution Unit Test-KEY



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

#### **MKT-AM-2 Utilize distribution knowledge and skill to manage supply-chain activities.**

- a. Compare and contrast common shipping methods.
- b. Identify and contrast various types of wholesale buying practices.

### 2. Review Essential Questions.

- Why is it important to understand the different shipping methods?
- Why is it important to understand wholesale buying practices?

### 3. Identify and review the unit vocabulary.

### 4. Day One.

- Class discussion on how products get to us as consumers?? Highlight the importance of distribution for companies to turn a profit (reaching target market, distribution methods, cost, etc.)
- Distribution PP and Distribution PP Note taking guide.
- This will lay the informational groundwork for the unit. Provide information from power point along with supplying and asking for examples from students.

### 5. Day Two.

- Teacher should prepare for class by taping up posters on the walls with each distribution method listed on a separate one.
- When students arrive in class, they will be grouped into 3's. Instruct the students to go to a specific poster and then tell them that they will have 2 minutes to write 1 advantage and 1 disadvantage for each type of distribution. At the end of 2 minutes the teacher will ring a bell and the group will rotate to the next poster. No matter what, each group has to write something on each poster (can be situational).
- Upon completion of the rotation, the group that stops for the last time at a specific poster will read the list aloud to the class. A discussion on benefits and disadvantages should follow.
- Then pass out the Activity Channels of distribution activity. Students should work alone and try and complete before the end of class to turn in. Whatever is not completed will be done for homework and turned in the following day.

### 6. Day Three.

- Teacher should present Channels of distribution PP and Note taking guide.

#### **7. Day Four.**

- Assign groups and dispense the project for this unit. (A brief recap on research ethics and methods would be good to include this day.)
- The teacher should read the entire project include rubric and presentation guideline aloud to the class. Questions should also be addressed.
- Students may begin brainstorming on their projects for the remainder of the class time.
- A due date will be announced.

#### **8. Day Five, Six, and Seven.**

- Project Research and Work Time

#### **9. Day Eight.**

- Presentations

#### **10. Day Nine**

- Distribution Unit Test

#### **11. Assessment Activity.**

**Attachments for Learning Experiences:** Please list.

Distribution Unit Test

Distribution PP

Distribution PP Note taking guide

Channels of distribution activity

Channels of distribution PP and Note taking guide

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



## **CULMINATING PERFORMANCE TASK** (Optional)

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### **Culminating Unit Performance Task Title:**

Energy Drink Distribution Project

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

This project works well when students are placed into groups. They will conduct research on current trends in the Energy Drink Market and analyze information to determine which distribution methods and which location their drink would sell. Students will also be allowed to design their own drink can. Daily

checks on group progression and a rubric for the presentation and written paper portion of the assignment will be conducted. The presentation to the class and the teacher should be presented in an informative manner as if they were teaching the new distribution idea to the staff of their drink company highlighting on the benefits and reasons why their groups may have chosen certain places to sell in to reach their identified target market.

**Attachments for Culminating Performance Task:** Please list.

Rubric



## UNIT RESOURCES

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### Web Resources:

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

### Materials & Equipment:

#### What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		