



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES AND SERVICE

PATHWAY: Marketing

COURSE: Marketing Principles

UNIT 6: Distribution Basics



INTRODUCTION

Annotation:

In this unit students will develop a basic knowledge of distribution aspect of the marketing mix and create a distribution plan for a common product.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 5 hours

Author: Rachel McClain

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

GPS Focus Standards:

MKT-MP-6 Utilize distribution knowledge to manage supply-chain activities.

- Identify channels of distribution and factors that influence the length/width of each channel.
- Explain the marketing functions of transportation and storage.
- Interpret common buying and shipping terms.
- Explain the receiving process.
- Compare and contrast manual and computerized inventory control systems.
- Analyze how distribution affects the cost of products.
- Identify the distinguishing characteristics of retailers, wholesalers, agents, and brokers.

GPS Academic Standards:

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.

SSEMI3 The student will explain how markets, prices and competition influence economic behavior.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

Students will:

- Understand the basic terminology and distribution patterns under the “Place” aspect of the marketing mix.
- Develop an ability to relate the distribution role to the overall marketing industry.
- Create recommendations for distribution of actual products.

Essential Questions:

- Why is recognizing differences between channels of distribution useful as a business owner?
- Why is it important to explain how markets, prices, and competition influence economic behavior?

Knowledge from this Unit:

- Explain the nature of channels of distribution
- Explain the nature of channel members' relationships.
- Explain the nature of channel strategies
- Explain the shipping process
- Explain storing considerations

Skills from this Unit:

Students will be able to select channels of distribution.

Students will be able to explain the nature of warehousing.



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:

From Creator to Customer

Assessment(s) Description/Directions:

Students will work in groups to analyze distribution options and challenges for the delivery of sliced bread. Different challenges will be presented to the groups as they work through their research, design, and implementation of the distribution.

Attachments for Assessment(s):

From Creator to Customer Student Handout
From Creator to Customer Teacher Instructions



LEARNING EXPERIENCES

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.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. **Assessment Activity.**

Channels of Distribution PP

How Did This Get Here Student Activity

Guest Speaker: Since this is an area of marketing a lot of students do not understand as part of the umbrella of marketing, this is a perfect opportunity to invite a guest speaker into the classroom with distribution experience. Most areas will have a business with either distribution responsibilities or actual distribution centers or logistics trucking/shipping firms. This is also a good opportunity for a field trip if you have distribution centers near your school. A student tour of a center combined with job shadowing opportunities will really give students a greater understanding of this aspect of the marketing mix.

From Creator to Customer Activity

Optional Information:

Cracking the Code Lesson Plan (gives a technology twist to an aspect of distribution)

Attachments for Learning Experiences:

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

How Did This Get Here

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students working in groups will research the distribution process of common household items. Groups will present their findings to the class using props, visuals, and creative methods.

Attachments for Culminating Performance Task:

See attached student and teacher handouts.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input 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		