

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Channel Management

Course Code: **040002**

CIP Code: **52.1402**

COURSE INTRODUCTION:

An instructional program for students who are preparing for a career in the field of marketing and management. Instruction will prepare students to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, market research, and management. The program may utilize the Supervised Marketing Education Employment course to support classroom instruction.

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UNIT DESCRIPTION: Students will understand concepts and processes to identify, select and evaluate sales channels.		SUGGESTED UNIT TIMELINE: CLASS PERIOD (min.):				
ESSENTIAL QUESTIONS: <ol style="list-style-type: none"> 1. What is channel management as it relates to marketing? 2. What key players are needed to pull a model channel management plan together? 3. What decisions impact the channels of distribution? 4. What tools are used in managing channels of distribution? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	MBA Research Standards	DOK
1. Explain the nature and scope of channel management.				RL 11-12.1	Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels.	2
2. Apply the concepts of supply chain and logistics management and the relationship to marketing strategy.				RI 11-12.1	Understands the concepts and processes needed to identify, select, monitor, and	2

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					evaluate sales channels.	
3. Recognize what a marketing channel is and why intermediaries are needed.				SL 11-12.4	Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels.	2
4. Connect the types of channel intermediaries and describe their functions and activities.				RI 11-12.3	Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels.	2
5. Describe factors that marketing executives consider when selecting and managing a marketing channel.				WHST 11-12.2b	Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels.	2
6. Critique new technology and emerging trends in the channel management function.				WHST 11-12.9	Understands the concepts and processes needed to identify, select, monitor, and evaluate sales	3

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					channels.	
7. Summarize the importance of coordinating channel management with other marketing activities.				W 11-12.2b	Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels.	3
8. Assess the nature and scope of purchasing.				RST 11-12.2	Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.	2
9. Discuss stock-handling procedures to understand how to process incoming merchandise.				SL 11-12.4	Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.	2
10. Investigate the nature of warehousing and storing considerations.				RST 11-	Understands the processes and	2

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				12.2	systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.	
11. Describe the use of inventory control systems.				RL 11-12.1	Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.	2
12. Show procedures for determining inventory shrinkage.				S-IC 6	Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.	2
13. Evaluate inventory status/performance (stock turnover, gross margin, return on inventory, open to buy, etc.).				S-MD 5b	Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and	2

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					services.	
14. Formulate merchandise plans (budgets).				S-IC 6	Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.	2
15. Investigate purchases and merchandise flow (turnover, lead time, peak seasons, delivery dates, etc.).				S-IC 6	Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.	2
16. Apply the concept of Plan Reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages).				S-IC 6	Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.	2
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative Assessments: Formative Assessment and Rubric Ch 21, Formative Exit Slip</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each</p>						

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assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1, 3-5	1. Lecture & Guided Practice on Fire Drill and Introduction PowerPoint.
1-16	2. Independent Learning
1-16	3. Independent Learning, Guided Practice
10-11	4. Cooperative Learning, Role Play
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1, 3-5	1. Distribution Fire Drill
1-16	2. Channel of Distribution PowerPoint Assignment
1-16	3. Channel Questions Review Sheet
10-11	4. DECA Role Play
UNIT RESOURCES: (include internet addresses for linking)	
Resources @ MCCE:	
BE DVD ROM 80 - Cappuccino Trail: The Global Economy in a Cup	
Films for the Humanities and Sciences PRINCETON, NJ, FILMS FOR THE HUMANITIES AND SCIENCES, 2002. DVD ROM — A 150-pound bag of coffee beans might earn a farmer \$50; the "street value" of that same bag 10,000 cups of coffee is around \$20,000. By following the trail of two coffee beans grown in the Peruvian Andes, this program takes a unique look at the ubiquitous stimulant which, after oil, is the most globally traded commodity. One of the beans takes the route of the open market where its price is determined by commodities traders and analysts, such as Merrill Lynch's Judy Gaines, the industry oracle who discusses the markets volatility. The other bean finds its way into Cafe Direct, a new gourmet coffee launched in Britain by a company dedicated to paying fair prices to farmers for their high-quality organic crop. 50 minutes.	

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MCE CD ROM 20 - Economic Utilities

CEV Multimedia

LUBBOCK, TX, CEV MULTIMEDIA, 2005.

Microsoft® PowerPoint® — Economic utility refers to the level of satisfaction a customer receives from using a company's product or service.

This Microsoft® PowerPoint® presentation discusses how economic utility is measured, and how it factors into the various marketing efforts performed by companies. Various product categories are examined along with the marketing strategies used to help increase economic utility.

90 slides. Requirements: Adobe® Acrobat® Reader®, Win 2000/XP/Vista, MAC OSX

AG DVD ROM 74 - From Farm To Table

Learning Seed

CHICAGO, IL, LEARNING SEED, 2007.

DVD ROM — Using a simple sausage pizza as a springboard, this program explores the diverse worlds of our most basic foodstuffs, such as vegetables and wheat. Find out where different ingredients come from; how they're grown and harvested; how they're stored, shipped, and processed; and how they finally wend their way to your local restaurant or grocery store! We talk to farmers, see how they do their jobs, and learn what initiatives have made their lives easier and what sort of issues concern them. Environmental problems, migrant workers, and irradiation are a few of the issues