

Parsippany-Troy Hills School District

BUS630 Marketing, Advertising and Sales Promotion

A Course Outline for Business Education

Developed:
Revised: December 2012

Approved by the Board of Education
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STATEMENT OF PURPOSE

Marketing is a process comprised of activities that are designed to satisfy individual and organizational objectives. Marketing activities help to distribute a product or service to consumers, to change behaviors, and to influence ideas. Career opportunities in marketing can be found in all categories and aspects of business. In the 21st century, economic survival in nearly any business setting or profession will depend on the ability to understand and execute a variety of marketing skills.

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

Marketing, Advertising and Sales Promotion is designed for students who are considering further education in marketing, advertising, or business management. The mission of this course is to enable students to understand and apply management and entrepreneurial principles in order that they may readily make rational economic decisions that will enable them to work and compete in the global economy.

RATIONALE

All areas of business have gone through drastic changes over the past ten years. Included among these are technology and information systems, demographic and psychographic trends, and the global economy. These changes affect how businesses compete on a daily basis and how they market and promote their product or services. This course revision will address these changes in our economic system. The standards in the new revision align with the New Jersey Student Learning Standards.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [Curriculum Modifications and Adaptations](#) included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

GENERAL GOALS

1. To provide students with a fundamental understanding of business and economics.
2. To enable students to acquire broad understandings of and skills in marketing so that they can transfer their skills and knowledge between and among industries.
3. To encourage students to think critically.
4. To enable students to understand and use technology to perform marketing activities.
5. To stress the importance of interpersonal skills in diverse societies.
6. To foster an understanding and appreciation of business ethics.
7. To introduce students to a wide variety of marketing related careers while providing a foundation for advanced study in marketing related fields.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES

Course: **BUS630**

Title: **MARKETING, ADVERTISING AND SALES PROMOTION**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

Based upon classroom discussion, exercises, homework assignments, projects, and the reading of selected material, the students will be able to:

1. define marketing and identify its functions and activities.
2. identify careers in the fields of marketing, advertising and sales promotion.
3. demonstrate an understanding of the marketing concept and the importance of marketing mix strategies.
4. demonstrate an understanding of the various elements that make up a SWOT analysis.
5. identify the various consumer market segments and current consumer trends.
6. describe the basic factors that make up the free enterprise system and its role in a global economy.
7. explain the various types of economic systems in the world today.
8. identify various consumer-buying motives and how marketers appeal to these motives.
9. explain the role sales activities play in marketing a product or service.
10. analyze product features and benefits and how they relate to the selling process.
11. discuss the importance of marketing research and the function of a marketing information system.
12. describe the steps in conducting market research and the methods of collecting and analyzing data.
13. explain the role of promotion in marketing and describe the concept of promotional mix.
14. describe how businesses develop brand identification through trademarks, trade characters, slogans and product endorsements.
15. identify and explain the advantages and disadvantages of various forms of media.
16. create print and broadcast media advertisements.
17. discuss and evaluate innovative advertising techniques such as Web Pages and special promotional activities.
18. explain the nature and scope of product planning, product mix strategies and new product development.
19. understand and explain how the development of social media has shaped marketing and promotional communications.
20. apply media law and ethics as they prepare, plan and write social media posts and blogs.

ASSESSMENT PROCEDURES

Students' grades are based on the following:

Test, projects, reports (oral & written) and performance assessments 75%

Homework assignments, quizzes, class assignments and class participation 25%

- Answers questions that demonstrate thought and knowledge of information presented
- Ask pertinent questions
- Contributes to lessons in a way that provides important outside resource information needed to stimulate and enhance class discussion

Final Grade	
Full Year Course <ul style="list-style-type: none">• Each marking period shall count as 20% of the final grade	Quarterly Exams <ul style="list-style-type: none">• Quarterly exams shall count as 4% in marking periods 1 and 3• Quarterly exams shall count as 6% in marking periods 2 and 4

I. MARKETING AND CAREERS

- Essential Question(s):**
- a) What are the primary functions of a business?
 - b) What are the various careers in Marketing?
 - c) What are Entertainment, Hospitality and Sports Marketing?
- Enduring Understanding(s):**
- a) Students will understand the importance of marketing activities and how they fit into the operations of a business.
 - b) Careers and Marketing include businesses which are based on services and products, including entertainment and hospitality marketing.

<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
1. define marketing and identify its functions and activities.	9.1.12.A.2 9.4.12.N.(1).1 9.4.12.N.(1).2 SL.11-12.1	<ul style="list-style-type: none"> • select a national retail business and research using a variety of resources how this business markets its products. Special attention should be given to business image and the various ways it reinforces this image with the consumer. 	Students will be evaluated on their ability to appropriately cite and discuss specific examples of marketing activities using a teacher-made rubric.	<p>Students may use multimedia resources, including the Internet, for research.</p> <p>Items that should be included are store & employee appearance, atmosphere, and product packaging.</p>
2. identify careers in the fields of marketing, advertising and sales promotion.	8.1.12.F.1 9.3.12.C.2-5	<ul style="list-style-type: none"> • research various marketing careers utilizing Internet sites. Included among these sites should be the <i>Occupational Outlook Handbook</i>, current job postings, information related to job demand and salaries. 	Computer lab assignment and relevant case studies.	<p>A Careers in Marketing section is located at the end of each unit.</p> <p>Media Center has career databases which they can introduce to the students.</p>

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<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
2. (continued)		<ul style="list-style-type: none"> • throughout the year, guest speakers will make presentations on various marketing areas. 	Teacher observation of student interaction and sharing of their experience.	

II. THE MARKETING MIX

- Essential Question(s):** a) What are the benefits of marketing and marketing segmentation?
 b) What are the 4P’s of Marketing?

- Enduring Understanding(s):** a) Marketing segmentation strategies enable marketers to focus the campaign based on age, price, or desired features.
 b) Students will understand the marketing mix: product, place, price and promotion.

<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
3. demonstrate an understanding of the marketing concept and the importance of marketing mix strategies.	8.1.12.F.1 9.4.12.N.(1).1-3	<ul style="list-style-type: none"> design a chart explaining how a current product (iPhone) applies the marketing concept. Identify marketing mix strategies for its target market. Group Project: develop a product and apply the marketing concept. Identify the marketing mix strategies for the target market of the new product. 	Chart grading via rubric. Group presentation grading via rubric.	
4. demonstrate an understanding of the various elements that make up a SWOT analysis.	8.1.12.A.2 8.1.12.F.1 9.4.12.N.(1).5-7	<ul style="list-style-type: none"> research current demographic , psychographic and geographic trends. identify current business changes that relate to these trends. 	Create a SWOT analysis for an assigned business. Unit test	Students may use multimedia resources, including the Internet for research.
5. identify the various consumer market segments and current consumer trends..	8.1.12.F.1 9.4.12.N.(1).3 9.4.12.N.(2).2	<ul style="list-style-type: none"> case study regarding segmentation in the airline industry (First Class, Business First, Coach). 	Case study grading and chapter quiz.	

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<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
6. describe the basic factors that make up the free enterprise system and its role in a global economy.	9.4.12.C.5 9.4.12.N.(2).7 9.4.12.N.(5).3 SL.11-12.1	<ul style="list-style-type: none"> complete textbook case study “How’s Your Game”. Explain various ways businesses compete in our economic system. 	Students will be evaluated on their oral presentations and knowledge of subject.	
7. explain the various types of economic systems in the world today.	9.4.12.N.37 9.4.12.N.79	<ul style="list-style-type: none"> research current event articles via Internet relating to the global economy and problems that occur when different economic systems interact. 	Test on Economic Systems.	
8. identify various consumer buying motives and how marketers appeal to these motives.	9.4.12.N.21	<ul style="list-style-type: none"> utilize current magazine advertisements and identified the specific buying motive each advertisement is aimed at, as well as the target market and message. 	Teacher evaluation of student identifications and rationale.	
9. explain the role sales activities play in marketing a product or service.	9.4.12.N.21 9.4.12.N.80 9.4.12.N.(6).3	<ul style="list-style-type: none"> mock sales role- play scenarios, following the 5-step selling process. 	Grading via rubric.	
10. analyze product features and benefits and how they relate to the selling process.	8.1.12.A.2 9.4.12.N.(4).13 9.4.12.N.(6).1-2 SL.11-12.1	<ul style="list-style-type: none"> identify features and benefits of a new car from a sales brochure . Also identify specific target markets and buying motives. given a product, create a feature-benefit chart and develop sales points for inclusion in a sales brochure which they will create on the computer. 	Student will present information to the class and be evaluated utilizing a teacher designed rubric. Brochure grading.	

III. MARKET RESEARCH

Essential Question(s): a) What role does research play in marketing?

Enduring Understanding(s): a) Analyzing demographic and psychographic trends informs and targets marketing campaigns.

<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
11. discuss the importance of marketing research and the function of a marketing information system.	9.4.12.N.(3).1-2 SL.11-12.1 W.11-12.2a, b	<ul style="list-style-type: none"> complete the case study “Keep Away From My Cookies” and identify the various ways businesses gather marketing information. 	Review written and oral responses to case study and class discussion.	
12. describe the steps in conducting market research and the methods of collecting and analyzing data	8.1.12.A.2 8.1.12.F.1 9.4.12.N.(3).2-4	<ul style="list-style-type: none"> complete a market research project in which they will identify a problem, research and collect secondary data, collect primary data from an online survey, tabulate results, analyze data and present conclusions. 	Students will present research utilizing power point or Prezi presentations and will be evaluated utilizing a teacher created rubric.	Computer and LCD projector required for presentation
13. explain the role of promotion in marketing and describe the concept of promotional mix.	8.1.12.A.2 9.4.12.N.(1).1-4 9.4.12.N.(1).6	<ul style="list-style-type: none"> design a campaign utilizing all 4 areas of promotion: advertising, sales promotion, selling and public relations. explain the concepts of promotional mix and why they would be effective for the designated target market. 	Students will present concept to class and will be evaluated utilizing a teacher created rubric.	

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<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
14. describe how businesses develop brand identification through trademarks, trade characters, slogans and product endorsements.	8.1.12.C.1 9.4.12.N.(2).1-3	<ul style="list-style-type: none"> • select a product and use the Internet to identify the slogan and famous person who endorses that product and explain how they fit the product’s target market and image. • given a product, identify the target market and create the image, along with a slogan and endorsement deal. 	In-class assignment. Group project grading via rubric.	
15. identify and explain the advantages and disadvantages of various forms of media	8.1.12.B.2 9.4.12.N.(2).2	<ul style="list-style-type: none"> • evaluate the effectiveness of various forms of print media utilizing media total audience and current media prices (reach, frequency and ratings.) 	Teacher will evaluate statistical data.	Current print and broadcast media rate cards will be utilized.
16. create print and broadcast media advertisements.	8.1.12.A.2 8.1.12.F.1 8.1.8.A.1 8.1.4.A.3 8.1.8.A.3 8.1.2.B.1 9.4.12.N.21 9.4.12.N.(2).3	<ul style="list-style-type: none"> • design a newspaper advertisement for a local restaurant. • write a script for and record a radio commercial for a local business. (:60) 	Teacher-designed rubric Teacher-designed rubric Teacher-designed rubric	

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<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
		<ul style="list-style-type: none"> develop a television storyboard suitable for a local charity and create the commercial using iMovie. 		
17. discuss the evaluate innovative advertising techniques special promotional activities.	9.4.12.N.19 9.4.12.N.21 W.11-12.2e	<ul style="list-style-type: none"> read and evaluate various case studies about various advertising techniques and write a reaction to each of them. 	Case study grading	
18. explain the nature and scope of product planning, product mix strategies and new product development.	9.4.12.N.84	<ul style="list-style-type: none"> hear a guest speaker who has invented and marketed a new product. Among the areas covered will be product development, financing and marketing of product. 	Teacher observation of student interaction and sharing of their experience.	
19. understand and explain how the development of social media has shaped marketing and promotional communications.	9.4.12.N.79-81 9.4.12.N.(2).2-3 RH.11-12.4	<ul style="list-style-type: none"> read the infographic, “The History of Social Media” and create a cause/effect graphic organizer that contains the causes of change in communication trends and the effects of those changes. teacher-led discussion/presentation on two well-known social media sites: 	After creating the graphic organizer, students will draw conclusions and write a paragraph explaining where they think social media will be in the future based on what they read.	

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<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
		Facebook and MySpace focusing on success factors.		

IV. SECTION NAME – Timeline:

- Essential Question(s):** a) What is social media and how has/does it affect our culture?
- Enduring Understanding(s):** a) Students will understand how Marketing can use various social media platforms.
 b) As culture changes, marketers must respond.

<i>CONTENT OUTLINE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>Student will be able to:</i>		<i>Student will:</i>		
20. apply media law and ethics as they prepare, plan and write social media posts and blogs.	8.1.12.C.1 8.1.12.D.2 8.1.12.D.4 9.4.12.N.(4).14 9.4.12.N.(4).16 RH.11-12.4	<ul style="list-style-type: none"> analyze how the 1st Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of social media users (copyright, libel, slander, obscenity) and analyze the ethical guidelines to explain how or why they are important to social media organizations. introduction of www.firstamendmentcenter.org/high-court-asked-to-hear-student-online-speech-case. 	<p>Writing assignment: Take a stand and explain your reasoning - - should social media continue to be segmented or combined? Students will receive a court case to research and evaluate.</p> <p>Students will create mock social media posts and create blog sites for fictional products.</p>	

BIBIOGRAPHY

TEXTBOOKS:

Farese, Kimbrell, Woloszyk . *Marketing Essentials. 3rd edition.* Glencoe/McGraw Hill, 2012

SUPPLEMENTAL CLASSROOM MATERIALS:

Wall Street Journal. *The Wall Street Journal, (Classroom Edition)*

DECA, an association of marketing students

WEBSITES:

<http://www.adweek.com>

<http://www.advertisingage.com>

<http://www.bls.gov/oco/home.htm> *Occupational Outlook Handbook*

www.monster.com

VIDEO TAPES:

Sell & Spin: A History of Advertising, 2000.

Ten Greatest Commercials. A&E Broadcast, 1996.

DVD/TELEVISION:

Pom Wonderful Presents: The Greatest Movie Ever Sold, 2011.

Sell & Spin: A History of Advertising, 2000.

APPENDIX A **SAMPLE AUTHENTIC ASSESSMENT**

MARKETING RESEARCH PROJECT

Conduct Marketing Research for a New Minor League Baseball Franchise

Project Assignment: You work for a market research company whose client is an investor that would like to build a stadium and for a minor league baseball team in Parsippany. The client would like your research team to gather information that will assess the viability of this business.

Tasks to Be Completed: Students will collect, evaluate and present market research data. They will specifically complete the following tasks:

- Identify specific demographic data related to Parsippany and surrounding communities
- Identify geographic and competitive variables that may or may not support this business
- Develop an online questionnaire through Survey Monkey
- Tabulate and present results of questionnaire in graphic form
- Present recommendations

APPENDIX B NEW JERSEY STUDENT LEARNING STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS

[3 - English Language Arts](#)

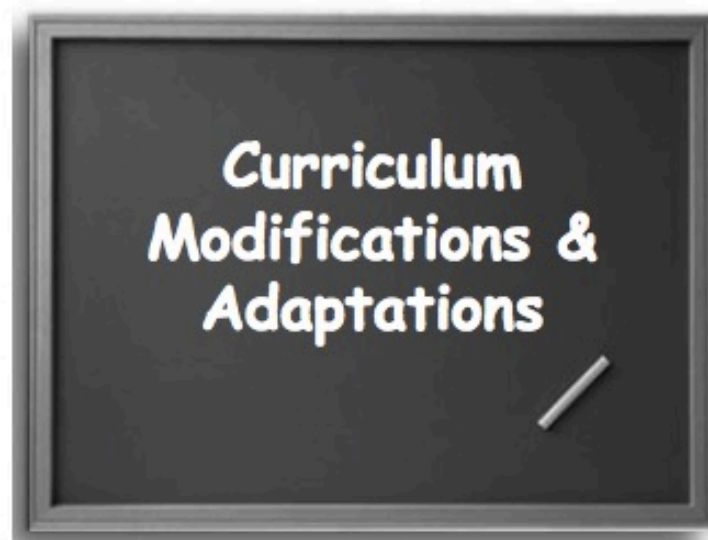
[4 - Mathematics](#)

[6 - Social Studies](#)

[8 - Technology](#)

[9 - 21st Century Life and Careers](#)

APPENDIX C **CURRICULUM MODIFICATIONS & ADAPTATIONS**



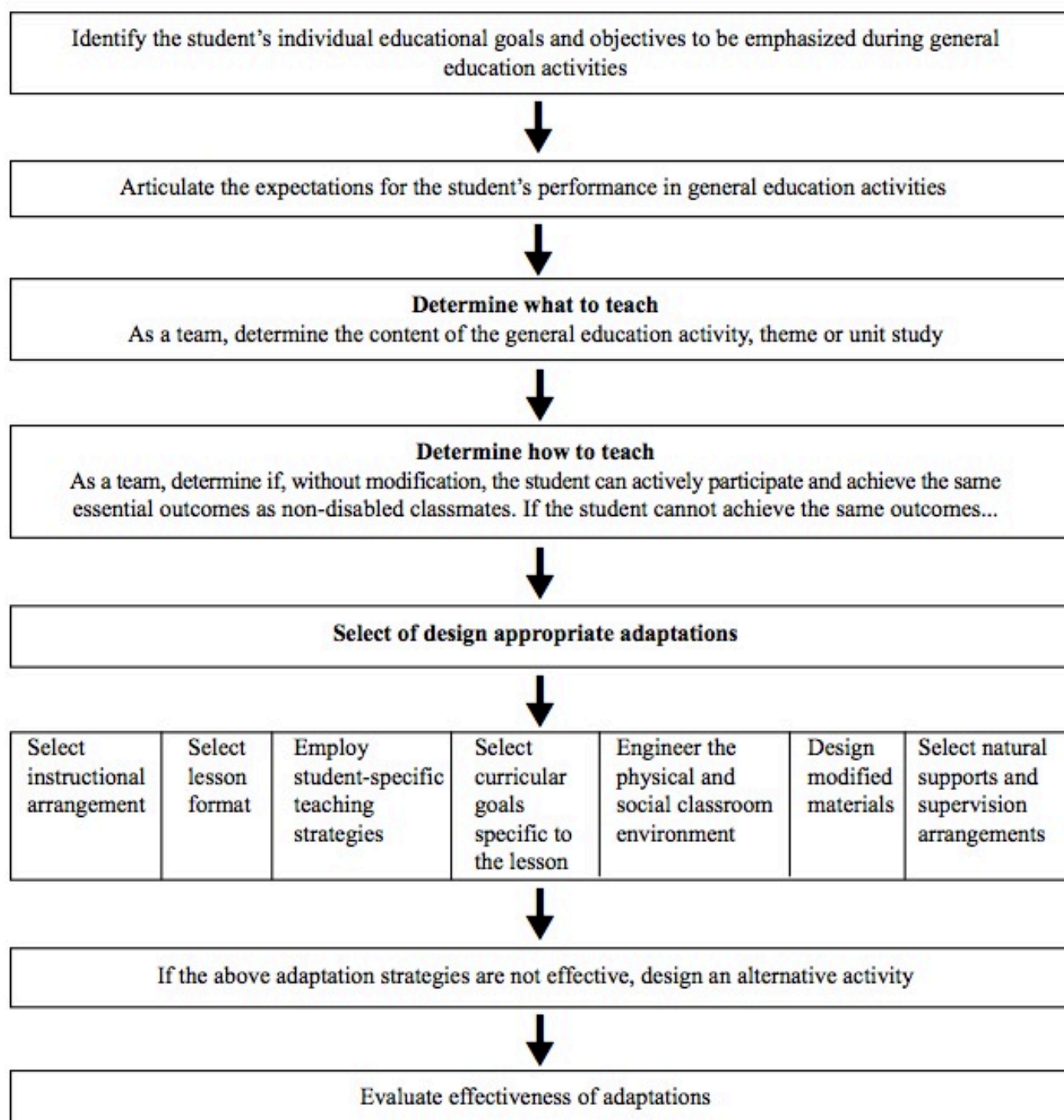
There is no recipe for adapting general education curriculum to meet each student's needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.

A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student's needs.



A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome be achieved?
2. Can the student's participation be increased by changing the instructional arrangement?
From traditional arrangements to:
 - Cooperative groups
 - Small groups
 - Peer partners
 - Peer or cross-age tutors
3. Can the student's participation be increased by changing the lesson format?
 - Interdisciplinary/thematic units
 - Activity-based lessons, games, simulations, role-plays
 - Group investigation or discovery learning
 - Experiential lessons
 - Community-referenced lessons
4. Can the Student's participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
 - Adjust performance standards
 - Adjust pacing
 - Same content but less complex
 - Similar content with functional/direct applications
 - Adjust the evaluation criteria or system (grading)
 - Adjust management techniques

Examine the Learning Environment

6. Can the changes be made in the classroom environment or lesson location that will facilitate participation?
 - Environmental/physical arrangements

- Social rules
- Lesson location

Examine the Materials for Learning

7. Will different materials be needed to ensure participation?
- Same content but variation in size, number, format
 - Additional or different materials/devices
 - Materials that allow a different mode of input
 - Materials that allow a different mode of output
 - Materials that reduce the level of abstraction of information

Examine the Support Structure


8. Will personal assistance be needed to ensure participation?
- From peers or the general education instructor?
 - From the support facilitator'?
 - From therapists'?
 - From paraprofessionals?
 - From others?


Arrange Alternative Activities that Foster Participation and Interaction

9. Will a different activity need to be designed and offered for the student and a small group of peers?
- In the classroom
 - In other general education environments
 - In community-based environments

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student's needs as identified on an IEP.

<p>a. Curriculum as is. This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.</p>	<p>Move in this direction only when necessary</p> 
<p>b. Different objective within the same activity and curriculum. The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include.</p> <ul style="list-style-type: none"> • A student with a short attention span staying on task for 5 minutes. • Using a switch to activate a communication device to share during a class discussion. • Expressing one's thoughts by drawing in a journal instead of writing. • Holding a book during reading time. • Understanding the effect World War II has on the present rather than knowing the names and dates of key battles. 	
<p>c. Material or environmental adaptations. The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:</p> <ul style="list-style-type: none"> • 5 spelling words from the weekly list instead of the standard 20. • Completing a cooking assignment by following picture directions rather than written directions • Changing the grouping of the class from large group to small groups (possible with the additional support staff). • Changing the instructional delivery from lecture to the cooperative learning format • Using a computer to write an assignment instead of paper and pencil. • Reading a test to a student. • Highlighting the important concepts in a textbook. • Having the student listen to a taped textbook. • Using enlarged print • Using an assistive technology device • Using visual cues such as picture and/or word schedules for those who have difficulty staying on task. • Using a note taking guide listing the key concepts during a lecture. 	

<p>d. Providing Physical assistance. Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student' life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Starting a computer for an student with an IEP to use. • Guiding a hand during handwriting. • Assisting in activating a switch. • Completing most of the steps of an activity and having a student with an IEP do the remainder • Pushing a student in a wheelchair to the next activity. 	<p>Move in this direction only when necessary</p> 
<p>e. Alternative/substitutue curriculum. This is sometimes referred to as functional curriculum as it usually involves the acpquisition of "life skills." The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Community-based instruction (which all students may benefit from!) • Learning job skills in the school cafeteria. • Learning how to use a communication device. • Doing laundry for the athletic department • Learning cooking/grooming skills at the home. 	

Overlap does occur among the five types of curriculum adaptations.

Nine Types of Adaptions

Input

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

Output

Adapt how the learner can respond to instruction

For example:

Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.

Time

Adapt the time allotted and allowed for learning, task completion or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.

Level of Support

Increase the amount of personal assistance with specific learner.

For example:

Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.

Size

Adapt the number of items that the learner is expected to learn or compete.

For example:

Reduce the number of social studies terms a learner must learn at any one time.

Degree of Participation

Adapt the extent to which a learner is actively involved in the task.

For example:

In geography, have a student hold the globe, while others point out the locations.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example:

In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.

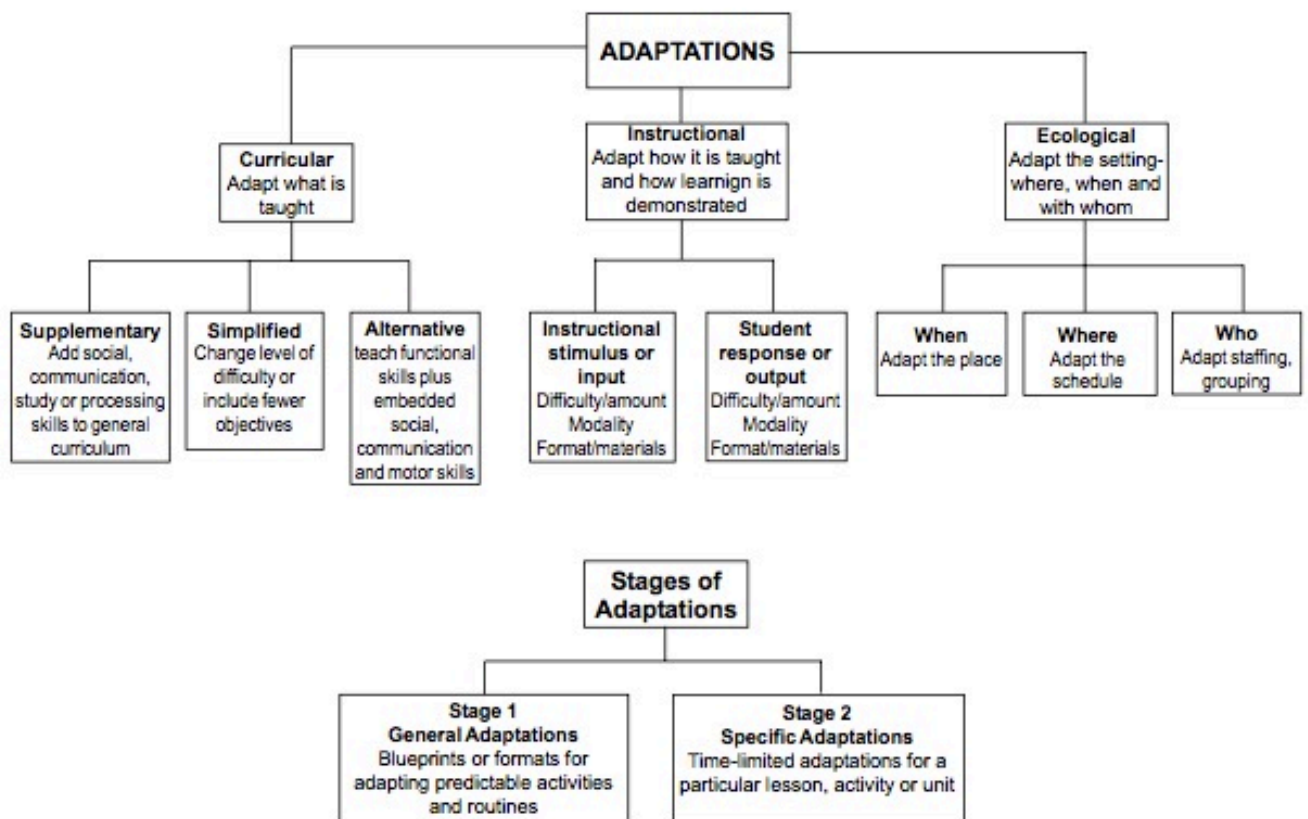
Substitute Curriculum

Provide the different instruction and materials to meet a learner's individual goals.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Adaptations



Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:

reading math science social studies writing music health P.E. art

Grade Level:

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know

.....

4. Briefly identify the *instructional* plan for most learners: As teacher, I will

.....

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

.....

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

Input	Output	Time
Difficulty	Level of Support	Size
Degree of Participation	Alternate Goal	Substitute Curriculum

SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:

reading math science social studies writing music health P.E. art

Grade Level:4.....

2. Select the lesson topic to be taught (on one day): **Vocabulary comprehension**

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know**the meaning of new vocabulary words from their story**.....

4. Briefly identify the instructional plan for most learners: As teacher, I will **ask students to complete a matching activity in which they match words and definitions on paper. The students will also choose one word and write a sentence using the word on the bottom of their paper.**

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: **Kim**

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<p>Input</p> <p>Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.</p>	<p>Output</p> <p>Allow the student to record all or part of the assignment on tape.</p>	<p>Time</p> <p>Ask the student to complete the assignment at home and return it the next day.</p>
<p>Difficulty</p> <p>Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.</p>	<p>Level of Support</p> <p>Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.</p>	<p>Size</p> <p>Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.</p>
<p>Degree of Participation</p> <p>Ask the student to check classmates' definitions against as answer key.</p>	<p>Alternate Goal</p> <p>Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.</p>	<p>Substitute Curriculum</p> <p>Choose a different story for the student to read and identify one or several words the learner needs to know.</p>

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:

math science history literature business P.E. fine arts health

Grade Level:

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know

.....

4. Briefly identify the *instructional* plan for most learners: As teacher, I will

.....

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

.....

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

Input	Output	Time
Difficulty	Level of Support	Size
Degree of Participation	Alternate Goal	Substitute Curriculum

SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:

math science history literature business P.E. fine arts health

Grade Level: 10.....

2. Select the lesson topic to be taught (on one day): **Concept comprehension**

3. Briefly identify the *curricular* goal for most learners: **By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.**

4. Briefly identify the *instructional* plan for most learners: **As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.**

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

John

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<p>Input</p> <p>Provide a review of the chapter prior to having the student complete the written work.</p>	<p>Output</p> <p>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</p>	<p>Time</p> <p>Allow the student an extra day to complete the task either in study hall or at home.</p>
<p>Difficulty</p> <p>Identify the key concepts for the student but keep the remainder of the assignment the same.</p>	<p>Level of Support</p> <p>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</p>	<p>Size</p> <p>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</p>
<p>Degree of Participation</p> <p>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</p>	<p>Alternate Goal</p> <p>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</p>	<p>Substitute Curriculum</p> <p>During this lesson the student can work on keyboarding skills in the computer lab.</p>

(Elementary)

<i>Thematic Lesson Plan</i>		
<i>School Name</i>	<i>Class:</i>	<i>Unit:</i>
<i>Student Name:</i>		<i>Room:</i>
<i>Age:</i>		
<i>Grade:</i>		
<i>Parent/Guardian:</i>	<i>Phone:</i>	
<i>Classroom Teacher:</i>		
<i>Inclusion Support Teacher:</i>		
<i>Major standards, objectives and expectations for the unit</i>		
<i>Materials, books, media, worksheets, software, etc.</i>	<i>Items requiring accommodations and/or modifications</i>	
<i>Instructional arrangements. Time and opportunities for large group, small group, coop group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:</i>	<i>Items requiring accommodations and/or modifications</i>	
<i>Projects, supplemental activities, and homework</i>	<i>Items requiring accommodations and/or modifications</i>	
<i>Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.</i>	<i>Items requiring accommodations and/or modifications</i>	

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SAMPLE FORM

<i>Thematic Lesson Plan</i>		
<i>School Name</i> Palm View Elementary	<i>Class</i> Social Studies	<i>Unit</i> More Alike Than Different
<i>Student Name:</i> Corey Santos		<i>Room:</i> 21
<i>Age:</i> 8 <i>Grade:</i> 2		
<i>Parent/Guardian:</i> Ms. Anita Santos		<i>Phone:</i> 555-5432
<i>Classroom Teacher:</i> Mr. Sean Garrett		
<i>Inclusion Support Teacher:</i> Ms. Tangela Hunter		
<i>Major standards, objectives and expectations for the unit</i>		
1. Understand why personal and civic responsibility are important. 2. Understand the cultural traditions and contributions of various societies and groups. 3. Display appreciation of diversity in our society, including cultural, gender, and ability.		
<i>Materials, books, media, worksheets, software, etc.</i>	<i>Items requiring accommodations and/or modifications</i>	
1. Children's books on topic 2. "Chocolates" posterboard (Activities for a Diverse Classroom) 3. Family interview questions 4. Slides and overheads	1. Some books on tape 2. Highlighted posterboard 3. Fewer questions - done on audio tape	
<i>Instructional arrangements. Time and opportunities for large group, small group, coop group, learning centers, individual activities, nonclassroom instruction. Does it change day to day? Explain:</i>	<i>Items requiring accommodations and/or modifications</i>	
1. Large group for read aloud 2. Interactive lessons using various media 3. Cooperative groups to complete Hyperstudio project 4. Small group for chocolate activity	2. Modify if necessary 3. Paraprofessional assistance with computer	
<i>Projects, supplemental activities, and homework</i>	<i>Items requiring accommodations and/or modifications</i>	
1. "Box of Chocolates" activity (Activities for a Diverse Classroom) 2. Hyperstudio group project: Are We More Alike Than Different? 3. Homework - family interview	1. Highlight posterboard of key points 2. Select task items at student's instructional level 4. Provide word bank or magazine pictures	
<i>Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.</i>	<i>Items requiring accommodations and/or modifications</i>	
1. Completion of group activities 2. Rubric for Hyperstudio presentation 3. Family interview	1. Assess on use of language 2. Modify rubric	

<i>Thematic Lesson Plan</i>		
School Name Palm View Elementary	Class Language Arts	Unit: One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss
Student Name: Corey Santos		Room: 21
Age: 8		
Grade: 2		
Parent/Guardian: Ms. Anita Santos Phone: 555-5432		
Classroom Teacher: Mr. Sean Garrett		
Inclusion Support Teacher: Ms. Tangela Hunter		
Major standards, objectives and expectations for the unit		
<ol style="list-style-type: none"> 1. Increase comprehension by rereading, retelling, and discussion. 2. Determine the main idea in nonprint communication. 3. Write, question, and make observations about familiar topics, stories, and new experiences. 4. Recognize personal preferences in literature. 		
Materials, books, media, worksheets, software, etc.		Items requiring accommodations and/or modifications
<ol style="list-style-type: none"> 1. Dr. Seuss books; 2. Formatted reflective journal; 3. Summary sheet to be completed on each book; 4. Family response journal (home work); 5. video versions of Dr. Seuss books; 6. Computer - Clarisworks program; 7. Biographical source materials 		<ol style="list-style-type: none"> 2. Pictures available for use in journal 6. Picture vocabulary writing program 7. Taped readings of source material
Instructional arrangements. Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:		Items requiring accommodations and/or modifications
<ol style="list-style-type: none"> 1. Large group for K-W-L chart; 2. Large group read aloud; 3. Read-write-pair-share; 4. Individual journal writing; 5. Partner research in media center; 6. Concept webs of themes; 7. Small group editing 		<ol style="list-style-type: none"> 1. Preview for prior knowledge 3. Picture schedule of activity 4. Design with sentence stems 5. Create list of materials to locate 6. Pictures for web 7. Picture checklist of process
Projects, supplemental activities, and homework		Items requiring accommodations and/or modifications
<ol style="list-style-type: none"> 1. Read 2 books-parent and child write in response journal (homework); 2. Choose 4 books from list (one must be a video), analyze for common themes; 3. Analyze for a kindergarten, then read aloud to him or her 		<ol style="list-style-type: none"> 1. Parent tips for activity 2. Assistance in selecting books
Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.		Items requiring accommodations and/or modifications
<ol style="list-style-type: none"> 1. Reflective journal entries 2. Author project rubric of presentation 3. Self-assessment of kindergarten reading 4. Portfolio selection 		<ol style="list-style-type: none"> 2. Reduce rubric to focus on thematic analysis 3. Use pictures to support self-assessment

SAMPLE FORM (Secondary)

<i>Academic Unit Lesson Plan</i>																				
<i>School Name</i>	<i>Class:</i>	<i>Unit:</i>																		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Student Name:</i></td> <td style="width: 30%; border: none;"><i>Class Schedule:</i></td> <td style="width: 20%; border: none;"><i>Room:</i></td> </tr> <tr> <td style="border: none;"><i>Age:</i></td> <td colspan="2" style="border: none;"></td> </tr> <tr> <td style="border: none;"><i>Grade:</i></td> <td colspan="2" style="border: none;"></td> </tr> <tr> <td style="border: none;"><i>Parent/Guardian:</i></td> <td colspan="2" style="border: none;"><i>Phone:</i></td> </tr> <tr> <td style="border: none;"><i>Advocate Teacher:</i></td> <td colspan="2" style="border: none;"></td> </tr> <tr> <td style="border: none;"><i>Classroom Teacher:</i></td> <td colspan="2" style="border: none;"></td> </tr> </table>			<i>Student Name:</i>	<i>Class Schedule:</i>	<i>Room:</i>	<i>Age:</i>			<i>Grade:</i>			<i>Parent/Guardian:</i>	<i>Phone:</i>		<i>Advocate Teacher:</i>			<i>Classroom Teacher:</i>		
<i>Student Name:</i>	<i>Class Schedule:</i>	<i>Room:</i>																		
<i>Age:</i>																				
<i>Grade:</i>																				
<i>Parent/Guardian:</i>	<i>Phone:</i>																			
<i>Advocate Teacher:</i>																				
<i>Classroom Teacher:</i>																				
<i>Major standards, objectives and expectations for the unit</i>																				
<i>Materials, books, media, worksheets, software, etc.</i>		<i>Items requiring adaptations and/or modifications</i>																		
<i>Instructional arrangements. Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:</i>		<i>Items requiring adaptations and/or modifications</i>																		
<i>Projects, supplemental activities, and homework</i>		<i>Items requiring adaptations and/or modifications</i>																		
<i>Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.</i>		<i>Items requiring adaptations and/or modifications</i>																		

(Example for student Kelley Glass)		Academic Unit Lesson Plan	
School Name: Central	Class: Biology	Unit: The Cell	
Student Name: Kelley Glass Age: 15 Grade: 10 Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212 Advocate Teacher: Mr. David Porter Classroom Teacher: Ms. Juanita Fouche		Class Schedule: Block 1: Math Block 2: English Block 3: Biology Block 4: World Geography Block 5: 3-D Art	Room: 22 147 10 150 17
Major standards, objectives and expectations for the unit			
<ol style="list-style-type: none"> Students will understand the structure and function of the cell. Students will identify the parts of the cell. Students will identify how cells are organized in multi-cellular organisms. 			
Materials, books, media, worksheets, software, etc.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Book: Modern Biology Educational videotapes related to chapter contents Art supplies for cell projects Chapter worksheets Primary source: Science magazine article on the cell Local biology professor to discuss current research on cells 		<ol style="list-style-type: none"> Order textbook from publisher on cassette. Modify worksheets to emphasize key points of chapters. Record science magazine article on audio tape. 	
Instructional arrangements. Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Large group instruction with overheads to introduce the cell Small groups to complete labs, worksheets, mind map, and chapter review Two cell labs will be completed in partners (onion skin & Jell-O) Individual time to complete illustrated vocabulary 		<ol style="list-style-type: none"> Copy of teacher's overhead transparencies given to student Peer takes notes and highlights key points; student types on to computer for both Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review 	
Projects, supplemental activities, and homework		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Homework: Complete vocabulary, bring in Jell-O cell food items "Design a cell" and "Parts of the cell" group projects & presentations Write-up for each completed lab with illustrations 		<ol style="list-style-type: none"> Magazine pictures to illustrate the meaning of vocabulary words Lab write-up sheet completed with peer using computer graphics & illustrations to supplement write-up 	
Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Add illustrated vocabulary words to class portfolio Culminating activity: "Design a cell" and "Parts of the cell" projects Chapter test 		<ol style="list-style-type: none"> Chapter test read orally with additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions. 	

SAMPLE FORM

(Example for student Kelley Glass)		Academic Unit Lesson Plan	
School Name: Central	Class: Sophomore English	Unit: Of Mice and Men	
Student Name: Kelley Glass		Class Schedule:	Room:
Age: 15		Block 1: Math	22
Grade: 10		Block 2: English	147
Parent/Guardian: Ms. Rebecca Glass Phone: 555-1212		Block 3: Biology	10
Advocate Teacher: Mr. David Porter		Block 4: World Geography	150
Classroom Teacher: Mr. Sam Moore		Block 5: 3-D Art	17
Major standards, objectives and expectations for the unit			
<ol style="list-style-type: none"> Students will evaluate their beliefs related to prejudice and diversity. Students will learn about the plight of the migrant farm worker. Students will learn about the times during the Depression and the time period in which Steinbeck did his writing. 			
Materials, books, media, worksheets, software, etc.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Copy of the short story "The Circuit" by Francisco Jimenez Copy of the novel <i>Of Mice and Men</i> by John Steinbeck Worksheets for each of the six chapters Video of the book <i>Of Mice and Men</i> Video camera "I Am" Poem to use with "The Circuit" "Open Mind" worksheet (see activity under Projects) Circle of Friends worksheet (see activity under Projects) 		<ol style="list-style-type: none"> Audiocassette recorder of the short story "The Circuit" Audiocassette recorder of the novel <i>Of Mice and Men</i> Reformat chapter summary worksheets and comprehension questions using outlines, pictures, or yes/no format 	
Instructional arrangements. Time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Large group instruction for introduction of the time period, Steinbeck, the Depression and migrant farm workers; use of opening question in Socratic dialogue format: Am I my brother's keeper? Small groups for "I Am" poem for "The Circuit" Student pairs to complete worksheets Large group presentation for trial for George (with every student having a part in the trial) 		<ol style="list-style-type: none"> Peer takes notes in class; student types notes on computer for both 	
Projects, supplemental activities, and homework		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Class completes chapter worksheets "I Am" poem on short story "The Circuit" Students complete outline of poem format that includes descriptive phrases, parallel structure within lines, and constructive thinking Simulated trial of George for killing Lennie Homework: rehearse roles in trial, some reading of novel at home Illustration of vocabulary words "Open Mind" activity: students fill in thoughts from the perspective of specified characters Circle of Friends activity: students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie's character (from <i>Of Mice and Men</i>) 		<ol style="list-style-type: none"> Reformatted worksheets completed on the computer with the peer tutor. Give options for responses for completing poem (3 choices for each line of the poem) Listen to audiocassette and/or family members read book. Rehearse part in play with picture cue cards. Word bank to use for completing "Open Mind" activity 	
Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.		Items requiring adaptations and/or modifications	
<ol style="list-style-type: none"> Trial presentation/videotaped Objective test Evaluative essay 		<ol style="list-style-type: none"> Test read orally to student by peer tutor. Choices for answers are limited in number. With assistance from peer, complete the essay outline using computer. Create a pictorial collage to represent the themes of each section of the outline. 	