

**ADVERTISING & SALES
Curriculum Guide
AUGUST 2008
COURSE NUMBER # 672**

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TEACHER: MR. GARY DUTKO**

Name of Course: Advertising & Sales
Level of Course: Academic
Prerequisites: None
Grades Levels Offered to: 9 through 12
Course Number: 672
Number of Credits: 5
Length: Thirty Six Week curriculum / 180 days
Recommended class size: Maximum 24- (*Computer restrictions*)
Teacher Recommendation: One-Certified Business: Marketing Education Teacher
Revised Date and Teachers Names: Mr. Gary Dutko (August 2008)
Next Revision Due: April 2013

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

Purpose:

Growth in advertising career opportunities alone is expected to be faster than average because of competition in the United States and the global marketplace. The U. S. Department of Labor has projected a growth rate of about 30% for marketing research analysts, advertising managers, and visual artists. As the U.S. businesses expand to other countries, advertising and promotion work will increase dramatically.

This course is coordinated to help the student reach his/her potential in helping to fill a part of that demand for advertising and sales professionals.

The course "Advertising & Sales" is designed to provide the student with the tools to make the successful transition to a college marketing program or to have success in either the Co-op program or regular employment in entry level advertising or sales positions. Advertising & Sales is an introduction to college level marketing concepts of Advertising and Personal Selling. Through lecture, textbook lessons, and hands-on projects in the classroom and school store, the student will develop marketing skills in areas such as operating a cash register, advertising, personal selling, handling money, and dealing with customers.

Advertising & sales may be taken any year as a prerequisite to Sports & Entertainment Marketing and/or the co-op program. It may also be taken as a stand-alone elective or concurrently with the Co-op class (during the senior year) as part of the Work-study program.

Advertising & sales may also be taken as an elective for those students who have an interest in either developing skills that are useful in marketing jobs (i.e. summer employment) or for the student interested in pursuing business or marketing on the college level.

Method of Instruction:

The Advertising & Sales course will provide students with knowledge of in-depth marketing skills and introduce various technology used in the advertising and sales fields. Through participation in problem solving activities, lecture & discussion, and computer simulation the students will gain valuable knowledge. There will be a clear connection made between the material taught in the Advertising & Sales classes and real world principles. In order to solve real life problems students will take part in role playing activities that parallel actual selling and advertising situations. These will also parallel DECA competitive events as the course will help to prepare DECA students for competitions. Students will get a better understanding of how real world situations are addressed.

General Objectives:

At the conclusion of this course, the students will be able to:

1. Describe the role of promotion as a marketing function.
2. Identify the elements of the promotional mix.
3. Identify the concepts of advertising and promotion.
4. Explain the types of advertising media.
5. Evaluate the effectiveness of advertisements.
6. Calculate media costs.
7. Analyze benefits of public relations and publicity.
8. Develop sales promotion plans.
9. Explain the use of visual merchandising and display arrangements.
10. Explain the use of advertising agencies.
11. Explain the nature and scope of the selling function.
12. Analyze products and their information to identify features and benefits.
13. Use product information in selling.
14. Address the needs of individual personalities.
15. Identify customer buying motives.
16. Facilitate customer decision-making.
17. Determine customer needs/wants.
18. Explain the selling process.
19. Prepare for a sales presentation.
20. Perform a sales presentation.
21. Calculate charges associated with customer transactions.
22. Analyze technology for use in the sales function.
23. Work in teams for learning, problem solving, and presentation.
24. Prepare for life-long learning by using self-management and self-assessment strategies in terms of knowledge and skills.
25. Explain the methods used to segment markets.
26. Explore career-specific areas.
27. Develop skills in critical thinking, analytical reasoning and logic, the ability to establish and recognize the validity of information and develop and apply problem solving methods.
28. Understand the purpose of DECA and how it can help prepare students for the business world.
29. Summarize the key principles of free, modified free and directed economies.
30. Become an independent thinker, recognize when to follow, and know how to be a good team member.

Lecture/Discussion	Objectives 1, 2, 4, 6, 9, 10, 11, 18, 25, 26, 29
Class Projects/ Lab Sessions	Objectives 5, 6, 8, 13, 14, 16, 20, 23, 27, 28,
Problem-Based learning	Objectives 6, 7, 12, 21, 22, 23, 27,
Computer-Base instruction	Objectives 1, 3, 5, 7, 8, 15, 17, 23, 27, 30,
Homework	Objectives 12, 19, 20, 23, 24, 27, 29,
Mentor/Visitations	Objectives 4, 10, 18, 20, 22, 26, 28, 30

Measurement of success in meeting these general objectives will be carried out through the following methods of assessment:

Classwork/Homework	Objectives 1, 12, 19, 20, 23, 24, 27, 29,
Quizzes/Tests Mid Term Exam and Final Exam	Objectives 1 - 30,
Projects/Labs	Objectives 8, 13, 19, 20, 23, 27, 28, 30
Class Participation	Objectives 1 – 7, 9-11, 15, 20, 21, 23-25, 29

Standards Targeted Throughout the Curriculum

Career Education and Consumer, Family and Life Skills STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.
6. All students electing further study in career and technical education will also:
7. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
8. Participate in simulated industry assessments, when and where appropriate.
9. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
10. Demonstrate occupational health and safety skills related to industry-specific activities.

Career Education and Consumer, Family and Life Skills STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.

5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

Technological Literacy STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

A. Basic Computer Skills and Tools

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

Information Access and Research

1. Select and use specialized databases for advanced research to solve real world problems.
2. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
3. Evaluate information sources for accuracy, relevance, and appropriateness.
4. Compose, send, and organize e-mail messages with and without attachments.

Problem Solving and Decision Making

1. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
2. Identify, diagnose, and suggest solutions for non-functioning technology systems.
3. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
4. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

Technological Literacy STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

A. Nature and Impact of Technology

1. Use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

C. Systems in the Designed World

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

Mark-Ed National Marketing Standards 2005

Knowledge and Skill Statements:

Distribution: Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services

- Explain the nature and scope of distribution (DS:001, DS LAP 1) (CS)
- Explain the relationship between customer service and distribution (DS:029) (CS)
- Explain the nature of channels of distribution (DS:055, MB LAP 3) (CS)
- Describe the use of technology in the distribution function (DS:054) (CS)
- Explain legal considerations in distribution (DS:058) (SP)
- Describe ethical considerations in distribution (DS:059) (SP)
- Coordinate distribution with other marketing activities (DS:048) (SP)
- Explain the nature of channel-member relationships (DS:049) (SP)
- Explain the nature of channel strategies (DS:028) (MN)
- Select channels of distribution (DS:050) (MN)
- Evaluate channel members (DS:051) (MN)

Marketing-Information Management: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

- Describe the need for marketing information (IM:012) (CS)
- Assess marketing-information needs (IM:182) (MN)
- Explain the nature and scope of the marketing-information management function (IM:001, IM LAP 2) (SP)
- Develop marketing-information management system (IM:163) (MN)
- Explain the role of ethics in marketing-information management (IM:025) (SP)
- Describe the use of technology in the marketing-information management function (IM:183) (SP)
- Identify information monitored for marketing decision making (IM:184) (SP)
- Explain the nature of marketing research in a marketing-information management system (IM:010, IM LAP 5) (SP)
- Describe techniques for processing marketing information (IM:062) (SP)
- Explain the concept of marketing strategies (IM:194, IM LAP 7) (CS)
- Identify considerations in implementing international marketing strategies (IM:195) (MN)
- Explain the concept of market and market identification (IM:196, IM LAP 9) (CS)
- Identify market segments (IM:239) (MN)
- Select target market (IM:160) (MN)
- Explain the nature of marketing plans (IM:197) (SP)
- Conduct SWOT analysis for use in marketing planning process (IM:141) (MN)
- Develop marketing plan (IM:198) (MN)

Pricing: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

- Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)
- Describe the role of business ethics in pricing (PI:015) (SP)
- Explain the use of technology in the pricing function (PI:016) (SP)
- Explain legal considerations for pricing (PI:017) (SP)
- Explain factors affecting pricing decisions (PI:002, PI LAP 3) (SP)

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

- Explain the nature and scope of the product/service management function
- (PM:001, PP LAP 5) (SP)
- Identify the impact of product life cycles on marketing decisions (PM:024) (SP)
- Describe the use of technology in the product/service management function
- (PM:039) (SP)
- Explain business ethics in product/service management (PM:040) (SP)
- Identify product opportunities (PM:134) (SP)
- Identify methods/techniques to generate a product idea (PM:127, PM LAP 11)
- (SP)
- Generate product ideas (PM:128) (MN)
- Determine initial feasibility of product idea (PM:129) (MN)
- Explain warranties and guarantees (PM:020, PP LAP 4) (CS)
- Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)
- Evaluate customer experience (PM:138) (MN)
- Explain the concept of product mix (PM:003, PP LAP 3) (SP)
- Describe the nature of product bundling (PM:041) (SP)
- Identify product to fill customer need (PM:130) (MN)
- Plan product mix (PM:006) (MN)
- Determine services to provide customers (PM:036) (MN)
- Describe factors used by marketers to position products/businesses (PM:042)
- (SP)
- Explain the nature of branding (PM:021, PM LAP 6) (SP)
- Explain the role of customer service in positioning/image (PM:013, PM LAP 1)
- (MN)
- Develop strategies to position product/business (PM:043) (MN)
- Build brand (PM:126, PM LAP 10) (MN)

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

- Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS)
- Explain the types of promotion (PR:002, PR LAP 4) (CS)
- Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)
- Describe the use of business ethics in promotion (PR:099) (SP)
- Describe the use of technology in the promotion function (PR:100) (SP)
- Describe the regulation of promotion (PR:101) (SP)
- Explain the types of advertising media (PR:007, PR LAP 3) (SP)
- Explain components of advertisements (PR:014, PR LAP 7) (SP)

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

- Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)
- Explain the role of customer service as a component of selling relationships
- (SE:076) (CS)
- Explain key factors in building a clientele (SE:828, SE LAP 115) (SP)
- Explain company selling policies (SE:932, SE LAP 121) (CS)
- Explain business ethics in selling (SE:106) (SP)
- Describe the use of technology in the selling function (SE:107) (SP)
- Describe the nature of selling regulations (SE:108) (SP)

Specific Behavioral Objectives and Timelines:

Current school structure: One day = One 42 minute period. Many units of study are woven together to simulate the real world.

Unit 1: Introduction to “The World of Marketing”

Time = 6/7 days

Goal: The student will become familiar with fellow classmates, Business department policies, and general marketing terms and concepts to build a foundation for further learning.

Objectives:

1. Students will complete an information card containing: name, name of parent/guardian, phone number, address, and book number.
1. Describe the scope and 9 functions of marketing.
2. Explain the economic value (utilities) and benefits of marketing.
3. Discuss the reasons for studying marketing.
4. Identify future employment opportunities for those trained in marketing.
5. State the Marketing Concept.
6. Define “market” and how to identify one.
7. Explain the methods used to segment markets.
8. Identify the 4 P’s of the Marketing Mix.
9. Identify methods of positioning and illustrate uses.

Textbook: Chapters 1 Pages 1 -23

Assignments: Case Study Questions, p.18
A Matter of Ethics, p.16
Section Review Questions pp.11 & 19
Student Activity Workbook pp. 1 – 6

Evaluation: Workbook pages 1 - 6
Review Facts & Ideas questions pp. 21 #12 - 19
Critical Thinking Questions p.22 # 23 & 24
Building Academic Skills p.22, #20
Quiz on Chapter 1

Unit #2: DECA

Time = 25+ days

Goal: To familiarize students with DECA activities and events that simulate real-life situations one may encounter in a marketing career.

DECA activities are an ongoing part of a marketing education program and will vary throughout the year. Class time will be allotted as needed with an average of 2-3 sessions per month taking place. As competitive events draw near, the frequency of sessions may be greater because the role-playing situations performed in class are an effective means of preparation for these events.

In Advertising & Sales an emphasis will be placed on a establishing an in depth overview of more advanced marketing skills including preparation of advertisements, presentations, and salesmanship.

Students are encouraged to take part in various fundraising activities, community service projects, volunteer programs or projects, and entrepreneurial activities. Students will collaborate with the teacher to establish goals. It is strongly suggested that the Advertising & Sales student join the DECA club and take part in all of the opportunities that the club offers such as; leadership opportunities and workshops, competition, and community related projects.

Unit #3: Virtual Business

Time = 20+ days

Goal: Students will gain hands on experience through software-based simulation of a convenience store. Student will control pricing, location, promotion, merchandising, market research, personnel, and other aspects of operating the convenience store and gain an understanding of the influence that the combination of these elements has on profits. Students may also compete against each other for profits and success through multi-player classroom competitions. Virtual Business is also a DECA competitive event and students (DECA members) may choose to compete online against DECA members around the country for scholarships and state, regional, and national recognition.

Program:

Virtual Business 2.0

Objectives:

1. To solve real-world problems through a simulation environment so that students can learn the impact of decision-making on profits.
2. Students manage their project from a single store to possible chains and work from single decisions to multiple decisions and tasks.
3. To effectively manage the convenience store to a profitable state and avoid bankruptcy while being competitive in the marketplace.

Assignments: Various lessons and project-based assignments break down the tasks of running the business into individual pieces. Each lesson focuses on one decision and helps a student to understand the impact of individual components of running a business when all else is constant to evaluate that one aspect on business success.

Evaluation: Individual lessons and projects from Virtual Business Binder

Unit #4: Communication Skills

Time = 9/10 days

Goal: To perform effective communication through enhancement of their listening, reading, writing, & presentation skills. To build basic communication skills essential to clear expression of thought in the business world and daily life.

Objectives:

1. Define verbal and nonverbal communication.
2. Explain the role of listening in communication.
3. Demonstrate an understanding of cultural differences and why knowledge of these is important.

4. Explain how to organize and present your ideas.
5. Demonstrate telephone communication skills.
6. Explain how to write effective business communications and persuasive messages.

Text: Chapter 8, pages 196 - 215

Assignments: Case Study p. 186
 A Matter of Ethics, Pg 189
 Section Review Questions, p. 183 & 191
 Student Activity Workbook, p. 63 - 72 as needed

Evaluation: Workbook Pages 63 - 72
 Review Facts and Ideas Questions, pg.193, # 12 - 16
 Critical Thinking Questions pg.194, #24
 Building Academic Skills p. 194, #20 -22
 Quiz on Chapter 8

Unit #5: Technology Applications for Marketing

Time = 1 week

Goal: To describe the technology and software used most often in marketing (especially Advertising & Sales) and emphasize the programs used in presentations.

Objectives:

1. Identify types of computer applications and explain how they are used in marketing.
2. Describe the types of software that are influencing the world of marketing.
3. Explain how the Internet can increase business productivity.

Text: Chapter 9, pages 196 - 215

Assignments: Case Study Questions, p. 203
 Section Review Questions, p. 204 & 211
 Student Activity Workbook, pp. 73 – 76, as needed

Evaluation: Workbook Pages 73 - 76
 Review Facts and Ideas Questions, pp. 213, #19 - 24
 Critical Thinking Questions p. 214, #28
 Quiz on Chapter 9

Unit #6: Promotion

Time = 10 – 12 weeks

Goal: To explain the concepts of various types of promotion and promotional strategies and how to create a promotional mix. Students will explore different methods of visual merchandising; evaluate the various media types for effectiveness, appropriateness for target, and cost; and create strategies for developing advertising campaigns, discuss the role of advertising agencies, and create effective print advertisements using techniques learned in the unit.

Objectives:

1. Identify various types of promotion.
2. Distinguish between public relations and promotion
3. Create a news release.
4. Describe the concept of the promotional mix.
5. Define sales promotion.
6. Explain the concept and purpose of visual merchandising.
7. Identify the elements of visual merchandising.
8. Describe types of display arrangements.
9. Explain the purpose of advertising in the promotional mix.
10. Identify the different types of advertising media.
11. Detail the advantages and disadvantages of each type of media.
12. Discuss the planning and selection of advertising media.
13. Explain techniques used to measure and evaluate media.
14. Summarize how media costs are determined.
15. Explain the methods of creating promotional budgets.
16. Discuss how advertising campaigns are developed.
17. Explain the role of an ad agency.
18. Identify the main components and principles of creating of print ads.
19. List advantages and disadvantages of using color and its impact on ads.
20. Describe how typefaces and font size can affect print ads.
21. Create effective print ads and/or commercials using the techniques learned in the unit.
22. Create an advertising campaign suitable for use in DECA competition, using methods and techniques learned in this Unit.

Text: Chapters 17, 18, 19, & 20 pages 358 -438
Supplemental Teacher-made Worksheets and handouts as needed from various resources

Video/DVD: Sales Professionals: It's a Living
Tommy Boy video and other videos/DVD's as needed
Various TV broadcasts, DVD's, VHS movies and recordings as needed, these can change each year as new programs become available.

Assignments: Case Studies, pgs. 374, 391, 413, & 432
A Matter of Ethics, pgs. 383, 425
Section Review Questions, pp. 368, 375; 387, 393; 408, 415; 428, & 423.
Student Activity Workbook, pp.141 - 143; 149, 150, 155; 159, 160, 161; 169 - 172
Advertisement Design Projects
PizzaRama Project

Evaluation: Workbook Pages as needed
Review Facts and Ideas Questions, p.377, #20 – 24; pg 395 #10, 12, 15, & 17;
pg. 417, #15 – 20; pg. 435, # 11 – 14 & 16
Critical Thinking Questions p. 378, #28 or 29; pg 396, #21 or 22; pg. 418, 24 or 25;
pg. 436, # 21 or 22

Build Skills Questions: pg. 378, #25 or 26; pg 396, #18 or 19 & 20;
pg 418, #21 or 22; pg. 436, # 18, 19, or 20
Quiz on Chapter 17, 18, 19, & 20
Advertisement Design Projects
PizzaRama Project
Unit Test

Unit #7: Interpersonal Skills

Time = 7-8 days

Goal: Through role-playing activities, students will demonstrate effective interpersonal skills that can lead to successful relations in the marketing world. Carry over of knowledge and skills gained in previous courses will be demonstrated.

Objectives:

1. Recognize personal traits necessary for ethical action in the workplace.
2. Identify important interpersonal skills that can help you have more successful relations with other people in the workplace and daily life.
3. Effectively perform role-playing in diverse environments.
4. Manage conflict by using appropriate negotiation skills.
5. Discuss how to handle customer complaints.
6. Identify skills needed to be an effective team member.
7. Name six aspects of effective teamwork.

Text: Chapters 10, pages 216 -233

Assignments: Case Study Questions, p. 223
A Matter of Ethics, p. 221
Section Review Questions, pp. 224 & 229
Student Activity Workbook, pp. 81 - 84

Evaluation: Workbook Pages 81 - 84
Review Facts and Ideas Questions, pp. 231, #7 - 12
Critical Thinking Questions p.232, #16 or 17
Building Academic Skills p. 232, #13, 14, or 15
Quiz on Chapter 10

Unit #8: Selling

Time = 10 – 12 weeks

Goal: Students will identify the many aspects of selling, the sales process, and sales positions and evaluate/explore their own abilities as an effective sales person. Students will perform an effective sales presentation at the conclusion of the unit using the skills learned and in the steps of the sales process according to the text. Constructive critiques will be given to live or videotaped presentations.

Objectives:

1. Define the terms selling, features, and benefits.

2. Explain the purpose and goals of selling.
3. Define consultative selling.
4. Differentiate between rational and emotional buying motives.
5. Explain feature-benefit selling.
6. Identify sources of product information.
7. Analyze customer decision-making, behavior, and buying motives.
8. Distinguish between different types of sales positions.
9. Identify the characteristics of effective salespeople and explain how these characteristics can be helpful in careers other than sales.
10. List the 7 steps of a sale.
11. Explain prospecting techniques.
12. Differentiate between industrial sales and retail sales for each of the 8 steps.
13. List 3 approach techniques (or methods) of retail salespeople.
14. Explain the importance of determining customer needs and wants.
15. Identify 4 techniques that make a presentation lively and effective.
16. Demonstrate techniques for handling customer objections in selling situations.
17. Identify customer-buying signals.
18. List the rules for closing a sale.
19. Perform various suggestion-selling methods (or techniques).
20. Summarize the importance of after-sale activities.
21. Perform an effective sales presentation by using information from in chapters 12 - 16.
22. Demonstrate effective use of a cash register and its functions.
23. List the general functions of all cash registers.
24. Describe the arrangement of currency and coins in a cash drawer.
25. Demonstrate the counting-up method of making change.
26. Identify rules for safeguarding money at the cash register.
27. Complete a sample sales check in a role-playing situation.
28. Describe the various types of sales transactions.
29. Perform math calculations to complete various sales forms, receipts, and credit card slips.
30. Demonstrate closing out the cash register drawer and leave an opening cash fund for the next day.
31. Complete a bank deposit slip for the day's sales.
32. Prepare purchase orders and invoices.
33. Explain delivery terms.

Text: Chapter 12, 13, 14, 15, & 16 pages 256 - 356

Assignments: Case Studies, pgs. 266, 280, 306, 316, & 338
 A Matter of Ethics, pg. 269, 304, & 339
 Section Review Questions, pg. 264, 271; 282, 287; 300, 307; 319, 327, 341, 347, 351
 Student Activity Workbook, pp. 97 – 140 as needed

Evaluation: Workbook Pages 97 – 140 as needed
 Review Facts and Ideas Questions, pgs. 273, #19 – 24; 289, #6 – 12; 309, #10 – 15; pg. 329, #10 – 14; pg. 353, #8 - 14
 Critical Thinking Questions pgs. 274, #29 or 29; 290, # 16 or 17; 310, # 20 or 21; pg. 330, #18 or 19; pg. 354, # 18 or 19
 Building Academic Skills p. 274, #25, 26 or 27; 290, #13, 14, or 15; 310, # 17, 18,

or 19; 330, # 15, 16, or 17; pg. 354, #15, 16, or 17.
Performance Assessment – Role-play Presentations
Quiz on Chapters 12, 13, 14, 15, & 16
Unit Test

Unit #9: Counterfeit Currency

Time = 3 days

Goal: Students will identify methods of counterfeiting American paper currency and identify characteristics and features that denote real vs. counterfeit currency.

Objectives:

1. List various popular counterfeiting methods.
2. Identify features of US paper money that inhibits counterfeiting.
3. Match US paper money denominations with the corresponding portrait.

Text/Materials: Packet on Counterfeit Currency (The Cashier p.29 – 38)
Video – Nova - Counterfeiting and the New \$100 bill

Assignments: Questions accompanying Worksheets

Evaluation: Quiz on Counterfeiting

Unit #10: Career Prep and Higher Education

Time = 1 – 2 weeks

Goal: To evaluate career decisions and prepare the student for the working world or co-op class. To allow the student time to examine higher education requirements for a variety of career possibilities.

Objectives:

1. Assess personal goals, values, interests, aptitudes, and skills.
2. Complete a career assessment.
3. Locate career resources and how to locate job leads.
4. Explain the importance of marketing careers in the U.S. marketplace.
5. Produce a resume'.
6. Complete a job application.
7. Role-play to prepare for the interview process.
8. Set short and long-term goals for career and personal interests.
9. Identify factors that are important in choosing a career field.
10. Identify institutes of higher education with marketing degree programs.
11. Identify the many career opportunities a marketing degree supports. Evaluate their daily life.

Text/Materials: Chapters 37 - 38, pages 784 - 826
Supplemental Teacher-made worksheets

Activities: Rockaway Mall Trip and Assignment
Guest Speakers/Visitation

Assignments: Case Study Questions, pp. 789 & 809.
A Matter of Ethics, pp. 820
Section Review Questions, pp. 796, 799; 810, & 821
Student Activity Workbook, pp. 327 – 344 as needed
Various Teacher-made worksheets including the Rockaway Mall Assignment
Discuss Co-op options and company internships

Evaluation: Workbook Pages 327 – 344 as needed
Review Facts and Ideas Questions, p. 801, #12 – 18; pg. 823, #10, 11, 13, 15, & 16
Critical Thinking Questions pp.802, #22 or 23; pg. 824, #21 or 22
Building Academic Skills pp. 802, #19 or 20; pg 824, # 18 or 19
Quiz on Chapter 37, 38
Rockaway Mall Assignment (and letter of application)

Remaining available time is to be used for review for Mid-Term and Final Exam as permitted.

Assessment:

The assessment of student progress in the objectives cited on the previous pages will be primarily by, but not limited to, the following criteria.

Test/Quizzes	30%
Class work	40%
Homework	20%
Class Participation	10%

Midterm and final exams revised in 2008

Homework, Extra Credit Policy:

Due to the periodic nature of homework in this course, homework will not be accepted late unless a legitimate excuse exists. Extra credit will be available during certain problem solving activities in the form of additional research/development, projects, and competitive events.

Special Course Policies:

Success in this course will be based on a variety of factors, however the instructor will most directly assess the student's performance in comprehensive problem solving activities, teamwork performance, and class participation as the means of determining a grade. A typical week in class will consist of formal instruction on a variety of material, students working individually to complete work pertaining to the lecture, research and development, teamwork to generate possible solutions to and solve problems, and in some cases the development of different projects and papers. Quizzes and tests will be given to re-emphasize and assess the student's understanding of the presented information.

Periodic evaluation of objectives and this curriculum guide:

With the formal curriculum revision cycle every five years, administration requests a curriculum re-write in the year **2013**.

Lab/Classroom set up and special needs:

The recommended maximum class size is twenty-four students.

Materials/Resources:

- Multiple computers- One computer for every student.
- Digital camera
- SmartBoard technology
- Projection screen and device
- Marketing Lab/school store for various assessment

Note: A classroom and the availability of a computer lab is desired for this program.

Program Audio-Visual/ Computer Needs:

- Smart board technology
- Presentation techniques
- Series of videos
- Previous student work

College Search Sites:

- <http://encarta.msn.com/college/collegeFind.asp>
- <http://www.petersons.com/ugchannel/?ppcse=looksmart>
- <http://www.gocollege.com/>
- <http://www.usnews.com/usnews/edu/college/cohome.htm>
- <http://www.search4careercolleges.com/?affiliateid=603>