

**RETAIL MARKETING**  
**Curriculum Guide**  
**August 2008**  
**COURSE NUMBER 670**

**TEACHER: MR. GARY DUTKO**  
**SUPERVISOR: MR. MARK WALLACE**  
**PRINCIPAL: MR. GREG YOUNGMAN**  
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**SUPERINTENDENT: DR. JOHN HANNUM**

**Name of Course:** Retail Marketing  
**Level of Course:** Academic  
**Prerequisites:** None  
**Grades Levels Offered to:** 9 through 12  
**Course Number:** 670  
**Number of Credits:** 5  
**Length:** Thirty Six Week curriculum / 180 days  
**Recommended class size:** Maximum 24- (*Computer restrictions*)  
**Teacher Recommendation:** One-Certified Business Education Teacher  
**Revised Date and Teachers Names:** Mr. Gary Dutko (April 2008)  
**Next Revision Due:** April 2012

*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:**

Retail Marketing is designed to provide the student with the background necessary to apply for a job, stay employed, and function adequately at various marketing/retailing jobs. Through hands on experiences in the classroom and the school store, the student will develop marketing skills in areas such as operating a cash register, advertising, handling money, and dealing with customers. Retail Marketing may be taken in the freshman, sophomore or junior year as a prerequisite to Sports & Entertainment Marketing and/or the co-op program. It may also be taken in the senior year either as a stand-alone elective or concurrently with the Co-op class as part of the Work – Study program. Retail Marketing 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 Retail Marketing course will provide students with knowledge of entry level as well as in-depth marketing skills and introduce various technology used in the retail field. Through participation in problem solving activities, lecture & discussion, and computer simulation the students will gain valuable retail knowledge. There will be a clear connection made between the material taught in the retail classes and real world principles. In order to solve real life problems students will take part in role playing activities that parallel actual store 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:

- Describe the scope and 9 functions of marketing.
- Explain the economic value (utilities) and benefits of marketing.
- Identify future employment opportunities for those trained in marketing.
- Explain the Marketing Concept & the Marketing mix.

- Utilize a variety of different forms of presentation techniques.
- Work in teams for learning, problem solving, and presentation.
- Prepare for life-long learning by using self-management and self-assessment strategies in terms of knowledge and skills.
- Explain the methods used to segment markets.
- Explore career-specific areas.
- Develop skills in critical thinking, analytical reasoning and logic, and the ability to establish and recognize the validity of information.
- Understand the purpose of DECA and how it can help prepare students for the business world.
- Summarize the key principles of free, modified free and directed economies.
- Become an independent thinker, recognize when to follow, and know how to be a good team member.
- Develop and apply problem solving methods.
- Describe the basic functions of a business.

Lecture/Discussion	Objectives 1, 2, 4, 8, 11, 12, 15
Class Projects/ Lab Sessions	Objectives 3, 6, 7, 13, 14
Problem-Based learning	Objectives 4, 10
Computer-Base instruction	Objectives 3, 5
Homework	Objectives 1, 2, 4, 5, 12
Mentor/Visitations	Objectives 3, 9, 11

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

Classwork/Homework	Objective 1, 2, 4, 11
Quizzes/Tests Mid Term Exam and Final Exam	Objectives 1, 2, 4, 8, 10, 12, 15
Projects/Labs	Objectives 3, 5, 6, 7, 9, 14
Class Participation	Objectives 1, 2, 4, 7, 8, 10, 11, 13, 15

## 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

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 = 8/9 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 + 2, pages 1 – 27

Assignments: Case Study Questions, p.10 + p.24  
A Matter of Ethics, p.10 + p.24  
Section Review Questions pp.6, 11, 16, 21, and 25  
Student Activity Workbook pp. 1 – 12  
International Case Studies pp. 7 – 10

Evaluation: Workbook pages  
Fact & Idea Review questions pp.12 + 26  
Critical Thinking Questions p.12, #1 – 6; p.26, #1 - 7  
Building Academic Skills p.12, #1, 2, + 3; p.26, #1 + 3  
Quiz on Chapter 1  
Quiz on Chapter 2  
Unit Test

### **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 Retail Marketing an emphasis will be placed on a establishing a sound foundation of general marketing skills including customer relations 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.

### **Unit #3: Economic Essentials**

Time = 9/10 days

Goal: To provide students with basic economic and political knowledge in order to understand the principles and practices utilized in our economy as well as world economies.

#### Objectives:

1. Summarize the key principles of free, modified free, and directed economies (emphasis on modified free).
2. Explain the role of competition in a modified free economic system.
3. Discuss the importance of profit to free enterprise.
4. Explain how supply and demand interact to set prices and draw a supply + demand curve.
5. Define economy.
6. Identify the factors of production necessary to create goods and services.
7. List the 3 basic economic questions that must be answered by all economies (p.47).
8. Differentiate between command and market economies and explain why all economies are mixed.
9. Explain the capitalist, socialist, and communist philosophies that have shaped world economies.
10. List the goals of any economy and explain the economic measurements of economies.
11. Describe the 4 phases of the business cycle.

Text: Chapters 3 + 4, pages 28 – 57

Assignments: Case Study Questions, pp.34 + 50  
A Matter of Ethics, pp.34 + 50  
Section Review Questions, pp.35, 41, 47, 49, + 55  
Student Activity Workbook, pp.13 – 24 as needed  
International Case Studies pp.11 - 14

Evaluation: Workbook Pages  
Fact and Idea Review Questions, pp.42 + 56  
Critical Thinking Questions pp.42 + 56  
Building Academic Skills pp.42,43 + 56,57  
Quiz on Chapter 3  
Quiz on Chapter 4  
Unit Test

## **Unit #4: Business and Social Responsibility**

Time = 5 days

Goal: To identify business ethics and areas in which businesses are thought to have social responsibility.

Objectives:

1. Define what a business is and describe the basic functions of a business.
2. Categorize businesses by using general characteristics.
3. Identify the areas in which businesses are thought to have social responsibilities.
4. List ways that business activities impact our environment
5. Define Ethics and Consumerism.
6. Describe current trends that are likely to improve the workplace for employees.

Text: Chapter 5, pages 60 – 71

Assignments: Case Study Questions, p. 66  
A Matter of Ethics, p. 66  
Section Review Questions, p. 63 + p.69  
Student Activity Workbook, pp. 25 – 30  
International Case Studies pp. 15 - 16

Evaluation: Workbook Pages  
Fact and Idea Review Questions, pp.70, #1 - 12  
Critical Thinking Questions p.70, #1 - 6  
Quiz on Chapter 5

## **Unit #5: The Domestic and Global Marketplace**

Time = 2 weeks

Goal: To explore in depth the domestic marketplace and then widen the focus to the global marketplace in order to better understand differences that exist in markets as well as the extent of government involvement in the marketplace.

Objectives:

1. Chapter 6-Identify demographic, geographic, and psychographic trends in the U.S. consumer market
2. Explain the concept of derived demand.
3. List the 6 major types of businesses that comprise the industrial market.
4. Chapter 7-Distinguish between imports and exports,
5. Explain Interdependence of Nations and the difference between absolute advantage and comparative advantage.
6. Explain the advantages and disadvantages of international trade.
7. Describe the ways that government can encourage or hinder international trade.
8. Explain how businesses can get involved in International Trade and the factors to consider before doing so.

Text: Chapters 6 + 7, pages 72 – 101  
Supplemental Teacher-made Worksheets

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Assignments: Case Study Questions, p. 77 + p. 92  
A Matter of Ethics, p. 77 + p. 92  
Section Review Questions, pp. 81,83,89,94, and 99  
Student Activity Workbook, pp.31-36 and 37-42  
International Case Studies pp.17 - 20

Evaluation: Workbook Pages  
Fact and Idea Review Questions, p.84, #1-10;and p.100, #1-11  
Critical Thinking Questions p.84, #1-7 and p. 100, #1-7  
Quiz on Chapter 6  
Quiz on Chapter 7  
Unit Test

### **Unit #6: Fundamentals of Math**

Time = 1 week

Goal: To successfully perform basic math operations with decimals and fractions as would be necessary in a marketing environment.

Objectives:

1. Round and estimate answers.
2. Convert a decimal to percent and percent to decimal.
3. Use a calculator to solve basic marketing math problems.
4. Read and analyze graphs used to present mathematical data.

Text: Chapters 8, pages 104 – 119

Assignments: Case Study Questions, p. 113  
A Matter of Ethics, p. 113  
Section Review Questions, pp. 110 + 116  
Student Activity Workbook, pp. 43-48  
International Case Studies pp. 21-22

Evaluation: Workbook Pages  
Fact and Idea Review Questions, pp. 118, #1 - 10  
Critical Thinking Questions p.118, #1 - 4  
Building Academic Skills p. 118, #1 - 3  
Quiz on Chapter 8

### **Unit #7: Computer Technology**

Time = 1 week

Goal: Students will discuss and demonstrate the uses of computers in business and marketing.

Objectives:

1. List the major ways that computers save businesses money.
2. Discuss the functions of major pieces of computer hardware.
3. Define software and discuss 6 types of popular software programs.

4. Explain how these programs are used in business.
5. Name the specialized types of computer technology that are affecting the world of marketing.

Text: Chapter 10, pages 134 – 149

Assignments: Case Study Questions, p. 146  
 A Matter of Ethics, p. 146  
 Section Review Questions, pp.138, 141, and 147.  
 Student Activity Workbook, pp. 57 - 60  
 International Case Studies pp. 25 - 26

Evaluation: Workbook Pages  
 Fact and Idea Review Questions, pp. 148, #1 - 15  
 Critical Thinking Questions p.148, #1, 2, 3, 5, + 6  
 Building Academic Skills pp.148 – 149, #1, 2, 3, 5, 6, 7, + 8  
 Performance Assessment – Role-play page 149  
 Quiz on Chapter 10

### **Unit #8: Communication Skills**

Time = 6 days

Goal: The students will perform effective communication through enhancement of their speaking, listening, reading, and writing skills.

Objectives:

1. Explain the 6 primary elements of communication.
2. Use listening skills to improve their understanding of messages and identify blocks (interference) to listening.
3. Identify 3 skills to help them read with understanding.
4. List the 3 most common purposes for speaking.
5. Describe the 4 basic patterns for organizing a formal speech.
6. Define and describe Parliamentary Procedure.
7. Perform proper telephone skills through role-playing.
8. Explain the 3 basic considerations in writing.
9. Create a sample business letter and memo.

Text: Chapter 9, pages 120 – 133

Assignments: Case Study Questions, p.126  
 A Matter of Ethics, p. 126  
 Section Review Questions, pp. 124 + 131  
 Student Activity Workbook, pp. 49 - 54  
 International Case Studies pp. 23- 24

Evaluation: Workbook Pages  
 Fact and Idea Review Questions, p. 132, #1 - 14  
 Critical Thinking Questions p.132, #2, 4, + 6

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**Unit #9: Interpersonal Skills**

Time = 6 days

Goal: Through role-playing activities, students will demonstrate effective interpersonal skills that can lead to successful relations in the marketing world.

Objectives:

1. Identify and explain the personal traits that can help you to have more effective relations with other people.
2. List 3 interpersonal skills and describe how they may be useful in marketing.
3. Explain the importance of teamwork in the business world.
4. Discuss the 6 aspects of successful teamwork.

Text: Chapter 11, pages 150 – 159

Assignments: Case Study Questions, p. 156  
A Matter of Ethics, p.156  
Section Review Questions, pp.154 + 157  
Student Activity Workbook, pp.63 – 66 (altered and abbreviated p.67)  
International Case Studies pp.27 + 28

Evaluation: Workbook Pages  
Computer Generated Letter  
Fact and Idea Review Questions, pp.158, #1-9  
Critical Thinking Questions p.158, #1 – 6, + 9  
Building Academic Skills p.158, #1, 2, +6  
Quiz on Chapter 11

**Unit #10: Management Skills**

Time = 5 days

Goal: The student will explain the basic functions of management and discuss/demonstrate effective management techniques.

Objectives:

1. Describe the difference between horizontally and vertically organized companies.
2. Identify the 3 levels of management.
3. Describe how a self-managing team functions.
4. List the 3 functions of management.
5. Identify management techniques used by effective managers.
6. Explain how to motivate employees through a reward system.

Text: Chapter 12, pages 160 – 171

Assignments: Case Study Questions, p.168  
A Matter of Ethics, p.168  
Section Review Questions, pp.163 + 169  
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Student Activity Workbook, pp.69 - 72  
International Case Studies pp.29 - 30

Evaluation: Workbook Pages  
Fact and Idea Review Questions, pp.170, #1 - 10  
Critical Thinking Questions p.170, #2 - 6  
Building Academic Skills p.170, #1, 2, + 6  
Performance Assessment Role-play  
Quiz on Chapter 12  
Unit Test on Chapters 8 - 12

### **Unit #11: Selling – What is Selling?**

Time = 7/8 days

Goal: Students will identify the many aspects of selling and sales positions and evaluate/explore their own abilities as an effective sales person.

Objectives:

1. Define the terms selling, features, and benefits.
2. Explain feature-benefit selling.
3. Identify sources of product information.
4. Analyze customer decision-making, behavior, and buying motives.
5. Distinguish between different types of sales positions.
6. Identify the characteristics of effective salespeople and explain how these characteristics can be helpful in careers other than sales.

Text: Chapter 13, pages 174 – 185

Assignments: Case Study Questions, p.182  
A Matter of Ethics, p.182  
Section Review Questions, pp.180 + 183  
Student Activity Workbook, pp.75 - 78  
International Case Studies pp.31 - 32

Evaluation: Workbook Pages  
Fact and Idea Review Questions, pp.184, #1 - 10  
Critical Thinking Questions p.184, #1 - 4  
Building Academic Skills p.184, #1 – 4  
Performance Assessment – Role-play  
Quiz on Chapter 13

### **Unit #12: Virtual Business**

Time = 25+ 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 #13: Math for Retail Sales**

Time = 6/7 days

Goal: Students will demonstrate the functions and duties of a cashier in a retail sales setting.

Objectives:

1. List 3 general functions of all cash registers.
2. Describe the arrangement of currency and coins in a cash drawer.
3. Demonstrate the counting-up method of making change.
4. Identify rules for safeguarding money at the cash register.
5. Complete a sample sales check in a role-playing situation.
6. Describe the various types of sales transactions.
7. Perform math calculations to complete various sales forms, receipts, and credit card slips.
8. Demonstrate closing out the cash register drawer and leave an opening cash fund for the next day.
9. Complete a bank deposit slip for the day's sales.
10. Transfer of academic math skills will be applied in a real life setting.

Text: Chapter 18, pages 228 – 241

Assignments: Case Study Questions, p.237  
A Matter of Ethics, p.237  
Section Review Questions, pp.233 + 239  
Student Activity Workbook, pp.105 – 108  
Marketing Math Workbook Activity 5, pages 49 - 58  
International Case Studies pp.41 - 42

Retail Marketing

Evaluation: Workbook Pages  
Role-Play Performance p.241  
Fact and Idea Review Questions, pp.240, #1 - 10  
Critical Thinking Questions p.240, #1 - 8  
Building Academic Skills p.240, #1, 2, + 4  
Application Projects p.241, #3  
Quiz on Chapter 18  
Demonstration of Cash register techniques and skills  
Unit Test on Chapters 13 – 18

#### **Unit #14: 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 #15: Career Prep**

Time = 20 days

Goal: To prepare the student for the working world or co-op class by completing various tasks/lessons and creating a portfolio of career related accomplishments.

Objectives:

1. Produce a professional resume'.
2. Complete a job application.
3. Compile a folder that contains supporting materials for obtaining a job.
4. Examine personal strengths and weaknesses.
5. Role-play to prepare for the interview process.
6. Set short and long-term goals for career and personal interests.
7. Identify factors that are important in choosing a career field.

Text/Materials: Chapters 41 - 43, pages 547 – 591  
Supplemental Teacher-made worksheets  
Rockaway Mall Trip and Assignment

Assignments: Case Study Questions, pp551, 570, 580.  
Retail Marketing

A Matter of Ethics, pp.551, 570, 580  
Section Review Questions, pp.550,555,561,567,571,578,586, and 589.  
Student Activity Workbook, pp.263 – 282 as needed  
International Case Studies pp.87 - 92  
Various Teacher-made worksheets including the Rockaway Mall Assignment

Evaluation: Workbook Pages  
Fact and Idea Review Questions, pp.556, 572, 590  
Critical Thinking Questions pp.556, 572, 590  
Building Academic Skills pp.556, 572, 590  
Quiz on Chapter 41, 42, + 43  
Unit Test  
Rockaway Mall Assignment (and letter of application)

### **Unit #16: Introduction To Market Research**

Time = 6 days

Goal: To establish a foundation for further research and advertising projects.

Objectives:

1. Discuss the importance of marketing research in planning and implementing marketing strategies.
2. Describe 4 important areas of marketing research.
3. Identify several important trends that are affecting marketing research.
4. Compare actual product information to evaluate design, acceptance, and competition.
5. Compare physical properties of products (Pizza) in order to design a better product.

Text/Materials: Chapter 32, pages 419 – 431  
Pizzarama Research Materials

Assignments: Case Study Questions, p.427  
A Matter of Ethics, p.427  
Section Review Questions, pp.423, 429  
Student Activity Workbook, pp.197 - 204  
International Case Studies pp.69 - 70

Evaluation: Workbook Pages  
Fact and Idea Review Questions, pp.430  
Critical Thinking Questions p.430  
Building Academic Skills p.430  
Quiz on Chapter 32

### **Unit #17: Entrepreneurship**

Time = 3 weeks

Goal: To identify the risks, rewards, advantages, and disadvantages of entrepreneurship.

Objectives:

1. Define entrepreneurship.

2. Identify risks associated with entrepreneurship.
3. Identify the personal characteristics and skills needed by entrepreneurs.
4. Explain the scope of small business in the American economy.
5. Discuss business ownership opportunities.
6. Identify the forms of business ownership.
7. Explain the legal steps to take in order to establish a business.
8. Explain the nature of risk management.
9. Discuss the various types of business risks
10. Identify the ways that a business handles risks.

Text/Materials: Chapters 37 + 38, pages 486 – 510  
 Rockaway Mall Assignment

Assignments: Case Study Questions, pp496, 502.  
 A Matter of Ethics, pp.496, 502  
 Section Review Questions, pp.492, 497, 504, +509  
 Student Activity Workbook, pp.231 – 246 as needed  
 International Case Studies pp.79 - 82  
 Rockaway Mall Trip and Assignment (Teacher-made)

Evaluation: Workbook Pages  
 Fact and Idea Review Questions, pp.498, 510  
 Critical Thinking Questions p.498, 510  
 Building Academic Skills p.498, 510  
 Quiz on Chapter 37 + 38  
 Rockaway Mall Assignment

**Unit #18: Higher Education and Careers** (Life after formal schooling)

Time: 1-2 weeks

Goal:

- To allow the student time to examine higher education requirements for a variety of career possibilities.
- To demonstrate the importance of marketing & retail skills.
- To allow students to realize the differences of salaries based on fields and versus courses taken ( BS, MS, PhD & licenses).
- To allow the student to understand there are many Marketing fields.

Objectives:

*Students will be able to:*

- Identify institutes of higher education with marketing degree programs.
- Identify the many career opportunities a marketing degree supports. Vision of their daily life.
- Identify throughout the course the roll of marketing skills.
- Identify what produces a larger income.

Assignments:

- Research higher education institutes and scholarships
- Research careers in marketing
- Current research on career salaries
- Create a resume during this course.

Lab Activities:

- Guest Speakers/Visitation
- Power Point Presentation
- Discuss Co-op options and company internships
- Discuss daily life with guest speakers: What is their daily life like? Work indoors, outdoors; travel, Office work, Visit customers, Team work or alone, Specialists, paper and computer or physical work with equipment.

**Audio-Visual Needs:**

- VCR/Tapes- Marketing & Retailing fields

**Computer Needs/Use:**

- Internet, Computers, Presentation Software, Projector

**Assessment Method:**

- Authentic: Documentation/Presentation
- Traditional: Essay, Teacher observation

**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.

Design Portfolios & Presentations	40%
Homework	10%
Tests	15%
Class Participation/Code of Conduct	15%
Knowledge Logs/Notebooks	10%
Engineering Mentor Communication	10%

**Mid term and final exam revised 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 the design and problem solving activities in the form of additional research/development 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 quizzes, homework, 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, individual or teamwork to generate possible solutions to and solve problems, and in some cases the development of different projects. 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 evaluation curriculum every five years, administration requests a curriculum re-write in the year **2013**.

**Labs:**

- Power Point Presentation
- Word-processing
- Smart board Technology

**Lab/Classroom set up and special needs:**

The recommended maximum class size is eighteen students. This course will be taught implementing a variety of different and state of the art instructional technologies such as:

- Multiple computers- One computer for every student.
- Digital camera
- SmartBoard technology
- Projection screen and device
- Electrical outlets
- Software: word processing, presentation, internet digital camera, publishing, spreadsheet,
- Various Movies

Note: A current Marketing Education lab/classroom is desirable. This class would be considered a 1<sup>st</sup> level course. Students are prepared to then enter our Advertising & Sales course and then Sports & Entertainment course. This is an NJ DOE approved Career and Technical Ed. Certificated Instructional Program.

**Materials/Resources:****Program Audio-Visual/ Computer Needs:**

- Smart board technology
- Presentation software
- Series of videos
- Projector capability –Power Point presentations
- Previous student work

**People Resources:**

- DECA
- DECA Advisory Board
- MarkEd Resource Center
- FBLA

**Possible Visitations:**

Rockaway mall

International Trade Zone, Mount Olive

**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>