

Name of Course: Retail Marketing
Level of Course: Academic
Grade Level offered to: 9 through 12
Course number: 670
Number of Credits: 5
Prerequisites: None

Course Description:

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.

General Objectives:

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

1. Describe the 7 functions of marketing.
2. Explain the economic value (utilities) and benefits of marketing.
3. Identify future employment opportunities for those trained in marketing.
4. Explain the Marketing Concept & the Marketing mix.
5. Utilize a variety of different forms of presentation techniques.
6. Work in teams for learning, problem solving, and presentation.
7. Prepare for life-long learning by using self-management and self-assessment strategies in terms of knowledge and skills.
8. Explain the methods used to segment markets.
9. Explore career-specific areas.
10. Understand the purpose of DECA and how it helps prepare students for the business world.
11. Summarize the key principles of free, modified free and directed economies.
12. Become an independent thinker, recognize when to follow, and know how to be a good team member.
13. Develop and apply problem solving methods.
14. Describe the basic functions of a business.
15. Work in teams for learning, problem solving, and presentation.
16. Prepare for life-long learning by using self-management and self-assessment strategies in terms of knowledge and skills.
17. Explore career-specific areas.
18. Develop skills in critical thinking, analytical reasoning and logic, the ability to establish and recognize the validity of information and develop & apply problem solving methods.
19. Identify business ethics and areas in which businesses have social responsibility.
20. 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.
21. Successfully perform basic math operations with decimals and fractions as would be necessary in a marketing environment.

22. Students will discuss and demonstrate the uses of computers in business and marketing.
23. Perform effective communication through enhancement of their speaking, listening, reading, and writing skills.
24. Demonstrate interpersonal skills that can lead to successful relations in marketing.
25. Students will gain hands on experience through software-based simulation of a convenience store.
26. Research a career based on student's abilities and skills.
27. Learn the procedures to use for finding a job and career.

Materials/Resources

Textbook & workbook: Marketing Essentials – Glencoe/McGraw Hill Publishing
 Teacher Prepared Handouts.
 Virtual Business Simulation
 Vocational Guidance
 Internet
 Career/Subject Oriented Videos & DVD's

Assessment:

Each chapter /unit is introduced by having the teacher familiarize the topic with the students by previewing its contents. After each chapter is read and absorbed by the students, classroom dialogue will be generated, followed by relevant activities. Class discussions comprise a significant amount of class activity and students who are comfortable in their knowledge of the topics will fare very well. **(While a background in business is helpful, no student is expected to enter the course with prior business training. All students begin with equal footing.)**

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

Unit Tests	30 – 40%
Homework	40 – 60%
Quizzes	10 – 15%
Class Participation	15 – 25%

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.

If a student is absent when an assignment is due, the work is due based on the number of days absent from the time the assignment was due. In class worked missed, must be made up within one week of assignment.