



**School District
of the City of St.
Charles**

Marketing Curriculum

Marketing I and Marketing Internship
Marketing II
Retail Merchandising Lab

Approved by the Board of Education
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Marketing Curriculum

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Show Me Standards
CLEs

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

PHILOSOPHICAL FOUNDATIONS

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community from the network that supports learning

Marketing I / Marketing Internship

COURSE DESCRIPTION

Marketing Education is a program designed to prepare the student, upon graduation, to immediately enter the world of work or provides instruction for the college-bound student wishing to major in business management, business administration, or marketing. Students are expected to participate in DECA.

This class introduces the student to one of the top career areas in the global economy. The class examines the marketing process and its functions, together with the marketing mix (product, price, place, promotion).

Students will develop projects in advertising, selling, product planning, public relations and free enterprise. Computer projects and/or simulations will be an important part of this class

DECA, “An Association of Marketing Students,” is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences and competition on a district, state, and national level.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance. Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Marketing 1 Strands or Essential outcomes:

DECA/Communication/Human Relations

1. Facilitate communications among employees, management, and customers using electronic media\communications.
2. Interpret marketing information in a DECA role-play event.
3. Develop a power point to train employees on workplace rules
4. In a role-play situation students will to make a marketing presentation to a judge at a DECA competition(F5)
5. Students will demonstrate knowledge of how to type business letter in the field of marketing
6. Students will develop effective personal human relations skills through the practice of role-playing.
7. Motivate marketing employees
8. Participate in professional marketing related activities
9. Participate in problem solving skills working in a team environment

Marketing Concepts

1. Analyze the marketing mix
2. Analyze the elements of a marketing plan
3. Conduct a SWOT analysis
4. Identify marketing strategies
5. Identify markets for a product and/or service
6. Identify ways to segment a Market segmentation & Target markets
7. Profile a target customer

Promotion

1. Analyze the advances and disadvantages of advertising media
2. Evaluate promotional activities
3. Manage promotional activities
4. Plan and develop a promotional campaign
5. Utilize visual merchandising in the promotion mix

Selling

1. Plan a sales presentation
2. Conduct a sales presentation
3. Identify various types of selling
4. Utilize specialized selling techniques
5. Utilize organizational skills in professional selling
6. Understanding the buying process

Pricing

1. Explain factors affecting price
2. Explain considerations in Website pricing
3. Select pricing strategies
4. Establish pricing objectives

Product Service Management

1. Describe the steps in product planning
2. Explain how to develop, maintain, and improve a marketing mix in a DECA role-play.
3. Identify the four stages of the product life cycle.
4. Describe product positioning techniques in relation to other products in a line.
5. Identify the various branding elements.
6. Discuss the importance of branding in product planning.

Career + Professional Development

1. Describe traits important to the success of employees in business.
2. Complete a marketing employment interview
3. Identify a marketing occupational objective
4. Develop a resume
5. Secure advanced marketing employment if student has time in schedule.

Distribution (Place)

1. Explain the concept of distribution
2. Identify channels of distribution
3. Compare the channels of distribution

Economics

1. Identify business risks in the marketplace
2. Identify gross domestic product
3. Understand economics and economic activities
4. Understand government regulations in marketing enterprises
5. Understand profits
6. Understand the private enterprise system
7. Understand the relationship between supply and demand

**St. Charles RVI Marketing I
SCOPE AND SEQUENCE**

State Competencies	Scope & Sequence	Marketing I	Marketing II
A. Communication			
Explain the nature of effective verbal	I	L 11-12.1	A.1.a
Interpret others' nonverbal cues	I	SL 11-12.2	A.1.b
Give verbal directions	I	SL 11-12.3	A.1.c
4. Employ communication styles appropriate to target audience	I	SL 11-12.1b	A.1.d
Handle telephone calls in a businesslike	I	SL 11-12.6	A.1.e
Participate in group discussions	I	SL 11-12.1a	A.1.f
Make oral presentations	I	SL 11-12.2	A.1.g
Select and use appropriate graphic aids	I	SL 11-12.5	A.1.h
9. Explain the nature of effective	I	SL 11-12.6	A.2.a
10. Adapt communication to the cultural and social differences	I	SL 11-12.1d	A.2.b
11. Describe current business trends	I	WHST 11-12.6	B.1.a
12. Conduct an environmental scan to obtain business information	I	RI 11-12.3	B.1.b
B. Marketing Concepts			
1. Create mathematical models from real-	I	A-CED 1	C.1.a
2. Analyze and interpret complex societal issues, events, and problems	I	RI 11-12.4	D.1.a
3. Analyze researched information and	I	S-ID 5, RH 11-	D.1.b
4. Reach reasoned conclusions to identify	I	S-ID 5, RH 11-	D.1.c
5. Examine social beliefs, influences, and	I	RH 11-12.7	D.1.d
6. Analyze group dynamics	I	RH 11-12.7	D.1.e
7. Recognize factors influencing perception	I	RST 11-12.9	E.1.a
8. Identify sources of attitude formation	I	RST 11-12.9	E.1.b
9. Assess methods used to evaluate attitudes	I	RST 11-12.7	E.1.c
10. Identify basic social and cultural groups	I	RH 11-12.7	E.1.d
11. Determine behavioral patterns of social	I	RH 11-12.7	E.1.e
12. Analyze effects of others on individual	I	RH 11-12.7	E.1.f
13. Recognize factors affecting personality	I	RH 11-12.3	E.1.g
14. Investigate factors affecting purchasing	I	RH 11-12.3	E.1.h
15. Recognize cues to basic drives/motives	I	RH 11-12.3	E.1.i

	Scope & Sequence	Common Core	National Standards (MBA Research)
16. Explain customer/client/business buying	I	RH 11-12.3	E.2.a
17. Discuss actions employees can take to achieve the company's desired results	I	RH 11-12.2	E.2.b
18. Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market	I	RH 11-12.2	E.2.c
19. Explain marketing and its importance in a	I	RH 11-12.4	F.1.a
20. Describe marketing functions and related	I	RH 11-12.4	F.1.b
21. Explain the concept of marketing strategies	I	RST 11-12.2	G.1.a
22. Explain the concept of market and market	I	RST 11-12.2	G.1.b
23. Identify market segments	I	RST 11-12.2	G.1.c
24. Select target market	I	RST 11-12.4	G.1.d
25. Explain the nature of marketing planning	I	RST 11-12.2	G.1.e
26. Conduct SWOT analysis for use in the marketing planning process	I	RST 11-12.8	G.1.f
27. Develop marketing plan (including set marketing goals and objectives and set a	I	RST 11-12.3	G.1.g
28. Identify ways to segment markets for marketing communications	I	RST 11-12.3	G.2.a
29. Describe the nature of target marketing in marketing communications	I	RST 11-12.3	G.2.b
30. Describe current issues/trends in marketing	I	RH 11-12.4	G.2.c
31. Develop customer/client profile	I	RH 11-12.7	G.2.d
32. Profile target customer	I	RH 11-12.7	G.3.a
33. Determine market needs	I	RH 11-12.7	G.3.b
C. Economics	I		
1. Distinguish between economic goods and services	I	RH 11-12.4	H.1.a
2. Explain the concept of economic resources	I	RH 11-12.4	H.1.b
3. Describe the concepts of economics and	I	RH 11-12.4	H.1.c
4. Determine economic utilities created by	I	RH 11-12.4	H.1.d
5. Explain the principles of supply and demand	I	RH 11-12.4	H.1.e
6. Describe the functions of prices in markets	I	RH 11-12.4	H.1.f
7. Explain the role of business in society	I	RH 11-12.5	H.2.a
8. Describe types of business activities	I	RH 11-12.4	H.2.b
9. Discuss the global environment in which businesses operate	I	RH 11-12.3	H.2.d
10. Describe factors that affect the business	I	RH 11-12.3	H.2.e
11. Explain the types of economic systems	I	RH 11-12.4	H.3.a
12. Explain the concept of private enterprise	I	RH 11-12.4	H.3.b
13. Identify factors affecting a business's profit	I	RH 11-12.5	H.3.c
14. Determine factors affecting business risk	I	RST 11-12.2	H.3.d
15. Explain the concept of competition	I	RH 11-12.4	H.3.e
16. Describe market structures	I	RH 11-12.5	H.3.f

	Scope & Sequence	Common Core	National Standards (MBA Research)
19. Describe the concept of price stability as an economic measure	I	RST 11-12.9	H.4.a
20. Discuss the measure of consumer spending as an	I	RST 11-12.9	H.4.b
21. Discuss the impact of a nation's	I	RST 11-12.9	H.4.c
22. Explain the concept of Gross Domestic	I	RST 11-12.9	H.4.d
23. Describe the economic impact of	I	RST 11-12.9	H.4.e
24. Explain unemployment and inflation	I	RST 11-12.9	H.4.f
25. Explain the economic impact of	I	RST 11-12.9	H.4.g
26. Determine the impact of business cycles on business activities	I	RH 11-12.4	H.4.h
D. Promotion			
1. Explain the role of promotion as a	I	RST 11-12.9	I.1.a
2. Explain the types of promotion	I	RST 11-12.9	I.1.b
3. Identify the elements of the	I	RH 11-12.5	I.1.c
4. Describe the use of business ethics in	I	RST 11-12.9	I.1.d
5. Explain the nature of a promotional	I	RST 11-12.9	I.1.e
6. Coordinate activities in the promotional	I	RST 11-12.2	I.1.f
7. Explain types of advertising media	I	RST 11-12.9	I.2.a
8. Explain components of advertisements	I	RST 11-12.9	I.3.a
9. Explain the importance of coordinating elements in	I	SL 11-12.4	I.3.b
10. Identify types of public-relations	I	SL 11-12.2	I.4.a
11. Explain how businesses can use tradeshow/exposition participation	I	SL 11-12.2	I.5.a
12. Explain the nature of word-of-mouth	I	SL 11-12.1	I.6.a
13. Explain considerations in developing viral marketing	I	SL 11-12.4	I.6.d
14. Develop viral marketing strategies	I	SL 11-12.5	I.6.e
15. Explain the use of celebrities/influencers	I	SL 11-12.2	I.6.f
16. Select celebrity/influencer to deliver	I	SL 11-12.2	I.6.g
17. Develop referral program to build	I	SL 11-12.5	I.6.h
18. Explain the use of product placement	I	SL 11-12.4	I.6.i
19. Identify opportunities for product	I	SL 11-12.4	I.6.j
20. Discuss types of direct marketing	I	SL 11-12.2	I.7.a
21. Describe the use of advergaming	I	SL 11-12.5	I.8.a
22. Explain the nature of online	I	SL 11-12.5	I.9.a
23. Explain the nature of e- mail marketing	I	SL 11-12.5	I.9.b
24. Describe mobile advertising strategies	I	SL 11-12.5	I.9.c
25. Identify effective advertising headlines	I	SL 11-12.5	I.10.a
26. Describe the nature of effective Internet	I	SL 11-12.5	I.10.c

	I	Common Core	National Standards
29. Analyze the impact of color in advertisements	I	SL 11-12.1d	I.11.a
30. Describe the elements of design	I	SL 11-12.1a	I.11.b
31. Explain the use of illustrations in	I	SL 11-12.1a	I.11.c
32. Explain type styles used in	I	SL 11-12.1.a	I.11.d
33. Describe effective advertising layouts	I	SL 11-12.1.a	I.11.e
34. Explain the impact of color harmonies	I	SL 11-12.1.a	I.11.f
35. Check advertising proofs	I	SL 11-12.1.a	I.12.a
36. Evaluate storyboards	I	SL 11-12.1-	I.12.b
37. Critique advertisements	I	SL 11-12.1-	I.12.c
38. Determine advertising reach of media	I	SL 11-12.1-	I.13.a
39. Read media schedule	I	RI 11-12.1	I.13.b
40. Calculate media costs	I	W 11-12.6	I.13.c
41. Choose appropriate media outlets	I	W 11-12.6	I.13.e
42. Select placement of advertisements	I	SL 11-12.5	I.13.g
43. Develop a media plan (includes	I	SL 11-12.2	I.14.a
44. Write a press release	I	WHST 11-12.2.a	I.15.a
45. Create a public-service announcement	I	WHST 11-	I.15.b
46. Create a press kit	I	WHST 11-	I.15.c
47. Analyze costs/benefits of	I	SL 11-12.4	I.16.a
48. Explain current issues/trends in public relations	I	SL 11-12.1.a	I.16.b
49. Create a public-relations campaign	I	W 11-12.6	I.16.c
50. Create promotional signage	I	W 11-12.6	I.17.a
51. Collaborate in the design of	I	W 11-12.6	I.17.b
52. Analyze considerations in designing	I	WHST 11-	I.17.c
53. Analyze use of specialty promotions	I	WHST 11-12.6	I.17.d
54. Develop strategy for creating a special	I	SL 11-12.2	I.17.e
55. Set up cross-promotions	I	WHST 11-	I.17.f
56. Explain the use of advertising agencies	I	SL 11-12.5	I.18.a
57. Propose community issues for company	I	SL 11-12.4	I.19.a
58. Explain the use of visual merchandising	I	SL 11-12.5	I.20.a
59. Distinguish between visual	I	SL 11-12.5	I.20.b
60. Place merchandise for impact	I	SL 11-12.5	I.20.c
61. Use cross-merchandising techniques	I	SL 11-12.2	I.20.d
62. Analyze types of display arrangements	I	SL 11-12.2	I.21.a
63. Create and maintain displays	I	SL 11-12.5	I.21.b
64. Develop promotional calendar	I	W 11-12.2.a	I.22.a
65. Plan a promotional strategy	I	W 11-12.2.a	I.22.c
67. Persuade others	I	SL 11-12.1.c	J.1.a

	Scope & Sequence	Common Core	National Standards (MBA Research)
E. Selling			
1. Explain the nature of positive	I	SL 9-10.6	K.1.a
2. Demonstrate a customer-service	I	SL 9-10.1.a	K.1.b
3. Explain the role of ethics in	I	SL 11-12.4	K.2.a
4. Describe the use of technology in customer relationship management	I	W 11-12.6	K.2.b
5. Explain external planning considerations	I	WHST 11-12.5	L.1.a
6. Explain the nature and scope of the	I	SL 11-12.4	M.1.a
7. Explain the role of customer	I	SL 9-10.1.d	M.1.b
8. Explain key factors in building a clientele	I	SL 11-12.1.d	M.1.c
9. Compare and contrast selling	I	RI 11-12.8	M.1.e
10. Acquire product information for use	I	WHST 11-	M.2.a
11. Analyze product information to identify product features and	I	WHST 11-12.7	M.2.b
12. Explain the selling process	I	SL 11-12.5	M.3.a
13. Provide service after the sale	I	W 11-12.2.f	M.4.a
14. Prepare cash drawers/banks	I	N-Q 1	N.1.a
15. Open/Close register/terminal	I	N-Q 1	N.1.b
16. Explain the impact of sales cycles	I	WHST11-12.7	M.5.a
17. Differentiate between consumer	I	RST 11-12.5	M.6.a
18. Identify emerging trends	I	RST11-12.6	M.6.b
19. Explain the use of marketing-	I	RST 11-12.7	M.7.a
20. Prospect for customers	I	WHST 11-12.8	M.7.b
21. Qualify customers/clients	I	SL 11-12.2	M.7.c
22. Conduct pre-visit research (e.g., customer's markets/ products,	I	SL 11-12.1.a	M.7.d
23. Determine sales strategies	I	SL 11-12.1.a	M.7.e
24. Schedule appointments with	I	W 11-12.10	M.7.f
25. Prepare sales presentation	I	W 11-12.5	M.7.g
26. Establish relationship with	I	SL 11-12.1.a	M.8.a
27. Process special orders	I	L 11-12.4.c	M.9.a
28. Process sales documentation	I	L 11-12.4.c	M.9.b
29. Prepare sales reports	I	S-ID 1	M.10.a
30. Gather customer/client feedback to	I	WHST 11-	M.10.b
31. Plan strategies for meeting sales	I	WHST 11-	M.11.a
35. Develop strategies to win back former	I	SL 9-10.1.c	M.11.b

	Scope & Sequence	Common Core	National Standards (MBA Research)
36. Establish sales terms	I	WHST 11-	M.11.c
37. Prepare and implement sales plans	I	WHST 11-	M.11.d
38. Set sales quotas	I	WHST 11-12.6	M.12.a
39. Manage salesperson's	I	WHST 11-12.9	M.12.b
40. Design incentive programs	I	WHST 9-	M.12.c
41. Provide legitimate responses to	I	SL 11-12.2	O.1.a
42. Defend ideas objectively	I	SL 11-12.1.c	O.1.b
43. Respond to customer inquiries	I	SL 11-12.1.d	O.2.a
44. Interpret business policies to	I	SL 11-12.1.d	O.2.b
45. Establish relationship with	I	RI 11-12.3	M.13.a
46. Determine customer/client needs	I	SL 11-12.3	M.13.b
47. Recommend specific product	I	SL 11-12.1.d	M.13.c
48. Demonstrate good/service	I	SL 11-12.1.d	M.13.d
49. Convert customer/client objections	I	SL 11-12.2	M.13.e
50. Close the sale	I	SL 11-12.4	M.13.f
51. Demonstrate suggestion selling	I	SL 9-10.5	M.13.g
52. Collect payment from customer to complete customer transaction	I	A-SSE 1.a	M.13.h
53. Plan follow- up strategies for use in	I	W 11-12.2.f	M.13.i
54. Analyze sales performance	I	N-Q 1	M.14.a
F. Pricing			
1. Explain the nature and scope of the	I	SL 9-10.4	P.1.a
2. Describe the role of business ethics in	I	SL 11-12.1.b	P.1.b
3. Explain the use of technology in the	I	SL 9-10.4	P.1.c
4. Explain legal considerations for pricing	I	SL 11-12.4	P.1.d
5. Explain factors affecting pricing	I	N-Q 2	P.1.e
6. Explain pricing practices used in	I	N-Q 1	P.2.a
7. Discuss the nature of pricing models	I	N-Q 1	P.2.b
8. Explain considerations in website	I	N-Q 1	P.2.c
9. Set price objectives for marketing	I	SL 11-12.2	P.2.d
10. Select pricing strategies	I	F-IF 4	P.2.e
11. Determine cost of product (breakeven,	I	F-IF 4	P.3.a
12. Calculate break-even point	I	F-IF 4	P.3.b
13. Establish pricing objectives	I	F-IF 4	P.3.c
14. Select pricing policies	I	F-IF 1	P.3.d
15. Determine discounts and allowances that can be used to adjust base	I	A-REI 1	P.3.e
16. Set prices	I	A-REI 1	P.3.f
17. Adjust prices to maximize profitability	I	F-IF 4	P.3.g

	Scope & Sequence	Common Core	National Standards (MBA Research)
G. Product Service Management			
1. Explain the nature and scope of the product/service management	I	RI 11-12.3	Q.1.a
2. Identify the impact of product life cycles on marketing decisions	I	RI 11-12.3	Q.1.b
3. Describe the use of technology in the product/service management	I	SL 11-12.4	Q.1.c
4. Explain business ethics in	I	SL 11-12.1.b	Q.1.d
5. Identify product opportunities	I	SL 11-12.4	Q.2.a
6. Identify methods/techniques to	I	WHST 11-	Q.2.b
7. Generate product ideas	I	WHST 11-	Q.2.c
8. Determine initial feasibility of product	I	WHST 11-	Q.2.d
9. Describe the uses of grades and	I	SL 11-12.2	Q.3.a
10. Explain warranties and guarantees	I	SL 11-12.2	Q.3.b
11. Identify consumer protection provisions of appropriate agencies	I	L 11-12.6	Q.3.c
12. Evaluate customer experience	I	WHST 11-	Q.3.d
13. Explain the concept of product mix	I	RST 11-12.5	Q.4.a
14. Describe the nature of product	I	RST 11-12.5	Q.4.b
15. Identify product to fill customer need	I	SL 11-12.2	Q.4.c
16. Plan product mix	I	L 11-12.6	Q.4.d
17. Describe factors used by marketers to position	I	WHST 11-12.8	Q.5.a
18. Develop positioning concept for a	I	WHST 11-	Q.5.b
19. Explain the nature of product/service	I	WHST 11-	Q.5.c
20. Explain the nature of branding	I	WHST 11-	Q.6.a
21. Describe factor used by businesses to	I	WHST 9-10.8	Q.6.b
22. Develop strategies to position brands	I	WHST 9-10.8	Q.6.c
23. Explain the nature of product extension in services marketing	I	WHST 11-12.7	Q.7.a
24. Identify product extensions that can be used in marketing communications	I	RI 11-12.10	Q.7.b
25. Determine quality of merchandise to	I	RH 11-12.10	Q.8.a
26. Determine width and depth of	I	RH 11-12.10	Q.8.b
27. Select mix of brands	I	RST 11-12.9	Q.8.c
28. Plan merchandise assortment (e.g., styling, sizes,	I	RST 11-12.9	Q.8.d
29. Identify new private brand	I	RST 11-12.8	Q.8.e
30. Develop seasonal assortment	I	RST 11-12.8	Q.8.f
31. Identify company's unique	I	SL 11-12.1.d	R.1.a
32. Identify internal and external service	I	SL 11-12.2	R.1.b

	Scope & Sequence	Common Core	National Standards (MBA Research)
H. Career & Professional Development			
1. Describe traits important to the success of employees in the	I	SL 11-12.4	S.1.a
2. Describe employment opportunities in the marketing communications industry (structure, jobs in	I	WHST 9-10.7	S.1.b
3. Explain factors affecting the growth and development of the	I	WHST 11-12.7	S.1.c
4. Discuss the economic and social effects of marketing	I	WHST 11-12.7	S.1.d
5. Analyze marketing communications careers to	I	WHST 11-12.8	S.1.e
6. Identify career opportunities in	I	WHST 11-12.8	S.2.a
7. Explain career opportunities in merchandising	I	WHST 11-12.8	S.2.b
8. Describe the role of merchandisers in retailing	I	SL 11-12.4	S.2.c
9. Explain the nature of professional selling	I	SL 11-12.4	S.3.a
10. Explain employment opportunities in professional selling	I	SL 11-12.4	S.3.b
11. Discuss the economic and social effects of professional	I	WHST 11-12.7	S.3.c
I. Marketing Service Management			
1. Assess product-packaging	NA	RH 11-12.10	T.1.a
2. Evaluate graphic design on	I	RI 9-10.10	T.1.b
3. Evaluate adequacy of product	I	RI 11-12.10	T.1.c
4. Conduct reviews of product	I	RH 11-12.10	T.1.d
5. Communicate core values of product/service	I	RH 11-12.10	T.2.a

Examples Aligned to Common Core Standards

The following instructional examples follow the expectations of the Marketing I Instructional Framework and align to the Common Core standards.

Common Core English Language Arts and Literacy

Create flyers and posters to promote the DECA student organization. Students can also prepare a presentation or memo describing the benefits and requirements to join DECA or any other student organization.

SL 11-12.3, SL 11-12.2, SL 11-12.5, SL 11-12.1.b, SL

11-12.1.d Create a video to promote DECA week.

SL 11-12.3, SL 11-12.2, SL 11-12.5, SL 11-12.1.b, SL 11-12.1.d

Assume the role as an assistant manager of an online printing company. Customers can phone, fax, or email orders. Students compose an email to customers regarding a special order.

L 11-12.1, SL 11-12.2, SL 11-12.5, SL 11-12.1.b, SL 11-12.6

Perform a SWOT analysis for a local and global company. Using the Internet and other resources available in a public or school library, answer questions about the local and global company staff, production, and the marketing mix (4Ps: product, price, placement, and promotion). An example of a local and global company would be McDonald's in the U.S. and McDonald's in China or India.

RI 11-12.3, RH 11-12.9, S-ID 5

Using the Internet, research multicultural greetings and exchange rates for the top 10 exporters of the United States. Create a chart or poster representing U.S. imports in dollars.

RH 11-12.3, RH 11-12.5

Prepare a sales presentation, using a product of the student's choice. Through the presentation, sell the product to a classmate.

RI 11-12.3, SL 11-12.3, SL 11-12.1.d, SL 11-12.2, SL 11-12.4, SL 9-10.5, A-SSE 1.a

Create a brand, package, and label for distribution of a new soft drink for the consumer market. Through this process, document the target market, idea screening process, concept testing process, and business feasibility.

WHST 11-12.1, WHST 11-12.7, L 11-12.6, SL 11-12.2, WHST 11-12.8, WHST 9-10.8, RH 11-12.10, RH 11-12.9, RH 11-12.8

Using the Occupational Outlook Handbook on the Internet, research a variety of marketing occupations and answer a number of key questions about each of the occupations.

SL 11-12.4, WHST 9-10.7, WHST 11-12.8

Create and package a new cereal. This process will involve the following steps: base decisions on an analysis of customer surveys, decide the ingredients, design and build a cereal box, and give a presentation of the design.

RH 11-12.10, RH 9-10.10

Common Core Mathematics

Perform a SWOT analysis for a local and global company. Using the Internet and other resources available in a public or school library, answer questions about the local and global company staff, production, and the marketing mix (4Ps: product, price, placement, and promotion). An example of a local and global company would be McDonald's in the U.S. and McDonald's in China or India.

RI 11-12.3, RH 11-12.9, S-ID 5

Prepare a sales presentation, using a product of the student's choice. Through the presentation, sell the product to a classmate.

RI 11-12.3, SL 11-12.3, SL 11-12.1.d, SL 11-12.2, SL 11-12.4, SL 9-10.5, A-SSE 1.a

Conduct transactions for purchases from a cash drawer set up with all coins and varieties of small bills totaling \$100.00. After eight transactions with other students, students balance out the register and verify the amount of money in the register with the amount of items sold.

N-Q 1

Determine the rates (with separate seasonal rates for each) for hotel accommodations, golf green fees, and health spa services for a new golf resort in Kissimmee, Florida. Three established competitors exist. Design at least two comprehensive golf packages that include breakfast, greens fees, admission to the spa, and any other special features the student may wish to add. Design a proposal presentation to share the proposed rates and packages, with background information on golf resorts and trends in the recreational industry.

SL 9-10.4, SL 11-12.1.b, SL 11-12.4, N-Q 2, A-REI 1, F-IF

1, F-IF 4 Codes for Common Core English Language Arts and

Content Area: Business/Marketing

Course Name: Marketing I				Grade: 10-12		Duration of Unit: 3 weeks			
Unit Title: Career & Professional Development									
Learning Objective/Essential Course Outcome/ A+ Objective:									
<ol style="list-style-type: none"> Describe traits important to the success of employees in business. Research and Identify a marketing occupational objective Develop a resume Complete a marketing employment interview Secure marketing employment if student is dually enrolled in Marketing Internship. Students will join a student organization called DECA. 									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
X	Equity	X	Research	X	1. Identify similarities /differences	X	6. Cooperative Learning		
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback		
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				X	4. Practice		9. Cues, Questions, & Advanced Organizers		
				X	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:				Content Standards		Process Standards		ICTL CLEs	
<ul style="list-style-type: none"> Students will prepare for a videotaped interview Students will create a resume and enter it into Monster.com In an essay test students will describe what the common traits of successful employees look like. Secure marketing employment Students will demonstrate knowledge on a summative assessment. 				CA 1 CA 5 M2 M5 FA1		1.6 2.1 2.2 3.3 4.1 4.5 4.6		1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.									
Enrichment Exercises: Students will prepare and compete for District DECA president, writing a speech and studying for District exam. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.									
Special Needs: Modify as needed according to the student's 504 plan/IEP.									

Content Area: Business/Marketing

Course Name: Marketing		Grade: 10-12		Duration of Unit: 4 weeks					
Unit Title: Marketing Concepts									
Learning Objective/Essential Course Outcome/ A+ Objective:									
<ol style="list-style-type: none"> 1. Analyze the marketing mix 2. Analyze the elements of a marketing plan 3. Conduct a SWOT analysis 4. Identify markets for a product and/or service 5. Identify ways to segment a Market segmentation & Target markets 6. Profile a target customer 7. Identify marketing strategies 									
Primary Text:									
Equity/Workplace Readiness			Instructional Method (Strategy)						
X	Equity	X	Research	X	1. Identify similarities /differences	X	6. Cooperative Learning		
	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback		
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				X	4. Practice		9. Cues, Questions, & Advanced Organizers		
				X	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:				Content Standards		Process Standards		ICTL CLEs	
Learning Activity – Guiding Questions:				CA1 SS3 SS4 SC8		1.6 1.8 1.10 2.1 3.1 4.1		1A 1B 2A 2B 3A 3B 4A 5C	
<ul style="list-style-type: none"> • Students will complete the reviewing the facts questions associated with learning objectives • Students will list the elements of the Marketing plan and describe them on the end of the unit test. • Student will participate on a SWOT analysis activity where they categorize the elements a specific company into the 4 categories. • Students will orally divide the class in an activity using market segments • Students will create a list of factors that a company can use in its marketing efforts and create class list of factors to profile potential customer. • Students will demonstrate knowledge on a summative assessment. 									
Resources: Teacher generated, published, computer and online resources to be determined.									
<p>Enrichment Exercises: Students will produce a marketing plan from the current year DECA guide. Correction Exercises: Self assessment based on examples and allow for revision.</p>									
Special Needs: Modify as needed according to the student's 504 plan/IEP.									

Content Area: Marketing

Course Name: Marketing I			Grade: 10-12	Duration of Unit: 4 weeks		
Unit Title: Promotion						
Learning Objective/Essential Course Outcome/ A+ Objective:						
<ol style="list-style-type: none"> 1. Analyze advertising media 2. Explain & evaluate the types of promotional activities 3. Describe the concept of the promotional mix 4. Develop and plan promotional campaign 5. Identify the elements of visual merchandising 6. Describe the types of display arrangements 7. Explain the concept of advertising in the promotional mix. 8. Identify the various types of media and the advantages and disadvantage of them. 9. Utilize visual merchandising in the promotion mix 						
Primary Text:						
Equity/Workplace Readiness				Instructional Method (Strategy)		
X	Equity	X	Research	X	1. Identify similarities /differences	x 6. Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X 7. Setting Objectives & Providing Feedback
				X	3. Reinforcing Effort/ Providing Recognition	8. Generating & Testing Hypothesis
				X	4. Practice	9. Cues, Questions, & Advanced Organizers
				X	5. Nonlinguistic Representations	10. Other:
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards	ICTL CLEs
<ul style="list-style-type: none"> • Students will complete the reviewing the facts questions associated with learning objectives • Students will list the elements of the Promotional Campaign and describe them on the end of the unit test. • Student will participate in a DECA role-play that requires them to analyze a company's promotional mix...then give them feedback of how they might improve on what they are doing. • Students will do research to learn about Kelvin color temperature and its effects on displays. • Students will examine and compare the layouts of 2 different stores and give the research finding back to class. 				CA 1 CA 5 M2 M5 FA1	1.6 2.1 2.2 3.3 4.1 4.5 4.6	1A 1B 2A 2B 3A 3B 4A 5C
Resources: Teacher generated, published, computer and online resources to be determined.						
<p>Enrichment Exercises: Students will produce a marketing plan from the current year DECA guide. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>						

Content Area: Business/Marketing

Course Name: Marketing I		Grade: 10-12		Duration of Unit: 6 weeks			
Unit Title: Selling							
Learning Objective/Essential Course Outcome/ A+ Objective:							
<ol style="list-style-type: none"> 1. Plan a sales presentation 2. Conduct a sales presentation 3. Identify various types of selling 4. Utilize specialized selling techniques 5. Utilize organizational skills in professional selling 							
Primary Text:							
Equity/Workplace Readiness			Instructional Method (Strategy)				
X	Equity	X	Research	X	1. Identify similarities /differences	X	6. Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis
				X	4. Practice		9. Cues, Questions, & Advanced Organizers
				X	5. Nonlinguistic Representations		10. Other:
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards	ICTL CLEs	
<ul style="list-style-type: none"> • Students will develop a sales presentation. • Students will research using the Internet careers in sales. • Students will complete the reviewing the facts activities. • Students will develop a power-point presentation focusing on the steps in the sales process. • Students will role-play the selling presentation then evaluate themselves from a video recording. 				CA 1 CA 5 M2 M5 FA1	1.6 2.1 2.2 3.3 4.1 4.5 4.6	1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.							
<p>Enrichment Exercises: Students will prepare selling presentation for District DECA in alignment with DECA yearly catalog. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>							

Content Area: Business/Marketing

Course Name: Marketing I		Grade: 10-12		Duration of Unit: 6 weeks			
Unit Title: DECA/Communication/Human Relations							
Learning Objective/Essential Course Outcome/ A+ Objective:							
<ol style="list-style-type: none"> 1. Facilitate communications among employees, management, and customers using electronic media\communications. 2. Interpret marketing information in a DECA role-play event. 3. Develop a power point to train employees on workplace rules 4. In a role-play situation students will to make a marketing presentation to a judge at a DECA competition(F5) 5. Students will demonstrate knowledge of how to type business letter in the field of marketing 6. Students will develop effective personal human relations skills through the practice of role-playing. 7. Motivate marketing employees 8. Participate in professional marketing related activities - DECA Fall conference, DECA districts 9. Participate in problem solving skills working in a team environment 							
Primary Text:							
Equity/Workplace Readiness				Instructional Method (Strategy)			
X	Equity	X	Research	X	1. Identify similarities /differences	X	6. Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis
				X	4. Practice		9. Cues, Questions, & Advanced Organizers
				X	5. Nonlinguistic Representations		10. Other:
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards	ICTL CLEs	
<ul style="list-style-type: none"> • Students will properly email their teacher reports during the year. • Students will prepare and compete in DECA competition • Students will develop a PowerPoint discussing workplace rules of their training station or one of a business they might be interested in starting someday. • Students will create a business letter soliciting a product or service of their choice. • Students will brain storm in a group ways to motivate uninspired employees at a training station or former employer of someone in the group and present it to class. 				CA 1 CA 5 M2 M5 FA1	1.6 2.1 2.2 3.3 4.1 4.5 4.6	1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.							
<p>Enrichment Exercises: Students will compete in DECA districts and qualify for the state completion. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>							

Content Area: Business/Marketing

Course Name: Marketing I		Grade: 10-12		Duration of Unit: 3 weeks			
Unit Title: Pricing							
Learning Objective/Essential Course Outcome/ A+ Objective:							
<ol style="list-style-type: none"> 1. Explain factors affecting price 2. Explain considerations in Website pricing 3. Select pricing strategies 4. Establish pricing objectives 							
Primary Text:							
Equity/Workplace Readiness			Instructional Method (Strategy)				
X	Equity	X	Research	X	1. Identify similarities /differences	X	6. Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis
				X	4. Practice		9. Cues, Questions, & Advanced Organizers
				X	5. Nonlinguistic Representations		10. Other:
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards	ICTL CLEs	
<ul style="list-style-type: none"> • Students will come up with a Product or service that they want to take to the marketplace explaining their rationale for pricing strategies for Brick and Mortar companies as well as their website promotions • Students will complete the reviewing the facts activities. 				CA 1 CA 5 M2 M5 FA1	1.6 2.1 2.2 3.3 4.1 4.5 4.6	1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.							
<p>Enrichment Exercises: Students will use Virtual business pricing simulations to maximize profitability. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>							

Content Area: Business/Marketing

Course Name: Marketing I		Grade: 10-12		Duration of Unit: 3 weeks		
Unit Title: Product Service Management						
Learning Objective/Essential Course Outcome/ A+ Objective:						
<ol style="list-style-type: none"> 1. Students will research company marketing techniques 2. Explain how to develop, maintain, and improve a marketing mix in a DECA role-play. 3. Identify the four stages of the product life cycle. 4. Describe product positioning techniques in relation to other products in a line. 5. Identify the various branding elements. 6. Discuss the importance of branding in product planning. 						
Primary Text:						
Equity/Workplace Readiness			Instructional Method (Strategy)			
X	Equity	X	Research	X	1. Identify similarities /differences	6. Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X 7. Setting Objectives & Providing Feedback
				X	3. Reinforcing Effort/ Providing Recognition	8. Generating & Testing Hypothesis
				X	4. Practice	9. Cues, Questions, & Advanced Organizers
				X	5. Nonlinguistic Representations	10. Other:
Assessment/Evaluation/Learning Activity:			Content Standards	Process Standards	ICTL CLEs	
<ul style="list-style-type: none"> • Students will research a given product and determine how it differentiates itself from other products on the market. • Students will propose ideas they come up with by conducting research of a company and present it to a class focus group. • Students will prepare a list of products or services that will become obsolete while demonstration knowledge of the 4 stages of the product life cycle. • Students will come up with a Product or service that they want to take to the marketplace explaining their market plan concerning their decisions with product features that will help sell their product including packaging labeling and branding. • Students will complete the reviewing the facts activities. 			CA 1 CA 5 M2 M5 FA1	1.6 2.1 2.2 3.3 4.1 4.5 4.6	1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.						
<p>Enrichment Exercises: Students will compete in the Virtual Business Simulation competition on line. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>						

Content Area: Business/Marketing

Course Name: Marketing I				Grade: 10-12		Duration of Unit: 2 weeks			
Unit Title: Distribution									
Learning Objective/Essential Course Outcome/ A+ Objective:									
<ol style="list-style-type: none"> 1. Explain the concept of distribution 2. Identify channels of distribution 3. Compare the channels of distribution 									
Primary Text:									
Equity/Workplace Readiness				Instructional Method (Strategy)					
X	Equity	X	Research	X	1. Identify similarities /differences		6. Cooperative Learning		
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback		
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				X	4. Practice		9. Cues, Questions, & Advanced Organizers		
				X	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:				Content Standards		Process Standards		ICTL CLEs	
<ul style="list-style-type: none"> • Students will come up with a Product or service that they want to take to the marketplace explaining the distribution channel that they will use to get the product to the market place. • Students will identify several channel member possibilities for their product or service and the benefits of using that intermediary. • Students will complete the reviewing the facts activities 				CA 1 CA 5 M2 M5 FA1		1.6 2.1 2.2 3.3 4.1 4.5 4.6		1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.									
<p>Enrichment Exercises: Students will use the Virtual Business simulation distribution center and show demonstrate understanding of ways to maximize profitability. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>									

Content Area: Business/Marketing

Course Name:				Grade: 10-12		Duration of Unit: 2 weeks			
Unit Title: Economics									
Learning Objective/Essential Course Outcome/ A+ Objective:									
<ol style="list-style-type: none"> 1. Distinguish between economic goods and services 2. Determine economic utilities created by business activities 3. Explain the principles of supply and demand of products and services 4. Identify gross domestic product 5. Understand government regulations in marketing enterprises 									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
X	Equity	X	Research	X	1. Identify similarities /differences		6. Cooperative Learning		
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback		
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				X	4. Practice		9. Cues, Questions, & Advanced Organizers		
				X	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:				Content Standards		Process Standards		ICTL CLEs	
<ul style="list-style-type: none"> • On a test students will distinguish between goods and services. • In an essay student will describe the economic utilizes as they relate to marketing • On a test students will draw a supply and demand curve and explain the concepts of each. • Students will complete the reviewing the facts activities • Students will research some of the government regulations that effect marketing and business. 				CA 1 CA 5 M2 M5 FA1		1.6 2.1 2.2 3.3 4.1 4.5 4.6		1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.									
<p>Enrichment Exercises: Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>									

Marketing Internship

Content Area: Business/Marketing

Course Name: Marketing Internship		Grade: 12	Duration of Unit: All year				
Unit Title: Orientation							
Learning Objective/Essential Course Outcome/ A+ Objective:							
<ol style="list-style-type: none"> 1. Complete a program application 2. Understand the internship training assignments 3. Understand the purpose of the Instructional Management Plan (IMP) 4. Know the components for evaluation on the semester Employer Evaluation form 5. Understand the <i>Code of Ethics of the Internship Program</i> 							
Primary Text:							
Equity/Workplace Readiness			Instructional Method (Strategy)				
X	Equity	X	Research	X	1. Identify similarities /differences	X	6. Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X	2. Summarizing/Note Taking	X	7. Setting Objectives & Providing Feedback
				X	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis
				X	4. Practice		9. Cues, Questions, & Advanced Organizers
				X	5. Nonlinguistic Representations		10. Other:
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards	ICTL CLEs	
<ul style="list-style-type: none"> • Complete a program application • Successfully copy the Excel weekly training recap form to the student drive and complete the form for week 1 • Complete the first IMP—orientation to the training station • Familiarize themselves with the evaluation instrument employers will use to evaluate the internship experience • Review and sign the <i>Training Agreement</i> • Review and sign the <i>Code of Ethics</i> 				CA1, CA3, CA4	1.1, 1.4, 1.10 , 2.6, 2.7, 4.5, 4.7	1A 1B 2A 2B 3A 3B 4A 5C	
Resources: Teacher generated, published, computer and online resources to be determined.							
<p>Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.</p>							
Special Needs: Modify as needed according to the student's 504 plan/IEP.							

Content Area: Business/Marketing

Course Name: Marketing Internship		Grade: 12	Duration of Unit: All year		
Unit Title: Employment Traits					
Learning Objective/Essential Course Outcome/ A+ Objective:					
<ol style="list-style-type: none"> 1. Listen carefully; follow instructions; have a positive response to criticism; interact appropriately with other employees; exhibit self-control; dress appropriately for the work site; be a reliable employee with good attendance; exhibit good judgment; be self-confident; and show initiative 2. Demonstrate successful job traits specific to their training station—understanding of the business operations; knowledge of product information; keeping work area orderly; accuracy in performing work assignments; perform necessary mathematics with accuracy; complete work assignments; present a positive image for the business; use equipment properly 3. Apply academic theories to the working environment 4. Demonstrate skills/tasks specific to the industry in which employed 					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
X	Equity	X	Research	X 1. Identify similarities /differences	6. Cooperative Learning
X	Technology	X	Workplace Readiness Skills	X 2. Summarizing/Note Taking	X 7. Setting Objectives & Providing Feedback
				X 3. Reinforcing Effort/ Providing Recognition	8. Generating & Testing Hypothesis
				X 4. Practice	9. Cues, Questions, & Advanced Organizers
				X 5. Nonlinguistic Representations	10. Other:
Assessment/Evaluation/Learning Activity:			Content Standards	Process Standards	ICTL CLEs
<ul style="list-style-type: none"> • Perform specific skills/job tasks as assigned by the employer at the training station as rated by internship coordinator and work site manager. • Research and complete IMP's relative to each unit of instruction in the classroom 			CA3, CA4, CA5, CA6, MA1, MA3	1.1, 1.4, 4.3, 4.4, 4.5, 4.6,	1A 1B 2A 2B 3A 3B 4A 5C
Resources: Teacher generated, published, computer and online resources to be determined.					
<p>Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision.</p>					
Special Needs: Modify as needed according to the student's 504 plan/IEP.					

D.E.S.E. ALIGNMENT

Marketing I Essential Outcomes

Communications

A: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

A.1: Competency: Apply verbal skills to obtain and convey information.

A.1.a: Evidence: Explain the nature of effective verbal communications.

A.1.b: Evidence: Interpret others' nonverbal cues.

A.1.c: Evidence: Give verbal directions.

A.1.d: Evidence: Employ communication styles appropriate to target audience.

A.1.e: Evidence: Handle telephone calls in a businesslike manner.

A.1.f: Evidence: Participate in group discussions.

A.1.g: Evidence: Make oral presentations.

A.1.h: Evidence: Select and use appropriate graphic aids.

A.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

A.2.a: Evidence: Explain the nature of effective communication.

A.2.b: Evidence: Adapt communication to the cultural and social differences among clients.

B: Standard: Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

B.1: Competency: Acquire information to guide business decision-making.

B.1.a: Evidence: Describe current business trends.

B.1.b: Evidence: Conduct an environmental scan to obtain business information.

Marketing Concepts

C: Standard: Solves mathematical problems to obtain information for decision making in marketing.

C.1: Competency: Apply algebraic skills to make business decisions.

C.1.a: Evidence: Create mathematical models from real-life situations.

D: Standard: Integrates sociological knowledge of group behavior to understand customer decision-making.

D.1: Competency: Employ sociological knowledge to facilitate marketing activities.

D.1.a: Evidence: Analyze and interpret complex societal issues, events, and problems.

D.1.b: Evidence: Analyze researched information and statistics.

D.1.c: Evidence: Reach reasoned conclusions to identify target markets.

D.1.d: Evidence: Examine social beliefs, influences, and behavior.

D.1.e: Evidence: Analyze group dynamics.

E: Standard: Integrates psychological knowledge to understand customer motivation.

E.1: Competency: Apply psychological knowledge to facilitate marketing activities.

E.1.a: Evidence: Recognize factors influencing perception.

E.1.b: Evidence: Identify sources of attitude formation.

E.1.c: Evidence: Assess methods used to evaluate attitudes.

E.1.d: Evidence: Identify basic social and cultural groups.

E.1.e: Evidence: Determine behavioral patterns of social and cultural groups.

E.1.f: Evidence: Analyze effects of others on individual behavior.

E.1.g: Evidence: Recognize factors affecting personality.

E.1.h: Evidence: Investigate factors affecting purchasing decisions.

E.1.i: Evidence: Recognize cues to basic drives/motives.

E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

E.2.a: Evidence: Explain customer/client/business buying behavior.

E.2.b: Evidence: Discuss actions employees can take to achieve the company's desired results.

E.2.c: Evidence: Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.).

F: Standard: Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

F.1: Competency: Understand marketing's role and function in business to facilitate economic exchanges with customers.

F.1.a: Evidence: Explain marketing and its importance in a global economy.

F.1.b: Evidence: Describe marketing functions and related activities.

G: Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

G.1: Competency: Employ marketing information to develop a marketing plan.

G.1.a: Evidence: Explain the concept of marketing strategies.

G.1.a: Evidence: Explain the concept of market and market identification.

G.1.a: Evidence: Identify market segments.

G.1.a: Evidence: Select target market.

G.1.a: Evidence: Explain the nature of marketing planning.

G.1.a: Evidence: Conduct SWOT analysis for use in the marketing planning process.

G.1.a: Evidence: Develop marketing plan.

G.1.a.i: Evidence: Set marketing goals and objectives.

G.1.a.ii: Evidence: Set a marketing budget.

G.2: Competency: Employ marketing information to plan marketing activities.

G.2.a: Evidence: Identify ways to segment markets for marketing communications.

G.2.b: Evidence: Describe the nature of target marketing in marketing communications.

G.2.c: Evidence: Describe current issues/trends in marketing communications.

G.2.d: Evidence: Develop customer/client profile.

G.3: Competency: Employ marketing information to determine and meet customer needs.

G.3.a: Evidence: Profile target customer.

G.3.b: Evidence: Determine market needs.

Economics

H: Standard: Understands the economic principles and concepts fundamental to business operations.

H.1: Competency: Understand fundamental economic concepts to obtain a foundation for employment in business.

H.1.a: Evidence: Distinguish between economic goods and services.

H.1.b: Evidence: Explain the concept of economic resources.

H.1.c: Evidence: Describe the concepts of economics and economic activities.

H.1.d: Evidence: Determine economic utilities created by business activities.

H.1.e: Evidence: Explain the principles of supply and demand.

H.1.f: Evidence: Describe the functions of prices in markets.

H.2: Competency: Understand the nature of business to show its contributions to society.

H.2.a: Evidence: Explain the role of business in society.

H.2.b: Evidence: Describe types of business activities.

H.2.c: Evidence: Explain the organizational design of businesses.

H.2.d: Evidence: Discuss the global environment in which businesses operate.

H.2.e: Evidence: Describe factors that affect the business environment.

H.2.f: Evidence: Explain how organizations adapt to today's markets.

H.3: Competency: Understand economic systems to be able to recognize the environments in which businesses function.

H.3.a: Evidence: Explain the types of economic systems.

H.3.b: Evidence: Explain the concept of private enterprise.

H.3.c: Evidence: Identify factors affecting a business's profit.

H.3.d: Evidence: Determine factors affecting business risk.

H.3.e: Evidence: Explain the concept of competition.

H.3.f: Evidence: Describe market structures.

H.4: Competency: Understand economic indicators to recognize economic trends and conditions.

H.4.a: Evidence: Describe the concept of price stability as an economic measure.

H.4.b: Evidence: Discuss the measure of consumer spending as an economic indicator.

- H.4.c: Evidence:** Discuss the impact of a nation's unemployment rates.
- H.4.d: Evidence:** Explain the concept of Gross Domestic Product.
- H.4.e: Evidence:** Describe the economic impact of inflation on businesses.
- H.4.f: Evidence:** Explain unemployment and inflation tradeoffs.
- H.4.g: Evidence:** Explain the economic impact of interest-rate fluctuations.
- H.4.h: Evidence:** Determine the impact of business cycles on business activities.

Promotion

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

- I.1: Competency:** Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.1.a: Evidence:** Explain the role of promotion as a marketing function.
 - I.1.b: Evidence:** Explain the types of promotion.
 - I.1.c: Evidence:** Identify the elements of the promotional mix.
 - I.1.d: Evidence:** Describe the use of business ethics in promotion.
 - I.1.e: Evidence:** Explain the nature of a promotional plan.
 - I.1.f: Evidence:** Coordinate activities in the promotional mix.
- I.2: Competency:** Understand promotional channels used to communicate with targeted audiences.
 - I.2.a: Evidence:** Explain types of advertising media.
- I.3: Competency:** Understand the use of an advertisement's components to communicate with targeted audiences.
 - I.3.a: Evidence:** Explain components of advertisements.
 - I.3.b: Evidence:** Explain the importance of coordinating elements in advertisements.
- I.4: Competency:** Understand the use of public-relations activities to communicate with targeted audiences.
 - I.4.a: Evidence:** Identify types of public-relations activities.
- I.5: Competency:** Understand the use of trade shows/expositions to communicate with targeted audiences.
 - I.5.a: Evidence:** Explain how businesses can use tradeshow/exposition participation to communicate with targeted audiences.
- I.6: Competency:** Utilize word-of-mouth strategies to build brand and to promote products.
 - I.6.a: Evidence:** Explain the nature of word-of-mouth (WOM) strategies.
 - I.6.b: Evidence:** Select word-of-mouth strategies appropriate for promotional objectives.
 - I.6.c: Evidence:** Explain the nature of buzz marketing.
 - I.6.d: Evidence:** Explain considerations in developing viral marketing campaigns.
 - I.6.e: Evidence:** Develop viral marketing strategies.
 - I.6.f: Evidence:** Explain the use of celebrities/influencers as a WOM strategy.
 - I.6.g: Evidence:** Select celebrity/influencer to deliver promotional message.
 - I.6.h: Evidence:** Develop referral program to build brand/promote products.
 - I.6.i: Evidence:** Explain the use of product placement.

I.6.j: Evidence: Identify opportunities for product placement.

I.7: Competency: Understand the use of direct marketing to attract attention and build brand.

I.7.a: Evidence: Discuss types of direct marketing strategies.

I.8: Competency: Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.

I.8.a: Evidence: Describe the use of advergames.

I.9: Competency: Understand types of digital advertising strategies that can be used to achieve promotional goals.

I.9.a: Evidence: Explain the nature of online advertisements.

I.9.b: Evidence: Explain the nature of e-mail marketing strategies.

I.9.c: Evidence: Describe mobile advertising strategies.

I.10: Competency: Evaluate advertising copy strategies that can be used to create interest in advertising messages.

I.10.a: Evidence: Identify effective advertising headlines.

I.10.b: Evidence: Describe copy strategies.

I.10.c: Evidence: Describe the nature of effective Internet ad copy.

I.10.d: Evidence: Identify promotional messages that appeal to targeted markets.

I.11: Competency: Understand design principles to be able to communicate needs to designers.

I.11.a: Evidence: Analyze the impact of color in advertisements.

I.11.b: Evidence: Describe the elements of design.

I.11.c: Evidence: Explain the use of illustrations in advertisements.

I.11.d: Evidence: Explain type styles used in advertisements.

I.11.e: Evidence: Describe effective advertising layouts.

I.11.f: Evidence: Explain the impact of color harmonies on composition.

I.12: Competency: Assess advertisements to ensure achievement of marketing communications goals/objectives.

I.12.a: Evidence: Check advertising proofs.

I.12.b: Evidence: Evaluate storyboards.

I.12.c: Evidence: Critique advertisements.

I.13: Competency: Manage media planning and placement to enhance return on marketing investment.

I.13.a: Evidence: Determine advertising reach of media.

I.13.b: Evidence: Read media schedule.

I.13.c: Evidence: Calculate media costs.

I.13.d: Evidence: Choose appropriate media outlets.

I.13.e: Evidence: Select placement of advertisements.

I.14: Competency: Develop and execute an advertising campaign to achieve marketing-communications objectives.

I.14.a: Evidence: Develop a media plan (includes objectives, budget, media allocation, and timing of ads).

I.15: Competency: Utilize publicity to inform stakeholders of business activities.

I.15.a: Evidence: Write a press release.

I.15.b: Evidence: Create a public-service announcement.

I.15.c: Evidence: Create a press kit.

I.16: Competency: Utilize publicity/public-relations activities to create goodwill with stakeholders.

I.16.a: Evidence: Analyze costs/benefits of company participation in community activities.

I.16.b: Evidence: Explain current issues/trends in public relations.

I.16.c: Evidence: Create a public-relations campaign.

I.17: Competency: Employ sales-promotion activities to inform or remind customers of business/product.

I.17.a: Evidence: Create promotional signage.

I.17.b: Evidence: Collaborate in the design of slogans/taglines.

I.17.c: Evidence: Analyze considerations in designing a frequency/loyalty marketing program.

I.17.d: Evidence: Analyze use of specialty promotions.

I.17.e: Evidence: Develop strategy for creating a special event.

I.17.f: Evidence: Set up cross-promotions.

I.18: Competency: Develop marketing/creative briefs to apprise staff and client of promotional strategy.

I.18.a: Evidence: Explain the use of advertising agencies.

I.19: Competency: Participate in company's community outreach involvement to foster a positive company image.

I.19.a: Evidence: Propose community issues for company involvement.

I.20: Competency: Employ visual merchandising techniques to increase interest in product offerings.

I.20.a: Evidence: Explain the use of visual merchandising in retailing.

I.20.b: Evidence: Distinguish between visual merchandising and display.

I.20.c: Evidence: Place merchandise for impact.

I.20.d: Evidence: Use cross-merchandising techniques.

I.21: Competency: Implement display techniques to attract customers and increase sales potential.

I.21.a: Evidence: Analyze types of display arrangements.

I.21.b: Evidence: Create and maintain displays.

I.22: Competency: Manage promotional activities to maximize return on promotional efforts.

I.22.a: Evidence: Develop promotional calendar.

I.22.b: Evidence: Plan/Schedule displays/themes with management.

I.22.c: Evidence: Plan promotional strategy (promotional objectives, budget, promotional mix, etc.).

J: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

J.1: Competency: Use communication skills to influence others.

J.1.a: Evidence: Persuade others.

Selling

K: Standard: Understands the techniques and strategies used to foster positive, ongoing relationships with customers.

K.1: Competency: Foster positive relationships with customers to enhance company image.

K.1.a: Evidence: Explain the nature of positive customer relations.

K.1.b: Evidence: Demonstrate a customer-service mindset.

K.1.c: Evidence: Explain management's role in customer relations.

K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

K.2.a: Evidence: Explain the role of ethics in customer relationship management.

K.2.b: Evidence: Describe the use of technology in customer relationship management.

L: Standard: Understands tools, techniques, and strategies that affect a business's ability to plan, control, and organize an organization/department.

L.1: Competency: Utilize planning tools to guide organization's/department's activities.

L.1.a: Evidence: Explain external planning considerations.

M: Standard: 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.

M.1: Competency: Acquire a foundational knowledge of selling to understand its nature and scope.

M.1.a: Evidence: Explain the nature and scope of the selling function.

M.1.b: Evidence: Explain the role of customer service as a component of selling relationships.

M.1.c: Evidence: Explain key factors in building a clientele.

M.1.d: Evidence: Explain company selling policies.

M.1.e: Evidence: Compare and contrast selling and regulations and business ethics in selling.

M.2: Competency: Acquire product knowledge to communicate product benefits to ensure appropriateness of product for the customer.

M.2.a: Evidence: Acquire product information for use in selling.

M.2.b: Evidence: Analyze product information to identify product features and benefits.

M.3: Competency: Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.3.a: Evidence: Explain the selling process.

M.3.b: Evidence: Discuss motivational theories that impact buying behavior.

M.4: Competency: Utilize sales-support activities to increase customer satisfaction.

M.4.a: Evidence: Provide service after the sale.

M.5: Competency: Understand sales activities to show command of their nature and scope in the professional sales environment.

M.5.a: Evidence: Explain the impact of sales cycles.

M.6: Competency: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

M.6.a: Evidence: Differentiate between consumer and organizational buying behavior.

M.6.b: Evidence: Identify emerging trends.

M.7: Competency: Perform pre-sales activities to facilitate sales presentation.

M.7.a: Evidence: Explain the use of marketing-research information in professional selling.

M.7.b: Evidence: Prospect for customers.

M.7.c: Evidence: Qualify customers/clients.

M.7.d: Evidence: Conduct pre-visit research (e.g., customer's markets/ products, customer's competitors, and competitors' offerings).

M.7.e: Evidence: Determine sales strategies.

M.7.f: Evidence: Schedule appointments with prospective clients.

M.7.g: Evidence: Prepare sales presentation.

M.8: Competency: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.8.a: Evidence: Establish relationship with client/customer.

M.9: Competency: Process the sale to complete the exchange.

M.9.a: Evidence: Process special orders.

M.9.b: Evidence: Process sales documentation.

M.10: Competency: Conduct post-sales follow-up activities to foster ongoing relationships with customers.

M.10.a: Evidence: Prepare sales reports.

M.10.b: Evidence: Gather customer/client feedback to improve service.

M.11: Competency: Plan sales activities to increase sales efficiency and effectiveness.

M.11.a: Evidence: Plan strategies for meeting sales quotas.

M.11.b: Evidence: Develop strategies to win back former customers.

M.11.c: Evidence: Establish sales terms.

M.11.d: Evidence: Prepare and implement sales plans.

M.12: Competency: Control sales activities to meet sales goals/objectives.

M.12.a: Evidence: Set sales quotas.

M.12.b: Evidence: Manage salesperson's underperformance.

M.12.c: Evidence: Design incentive programs.

M.13: Competency: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.13.a: Evidence: Establish relationship with customer/client.

M.13.b: Evidence: Determine customer/client needs.

M.13.c: Evidence: Recommend specific product.

M.13.d: Evidence: Demonstrate good/service.

M.13.e: Evidence: Convert customer/client objections into selling points.

M.13.f: Evidence: Close the sale.

M.13.g: Evidence: Demonstrate suggestion selling.

M.13.h: Evidence: Collect payment from customer to complete customer transaction.

M.13.i: Evidence: Plan follow-up strategies for use in selling.

M.14: Competency: Control sales activities to meet sales goals/objectives.

M.14.a: Evidence: Analyze sales performance.

N: Standard: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

N.1: Competency: Prepare registers/terminals for sales operations.

N.1.a: Evidence: Prepare cash drawers/banks.

N.1.b: Evidence: Open/close register/terminal.

O: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

O.1: Competency: Apply verbal skills to obtain and convey information.

O.1.a: Evidence: Provide legitimate responses to inquiries.

O.1.b: Evidence: Defend ideas objectively.

O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

O.2.a: Evidence: Respond to customer inquiries.

O.2.b: Evidence: Interpret business policies to customers/clients.

Pricing

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

P.1: Competency: Develop a foundational knowledge of pricing to understand its role in marketing.

P.1.a: Evidence: Explain the nature and scope of the pricing function.

P.1.b: Evidence: Describe the role of business ethics in pricing.

P.1.c: Evidence: Explain the use of technology in the pricing function.

P.1.d: Evidence: Explain legal considerations for pricing.

P.1.e: Evidence: Explain factors affecting pricing decisions.

P.2: Competency: Employ pricing strategies to set prices for marketing communications services.

P.2.a: Evidence: Explain pricing practices used in marketing communications.

P.2.b: Evidence: Discuss the nature of pricing models.

P.2.c: Evidence: Explain considerations in website pricing.

P.2.d: Evidence: Set price objectives for marketing communications services.

P.2.e: Evidence: Select pricing strategies.

P.3: Competency: Employ pricing strategies to determine optimal prices.

P.3.a: Evidence: Determine cost of product (breakeven, ROI, markup).

P.3.b: Evidence: Calculate break-even point.

P.3.c: Evidence: Establish pricing objectives.

P.3.d: Evidence: Select pricing policies.

P.3.e: Evidence: Determine discounts and allowances that can be used to adjust base prices.

P.3.f: Evidence: Set prices.

P.3.g: Evidence: Adjust prices to maximize profitability.

Product Service Management

Q: Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Q.1: Competency: Acquire a foundational knowledge of product/service management to understand its nature and scope.

Q.1.a: Evidence: Explain the nature and scope of the product/service management function.

Q.1.b: Evidence: Identify the impact of product life cycles on marketing decisions.

Q.1.c: Evidence: Describe the use of technology in the product/service management function.

Q.1.d: Evidence: Explain business ethics in product/service management.

Q.2: Competency: Generate product ideas to contribute to ongoing business success.

Q.2.a: Evidence: Identify product opportunities.

Q.2.b: Evidence: Identify methods/techniques to generate a product idea.

Q.2.c: Evidence: Generate product ideas.

Q.2.d: Evidence: Determine initial feasibility of product idea.

Q.3: Competency: Apply quality assurances to enhance product/service offerings.

Q.3.a: Evidence: Describe the uses of grades and standards in marketing.

Q.3.b: Evidence: Explain warranties and guarantees.

Q.3.c: Evidence: Identify consumer protection provisions of appropriate agencies.

Q.3.d: Evidence: Evaluate customer experience.

Q.4: Competency: Employ product-mix strategies to meet customer expectations.

Q.4.a: Evidence: Explain the concept of product mix.

Q.4.b: Evidence: Describe the nature of product bundling.

Q.4.c: Evidence: Identify product to fill customer need.

Q.4.d: Evidence: Plan product mix.

Q.5: Competency: Position products/services to acquire desired business image.

Q.5.a: Evidence: Describe factors used by marketers to position products/services.

Q.5.b: Evidence: Develop positioning concept for a new product idea.

Q.5.c: Evidence: Explain the nature of product/service branding.

Q.6: Competency: Position company to acquire desired business image.

Q.6.a: Evidence: Explain the nature of branding.

Q.6.b: Evidence: Describe factor used by businesses to position brands.

Q.6.c: Evidence: Develop strategies to position brands.

Q.7: Competency: Employ product-mix strategies to meet customer expectations.

Q.7.a: Evidence: Explain the nature of product extension in services marketing.

Q.7.b: Evidence: Identify product extensions that can be used in marketing communications.

Q.8: Competency: Utilize assortment-mix strategies to create maximum mix of products at minimum cost.

Q.8.a: Evidence: Determine quality of merchandise to offer.

Q.8.b: Evidence: Determine width and depth of assortment strategies.

Q.8.c: Evidence: Select mix of brands.

Q.8.d: Evidence: Plan merchandise assortment (e.g., styling, sizes, quantities, colors).

Q.8.e: Evidence: Identify new private brand opportunities.

Q.8.f: Evidence: Develop seasonal assortment strategies.

R: Standard: Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

R.1: Competency: Understand company's unique competitive advantage to recognize what sets the company apart from its competitors.

R.1.a: Evidence: Identify company's unique competitive advantage.

R.1.b: Evidence: Identify internal and external service standards.

Career & Professional Development

S: Standard: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

S.1: Competency: Acquire information about the marketing communications industry to aid in making career choices.

S.1.a: Evidence: Describe traits important to the success of employees in the marketing communications.

S.1.b: Evidence: Describe employment opportunities in the marketing communications industry (structure, jobs in, structures in different size agencies, key departments in).

S.1.c: Evidence: Explain factors affecting the growth and development of the marketing communications industry.

S.1.d: Evidence: Discuss the economic and social effects of marketing communications.

S.1.e: Evidence: Analyze marketing communications careers to determine careers of interest.

S.2: Competency: Understand career opportunities in retailing to make career decisions.

S.1.a: Evidence: Identify career opportunities in retailing.

S.1.b: Evidence: Explain career opportunities in merchandising.

S.1.c: Evidence: Describe the role of merchandisers in retailing.

S.3: Competency: Acquire information about the sales industry to aid in making career choices.

S.1.a: Evidence: Explain the nature of professional selling.

S.1.b: Evidence: Explain employment opportunities in professional selling.

S.1.c: Evidence: Discuss the economic and social effects of professional selling.

Marketing Service Management

T: Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

T.1: Competency: Assess product packaging to improve its function and to improve its brand recognition.

T.1.a: Evidence: Assess product-packaging requirements.

T.1.b: Evidence: Evaluate graphic design on packages.

T.1.c: Evidence: Evaluate adequacy of product packaging.

T.1.d: Evidence: Conduct reviews of product packaging.

T.2: Competency: Position products/services to acquire desired business image.

T.2.a: Evidence: Communicate core values of product/service.

Marketing II

COURSE DESCRIPTION

Marketing 2 is a problems based course building on the concepts introduced in Marketing 1 through developing projects in international marketing, marketing research and market planning. Computer projects, public presentations, and simulations will be an important part of this class.

DECA, “An Association of Marketing Students,” is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences and competition on a district, state, and national level.

Marketing Internship may be taken as an additional component of this class. The supervised training program will provide good work experience for the future; develop self-confidence in the student as he/she learns to deal with the demands of a boss, co-workers, and public; provide self-satisfaction as the student starts to earn part of his/her own income.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance. Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Marketing 2 Essential outcomes:

Marketing Concepts- Students will be able to

- Describe marketing management philosophies
- Explain several reasons for studying marketing
- Develop an understanding of how to deliver value to the customer

Ethical Responsibility in Marketing – Students will be able to

- Explain the difference between legal and ethical behavior in marketing
- Identify factors that influence ethical and unethical marketing decisions
- Describe the different concepts of social responsibility
- Recognize unethical and socially irresponsible consumer behavior

Marketing Research – Students will be able to

- Identify reasons for conducting marketing research
- Explain how marketing uses secondary and primary data
- Detail how information technology and data mining lead to marketing decisions.

International Marketing – Students will be able to

- Describe the need for global marketing
- Explain the concept of global marketing strategies
- Identify the effects of global trade on retailing
- Conduct a global market analysis

Product Service Management – Students will be able to

- Explain the product life-cycle concept
- Identify ways that marketing executives manage a product's life cycle
- Incorporate the marketing mix into the planning for a new product/business introduction

Consumer Decision Making – Students will be able to

- Identify components of consumer decision making
- Evaluate the post-purchase process
- Plan for psychological factors that affect consumer buying decisions
- Describe social factors that affect consumer buying decisions

Market Planning – Students will be able to

- Explain how marketing managers allocate their limited resources
- Describe the elements of an effective marketing plan

Sales Promotion – Students will be able to

- Explain types of advertising media
- Explore media planning issues in Integrated Marketing Communications
- Coordinate elements in advertisements
- Describe how the communication process works in promotion

Personal Selling – Students will be able to

- Describe the differences between relationship selling and traditional selling
- Demonstrate the steps in the selling process
- Explain how the functions of sales management can coordinate selling activities

Pricing – Students will be able to

- Explain the importance of pricing decisions to the economy and to the individual firm
- Analyze a variety of pricing objectives

Channel Management – Students will be able to

- Summarize the importance of coordinating channel management with other marketing activities
- Describe the use of inventory control systems

Entrepreneurship – Students will be able to

- Explain the importance of entrepreneurs/small business in the U.S. and global economies
- Describe the characteristics and skills of entrepreneurs

Segmenting/Targeting Markets – Students will be able to

- Describe characteristics of markets and market segments
- Describe the steps involved in segmenting markets

Business/Internet Marketing – Students will be able to

- Describe the unique aspects of business buying behavior
- Identify the major differences between business and consumer markets
- Explain how the Internet affects the traditional marketing mix

Content Area: Marketing

Course Name: Marketing 2				Grade: 11-12		Duration of Unit: 4 weeks			
Unit Title Marketing Concepts									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to describe multiple marketing management philosophies, explain several reasons for studying marketing and develop an understanding of how to deliver value to the customer.									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity: Learning Activity – Guiding Questions:					Content Standards	Process Standards	ICTL CLEs		
<ol style="list-style-type: none"> 1. Examine social beliefs, influences, and behavior 2. Define marketing and identify the diverse factors influencing marketing activities 3. Explain how marketing discovers and satisfies consumer needs 4. Distinguish between marketing mix factors and environmental forces 5. Explain how organizations build strong customer relationships and customer value through marketing. 6. Describe how today’s customer relationship era differs from prior eras. 7. List what is needed for marketing to occur 8. Analyze effects of others on individual behavior 9. Adjust marketing programs depending on differing target markets 10. Explain how to create a great customer experience 11. Discuss how an organization assesses where it is now and where it seeks to be. 					C1, C4, MC1, MC3, MC4, MC5	1.6, 2.7,3.1, 3.6, 3.7, 4.1, 4.7	1A, 2B		
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.									

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment exercises: Students will demonstrate how to design a marketing plan based on a target market in a role play situation

Correction Exercises: Self assessment based on examples and allow for revision.

Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Marketing

Course Name: Marketing 2		Grade: 11-12		Duration of Unit: 2 Weeks	
Unit Title Ethical Responsibility in Marketing					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to explain the difference between legal and ethical behavior in marketing, identify factors that influence ethical and unethical marketing decisions, describe the different concepts of social responsibility, and recognize unethical and socially irresponsible consumer behavior.					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
x	Equity	x	Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
				x	4. Homework & Practice
				x	5. Nonlinguistic Representations
				x	6. Cooperative Learning
				x	7. Setting Objectives & Providing Feedback
					8. Generating & Testing Hypothesis
				x	9. Cues, Questions, & Advanced Organizers
					10. Other:
Assessment/Evaluation/Learning Activity:			Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Explain the role of ethics and ethical decisions in business and the impact of ethics and technology on a firm. 2. Describe why companies need to display corporate social responsibility to the environment. 3. Analyze the present state of ethical conduct in the United States. 4. Relate your personal moral philosophy with what you think the ethical philosophy of a company should be. 5. List and explain the three concepts of social responsibility. 6. What are some unethical practices that consumers would use? Why do you think consumers engage in unethical conduct? 			CA1, CA3, CA4	1.1, 1.4, 1.10, 2.6, 2.7,4.5, 4.7	1A, 6A, 6C
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.					
Resources: Teacher generated, published, computer and online resources to be determined.					
Enrichment exercises : Students will create an ethical dilemma and analyze their options in a role play situation.					
Correction Exercises: Self assessment based on examples and allow for revision.					
Special Needs: Modify as needed according to the student's 504 plan/IEP.					

Content Area: Marketing

Course Name: Marketing 2				Grade: 11-12		Duration of Unit: 4 Weeks			
Unit Title Marketing Research									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to identify reasons for conducting marketing research, explain how marketing uses secondary and primary data, and detail how information technology and data mining lead to marketing decisions.									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
x	Equity	x	Research	X	1. Identify similarities /differences	X	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:					Content Standards		Process Standards		ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Describe the five-step marketing research approach that leads to marketing actions. 2. Discuss the uses of observations, questionnaires, panels, experiments, and newer data collection methods. 3. List and explain three approaches to developing a company’s sales forecast. 4. Define the nature of marketing research. 5. Summarize sources of primary and secondary research. 6. Identify the marketing research problem/issue. 7. Compare and contrast research techniques. 8. Investigate research approaches (e.g. observation, survey, experiment) appropriate to the research problem. 9. Assess the relationship between the research purpose and the marketing research objectives. 10. Show the nature of sampling plans (for example, who, how many, how chosen). 11. Differentiate between the types of rating scales 12. Describe data collection methods 13. Evaluate questionnaire design 14. Select appropriate research techniques 					CA4, SS7		1.7, 2.7, 3.1, 3.4, 3.6		3A, 4C, 4D
Assessment/Evaluation Activity:									
Students will demonstrate skill on a formative/summative assessment.									

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Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment exercises: Students will interpret qualitative research findings from real world examples.

Correction Exercises: Self assessment based on examples and allow for revision.

Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Marketing

Course Name: Marketing 2				Grade: 11-12		Duration of Unit: 4 weeks			
Unit Title International Marketing									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to describe the need for global marketing, explain the concept of global marketing strategies, identify the effects of global trade on retailing, and conduct a global market analysis.									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:					Content Standards		Process Standards		ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Explain the concept of global marketing strategies. 2. Identify global market segments. 3. Conduct global SWOT analysis for use in the marketing planning process 4. Explain how environmental scanning provides information about social, economic, technological, competitive, and regulatory forces. 5. Monitor and evaluate performance of a global marketing plan. 6. Determine the relationship between government and business in global marketing. 7. Examine the roles of international trade organizations. 8. Describe how social forces such as demographics and culture can have an impact on marketing strategy. 9. Discuss how economic forces such as macroeconomic conditions and consumer income affect marketing. 10. Analyze the forms of competition that exist in the global market and the key components of competition. 11. Identify what globalization means for e-commerce. 12. Explain the major legislation that ensures competition and regulates the elements of the marketing mix. 					CA4, SS7		1.7, 1.10, 2.1, 2.3, 3.6, 4.1, 4.3, 4.6		1A, 3B

<p>Assessment/Evaluation Activity:</p> <p>Students will demonstrate skill on a formative/summative assessment.</p>			
<p>Resources: Teacher generated, published, computer and online resources to be determined.</p>			
<p>Enrichment Exercises: Students will conduct an environmental scan of a company of their own choosing and identify three global trends that might significantly affect this company's future business.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p>			

Content Area: Marketing

Course Name: Marketing 2		Grade: 11-12		Duration of Unit: 3 Weeks			
Unit Title Product Service Management							
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to explain the product life-cycle concept, identify ways that marketing executives manage a product's life cycle, and incorporate the marketing mix into the planning for a new product/business introduction.							
Primary Text:							
Equity/Workplace Readiness			Instructional Method (Strategy)				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers
					5. Nonlinguistic Representations		10. Other:
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards	ICTL CLEs	
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Explain the relationship between pricing and the product life cycle 2. Recognize the importance of branding and alternative branding strategies 3. Describe the role of packaging, labeling, and warranties in the marketing of a product. 4. Analyze the factors contributing to the success or failure of a new product or service 5. Explain the purposes of each step of the new-product process 6. Identify the ways in which consumer and business products and services can be classified 7. Recognize the various terms that pertain to products and services. 				CA3, CA4, CA5, CA6 MA3	1.1, 1.4, 4.3, 4.4, 4.5, 4.6,	3B, 4D	
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.							
Resources: Teacher generated, published, computer and online resources to be determined.							
Enrichment Exercises: Students will present strategies used in marketing all types of products and services in a role play situation with presentation software. Correction Exercises: Self assessment based on examples and allow for revision Special Needs: Modify as needed according to the student's 504 plan/IEP.							

Content Area: Marketing

Course Name: Marketing 2			Grade: 11-12		Duration of Unit: 3 Weeks				
Unit Title Consumer Decision Making									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to identify components of consumer decision making, evaluate the post-purchase process, plan for psychological factors that affect consumer buying decisions, and describe social factors that affect consumer buying decisions.									
Primary Text:									
Equity/Workplace Readiness				Instructional Method (Strategy)					
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:				Content Standards		Process Standards		ICTL CLEs	
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> Describe the stages in the consumer purchase decision process. Distinguish among three variations of the consumer purchase decision process: routine, limited, and extended problem solving. Identify the major psychological influences on consumer behavior. Identify the major sociocultural influences on consumer behavior Explain how to ensure customer satisfaction and expectation management. Analyze the influences on consumers' perceptions. Relate consumer behavior with their relation to the family life cycle. 				CA6, CA1		1.6, 2.7,3.1, 3.6, 3.7, 4.1, 4.7		1A, 3B, 4D	
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.									
Resources: Teacher generated, published, computer and online resources to be determined.									
Enrichment Exercises: Students will identify consumers most likely to purchase a list of products.									
Correction Exercises: Self assessment based on examples and allow for revision									
Special Needs: Modify as needed according to the student's 504 plan/IEP.									

Content Area: Marketing

Course Name: Marketing 2		Grade: 11-12		Duration of Unit: 2 Weeks	
Unit Title Market Planning					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to explain how marketing managers allocate their limited resources and describe the elements of an effective marketing plan.					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
x	Equity	x	Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
				x	4. Homework & Practice
				x	5. Nonlinguistic Representations
				x	6. Cooperative Learning
				x	7. Setting Objectives & Providing Feedback
				x	8. Generating & Testing Hypothesis
				x	9. Cues, Questions, & Advanced Organizers
				x	10. Other:
Assessment/Evaluation/Learning Activity:			Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Describe the alternatives for organizing a marketing department and the role of a product manager. 2. Explain how marketing ROI relates to evaluating marketing programs. 3. List and evaluate the four characteristics of industry-leading firms. 4. Apply marketing planning frameworks 5. Describe problems related to marketing planning and strategy 			CA4, SS7	1.1, 1.6, 1.8, 1.10, 2.7, 3.1, 3.4, 3.5	2B,3A
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.					
Resources: Teacher generated, published, computer and online resources to be determined.					
Enrichment Exercises: Students will prepare an outline of a marketing plan for the school yearbook.					
Correction Exercises: Self assessment based on examples and allow for revision					
Special Needs: Modify as needed according to the student's 504 plan/IEP.					

Content Area: Marketing

Course Name: Marketing 2				Grade: 11-12		Duration of Unit: 4 Weeks			
Unit Title Sales Promotion									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to explain types of advertising media, explore media planning issues in Integrated Marketing Communications, coordinate elements in advertisements, and describe how the communication process works in promotion.									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:					Content Standards		Process Standards		ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Discuss integrated marketing communications and the communication process. 2. Describe the promotional mix and the uniqueness of each component. 3. Explain the value of direct marketing for consumers and sellers. 4. Select the promotional approach appropriate to a product’s target audience, life-cycle stage, and characteristics, as well as stages of the buying decision and channel strategies. 5. Describe the elements of the promotion decision process 6. Explain the differences between product advertising and institutional advertising and the variations within each type. 7. Describe the steps used to develop, execute, and evaluate an advertising program. 8. Explain the advantages and disadvantages of alternative advertising media. 9. Discuss the strengths and weaknesses of consumer-oriented and trade-oriented sales promotions. 10. Recognize public relations as an important form of communication. 					CA1 CA3 MA2 MA3 FA4		1.8 1.10 2.1 3.5 3.8		1A, 2B, 4D
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.									

Resources: Teacher generated, published, computer and online resources to be determined.

Enrichment Exercises: Students will develop an Integrated Marketing Communications Plan.

Correction Exercises: Self assessment based on examples and allow for revision

Special Needs: Modify as needed according to the student's 504 plan/IEP.

Content Area: Marketing

Course Name: Marketing 2		Grade: 11-12		Duration of Unit: 2 Weeks		
Unit Title Personal Selling						
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to describe the differences between relationship selling and traditional selling, demonstrate the steps in the selling process, and explain how the functions of sales management can coordinate selling activities.						
Primary Text:						
Equity/Workplace Readiness				Instructional Method (Strategy)		
x	Equity	x	Research	x	1. Identify similarities /differences	
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	
				x	3. Reinforcing Effort/ Providing Recognition	
				x	4. Homework & Practice	
				x	5. Nonlinguistic Representations	
				x	6. Cooperative Learning	
				x	7. Setting Objectives & Providing Feedback	
					8. Generating & Testing Hypothesis	
				x	9. Cues, Questions, & Advanced Organizers	
					10. Other:	
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: 1. Discuss the nature and scope of personal selling and sales management in marketing. 2. Identify the different types of personal selling. 3. Explain the stages in the personal selling process. 4. Describe the major functions of sales management. 5. Compare the advantages to the costs of selling. Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.				CA1 CA3 CA6 CA7	1.2 1.3 1.10 2.1 2.3 2.6 3.2 3.3 3.5 3.6 3.8	1A, 2B, 4D
Resources: Teacher generated, published, computer and online resources to be determined.						
Enrichment Exercises: Students will present and sell a product.						
Correction Exercises: Self assessment based on examples and allow for revision						
Special Needs: Modify as needed according to the student's 504 plan/IEP.						

Content Area: Marketing

Course Name: Marketing 2		Grade: 11-12		Duration of Unit: 2 Weeks	
Unit Title Pricing					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to explain the importance of pricing decisions to the economy and to the individual firm and analyze a variety of pricing objectives.					
Primary Text:					
Equity/Workplace Readiness				Instructional Method (Strategy)	
x	Equity	x	Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
				x	4. Homework & Practice
				x	5. Nonlinguistic Representations
				x	6. Cooperative Learning
				x	7. Setting Objectives & Providing Feedback
				x	8. Generating & Testing Hypothesis
				x	9. Cues, Questions, & Advanced Organizers
				x	10. Other:
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Identify the elements that make up a price 2. Explain what a demand curve is and the role of revenues in pricing decisions. 3. Explain the role of costs in pricing decisions. 4. Recognize the objectives a firm has in setting prices and the constraints that restrict the range of prices a firm can charge. 5. Describe how various combinations of price, fixed cost, and unit variable cost affect a firm’s break-even point. 6. Explain what price elasticity of demand means to a manager facing a pricing decision. 				CA4 CA6 MA1	1.1 1.2 1.5 1.6 1.7 1.10 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 4.
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.					1B, 2B
Resources: Teacher generated, published, computer and online resources to be determined.					
Enrichment Exercises: Students will describe how a company arrived at a price for a specific product.					
Correction Exercises: Self assessment based on examples and allow for revision					
Special Needs: Modify as needed according to the student’s 504 plan/IEP.					

Content Area: Marketing

Course Name: Marketing 2				Grade: 11-12		Duration of Unit: 2 Weeks			
Unit Title Channel Management									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to summarize the importance of coordinating channel management with other marketing activities and describe the use of inventory control systems.									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:					Content Standards		Process Standards		ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Explain what is meant by a marketing channel of distribution and why intermediaries are needed. 2. Distinguish among traditional marketing channels, electronic marketing channels, and different types of vertical marketing systems. 3. Describe factors the marketing executives consider when selecting and managing a marketing channel. 4. Explain what supply chain and logistics management are and how they relate to marketing strategy. 					CA1 SS4		1.6 1.8 1.10 2.1 3.1 4.1		2B
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.									
Resources: Teacher generated, published, computer and online resources to be determined.									
Enrichment Exercises: Students will critique new technology and emerging trends in the channel management function.									
Correction Exercises: Self assessment based on examples and allow for revision									
Special Needs: Modify as needed according to the student's 504 plan/IEP.									

Content Area: Marketing

Course Name: Marketing 2		Grade: 11-12		Duration of Unit: 1 Week	
Unit Title Entrepreneurship					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to explain the importance of entrepreneurs/small business in the U.S. and global economies and describe the characteristics and skills of entrepreneurs.					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
x	Equity	x	Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
				x	4. Homework & Practice
				x	5. Nonlinguistic Representations
Assessment/Evaluation/Learning Activity:				Content Standards	Process Standards
Learning Activity – Guiding Questions: 1. Explain what entrepreneurs contribute to the economy. 2. Determine the reasons that businesses succeed or fail. 3. Discuss current trends that provide opportunity for entrepreneurs. Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.				CA1, CA3, CA4	1.1, 1.4, 4.3, 4.4, 4.5, 4.6,
					ICTL CLEs
					4A
Resources: Teacher generated, published, computer and online resources to be determined.					
Enrichment Exercises: Students will compare and contrast the advantages and disadvantages of entrepreneurship. Correction Exercises: Self assessment based on examples and allow for revision Special Needs: Modify as needed according to the student's 504 plan/IEP.					

Content Area: Marketing

Course Name: Marketing 2				Grade: 11-12		Duration of Unit: 2 Weeks			
Unit Title Segmenting/Targeting Markets									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to describe characteristics of markets and market segments and describe the steps involved in segmenting markets.									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:				Content Standards		Process Standards		ICTL CLEs	
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Explain what market segmentation is and when to use it. 2. Identify the five steps involved in segmenting and targeting markets. 3. Develop a market-product grid to identify a target market and recommend resulting actions. 4. Explain how marketing managers position products in the marketplace. 5. Recognize the bases used to segment consumer and organizational markets. 				CA4, SS7		1.1, 1.6, 1.8, 1.10, 2.7, 3.1, 3.4, 3.5		1A, 5A, 5C	
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.									
Resources: Teacher generated, published, computer and online resources to be determined.									
Enrichment Exercises: Students will describe a target market for a product that they invented Correction Exercises: Self assessment based on examples and allow for revision Special Needs: Modify as needed according to the student's 504 plan/IEP.									

Content Area: Marketing

Course Name: Marketing 2				Grade: 11-12		Duration of Unit: 1 Week			
Unit Title Business/Internet Marketing									
Learning Objective/ Essential Course Outcome/A+ Objective: Students will be able to describe the unique aspects of business buying behavior, identify the major differences between business and consumer markets, and explain how the Internet affects the traditional marketing mix.									
Primary Text:									
Equity/Workplace Readiness					Instructional Method (Strategy)				
x	Equity	x	Research	x	1. Identify similarities /differences	x	6. Cooperative Learning		
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking	x	7. Setting Objectives & Providing Feedback		
				x	3. Reinforcing Effort/ Providing Recognition		8. Generating & Testing Hypothesis		
				x	4. Homework & Practice	x	9. Cues, Questions, & Advanced Organizers		
				x	5. Nonlinguistic Representations		10. Other:		
Assessment/Evaluation/Learning Activity:					Content Standards		Process Standards		ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> Describe the key characteristics of organizational buying that make it different from consumer buying. Recognize the importance and nature of online buying in industrial, reseller, and government organizational markets. Distinguish among industrial, reseller and government organizational markets. Identify new electronic avenues for reaching buyers and creating customer value 					CA1, CA4, CA6,		1.4 1.5 1.7 1.8 1.10 2.1 2.3 2.7 4.1		3A, 3B, 4A, 4D
Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment.									
Resources: Teacher generated, published, computer and online resources to be determined.									
Enrichment Exercises: Students will find examples of how business marketers are leveraging the power of online technology Correction Exercises: Self assessment based on examples and allow for revision Special Needs: Modify as needed according to the student's 504 plan/IEP.									

D.E.S.E. ALIGNMENT

Marketing 2 Essential Outcomes

Communications **A: Standard:** Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

A.1: Competency: Apply verbal skills to obtain and convey information.

A.1.a: Evidence: Explain the nature of effective verbal communications.

A.1.b: Evidence: Interpret others' nonverbal cues.

A.1.c: Evidence: Give verbal directions.

A.1.d: Evidence: Employ communication styles appropriate to target audience.

A.1.e: Evidence: Handle telephone calls in a businesslike manner.

A.1.f: Evidence: Participate in group discussions.

A.1.g: Evidence: Make oral presentations.

A.1.h: Evidence: Select and use appropriate graphic aids.

A.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

A.2.a: Evidence: Explain the nature of effective communication.

A.2.b: Evidence: Adapt communication to the cultural and social differences among clients.

B: Standard: Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

B.1: Competency: Acquire information to guide business decision-making.

B.1.a: Evidence: Describe current business trends.

B.1.b: Evidence: Conduct an environmental scan to obtain business information.

Marketing Concepts

C: Standard: Solves mathematical problems to obtain information for decision making in marketing.

C.1: Competency: Apply algebraic skills to make business decisions.

C.1.a: Evidence: Create mathematical models from real-life situations.

D: Standard: Integrates sociological knowledge of group behavior to understand customer decision-making.

D.1: Competency: Employ sociological knowledge to facilitate marketing activities.

D.1.a: Evidence: Analyze and interpret complex societal issues, events, and problems.

D.1.b: Evidence: Analyze researched information and statistics.

D.1.c: Evidence: Reach reasoned conclusions to identify target markets.

D.1.d: Evidence: Examine social beliefs, influences, and behavior.

D.1.e: Evidence: Analyze group dynamics.

E: Standard: Integrates psychological knowledge to understand customer motivation.

E.1: Competency: Apply psychological knowledge to facilitate marketing activities.

E.1.a: Evidence: Recognize factors influencing perception.

E.1.b: Evidence: Identify sources of attitude formation.

E.1.c: Evidence: Assess methods used to evaluate attitudes.

E.1.d: Evidence: Identify basic social and cultural groups.

E.1.e: Evidence: Determine behavioral patterns of social and cultural groups.

E.1.f: Evidence: Analyze effects of others on individual behavior.

E.1.g: Evidence: Recognize factors affecting personality.

E.1.h: Evidence: Investigate factors affecting purchasing decisions.

E.1.i: Evidence: Recognize cues to basic drives/motives.

E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

E.2.a: Evidence: Explain customer/client/business buying behavior.

E.2.b: Evidence: Discuss actions employees can take to achieve the company's desired results.

E.2.c: Evidence: Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.).

F: Standard: Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

F.1: Competency: Understand marketing's role and function in business to facilitate economic exchanges with customers.

F.1.a: Evidence: Explain marketing and its importance in a global economy.

F.1.b: Evidence: Describe marketing functions and related activities.

G: Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

G.1: Competency: Employ marketing information to develop a marketing plan.

G.1.a: Evidence: Explain the concept of marketing strategies.

G.1.a: Evidence: Explain the concept of market and market identification.

G.1.a: Evidence: Identify market segments.

G.1.a: Evidence: Select target market.

G.1.a: Evidence: Explain the nature of marketing planning.

G.1.a: Evidence: Conduct SWOT analysis for use in the marketing planning process.

G.1.a: Evidence: Develop marketing plan.

G.1.a.i: Evidence: Set marketing goals and objectives.

G.1.a.ii: Evidence: Set a marketing budget.

G.2: Competency: Employ marketing information to plan marketing activities.

G.2.a: Evidence: Identify ways to segment markets for marketing communications.

G.2.b: Evidence: Describe the nature of target marketing in marketing communications.

G.2.c: Evidence: Describe current issues/trends in marketing communications.

G.2.d: Evidence: Develop customer/client profile.

G.3: Competency: Employ marketing information to determine and meet customer needs.

G.3.a: Evidence: Profile target customer.

G.3.b: Evidence: Determine market needs.

Economics

H: Standard: Understands the economic principles and concepts fundamental to business operations.

H.1: Competency: Understand fundamental economic concepts to obtain a foundation for employment in business.

H.1.a: Evidence: Distinguish between economic goods and services.

H.1.b: Evidence: Explain the concept of economic resources.

H.1.c: Evidence: Describe the concepts of economics and economic activities.

H.1.d: Evidence: Determine economic utilities created by business activities.

H.1.e: Evidence: Explain the principles of supply and demand.

H.1.f: Evidence: Describe the functions of prices in markets.

H.2: Competency: Understand the nature of business to show its contributions to society.

H.2.a: Evidence: Explain the role of business in society.

H.2.b: Evidence: Describe types of business activities.

H.2.c: Evidence: Explain the organizational design of businesses.

H.2.d: Evidence: Discuss the global environment in which businesses operate.

H.2.e: Evidence: Describe factors that affect the business environment.

H.2.f: Evidence: Explain how organizations adapt to today's markets.

H.3: Competency: Understand economic systems to be able to recognize the environments in which businesses function.

H.3.a: Evidence: Explain the types of economic systems.

H.3.b: Evidence: Explain the concept of private enterprise.

H.3.c: Evidence: Identify factors affecting a business's profit.

H.3.d: Evidence: Determine factors affecting business risk.

H.3.e: Evidence: Explain the concept of competition.

H.3.f: Evidence: Describe market structures.

H.4: Competency: Understand economic indicators to recognize economic trends and conditions.

H.4.a: Evidence: Describe the concept of price stability as an economic measure.

H.4.b: Evidence: Discuss the measure of consumer spending as an economic indicator.

H.4.c: Evidence: Discuss the impact of a nation's unemployment rates.

- H.4.d: Evidence:** Explain the concept of Gross Domestic Product.
- H.4.e: Evidence:** Describe the economic impact of inflation on businesses.
- H.4.f: Evidence:** Explain unemployment and inflation tradeoffs.
- H.4.g: Evidence:** Explain the economic impact of interest-rate fluctuations.
- H.4.h: Evidence:** Determine the impact of business cycles on business activities.

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

- I.1: Competency:** Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.
 - I.1.a: Evidence:** Explain the role of promotion as a marketing function.
 - I.1.b: Evidence:** Explain the types of promotion.
 - I.1.c: Evidence:** Identify the elements of the promotional mix.
 - I.1.d: Evidence:** Describe the use of business ethics in promotion.
 - I.1.e: Evidence:** Explain the nature of a promotional plan.
 - I.1.f: Evidence:** Coordinate activities in the promotional mix.
- I.2: Competency:** Understand promotional channels used to communicate with targeted audiences.
 - I.2.a: Evidence:** Explain types of advertising media.
- I.3: Competency:** Understand the use of an advertisement's components to communicate with targeted audiences.
 - I.3.a: Evidence:** Explain components of advertisements.
 - I.3.b: Evidence:** Explain the importance of coordinating elements in advertisements.
- I.4: Competency:** Understand the use of public-relations activities to communicate with targeted audiences.
 - I.4.a: Evidence:** Identify types of public-relations activities.
- I.5: Competency:** Understand the use of trade shows/expositions to communicate with targeted audiences.
 - I.5.a: Evidence:** Explain how businesses can use tradeshow/exposition participation to communicate with targeted audiences.
- I.6: Competency:** Utilize word-of-mouth strategies to build brand and to promote products.
 - I.6.a: Evidence:** Explain the nature of word-of-mouth (WOM) strategies.
 - I.6.b: Evidence:** Select word-of-mouth strategies appropriate for promotional objectives.
 - I.6.c: Evidence:** Explain the nature of buzz marketing.
 - I.6.d: Evidence:** Explain considerations in developing viral marketing campaigns.
 - I.6.e: Evidence:** Develop viral marketing strategies.
 - I.6.f: Evidence:** Explain the use of celebrities/influencers as a WOM strategy.
 - I.6.g: Evidence:** Select celebrity/influencer to deliver promotional message.
 - I.6.h: Evidence:** Develop referral program to build brand/promote products.
 - I.6.i: Evidence:** Explain the use of product placement.
 - I.6.j: Evidence:** Identify opportunities for product placement.

I.7: Competency: Understand the use of direct marketing to attract attention and build brand.

I.7.a: Evidence: Discuss types of direct marketing strategies.

I.8: Competency: Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.

I.8.a: Evidence: Describe the use of adver gaming.

I.9: Competency: Understand types of digital advertising strategies that can be used to achieve promotional goals.

I.9.a: Evidence: Explain the nature of online advertisements.

I.9.b: Evidence: Explain the nature of e- mail marketing strategies.

I.9.c: Evidence: Describe mobile advertising strategies.

I.10: Competency: Evaluate advertising copy strategies that can be used to create interest in advertising messages.

I.10.a: Evidence: Identify effective advertising headlines.

I.10.b: Evidence: Describe copy strategies.

I.10.c: Evidence: Describe the nature of effective Internet ad copy.

I.10.d: Evidence: Identify promotional messages that appeal to targeted markets.

I.11: Competency: Understand design principles to be able to communicate needs to designers.

I.11.a: Evidence: Analyze the impact of color in advertisements.

I.11.b: Evidence: Describe the elements of design.

I.11.c: Evidence: Explain the use of illustrations in advertisements.

I.11.d: Evidence: Explain type styles used in advertisements.

I.11.e: Evidence: Describe effective advertising layouts.

I.11.f: Evidence: Explain the impact of color harmonies on composition.

I.12: Competency: Assess advertisements to ensure achievement of marketing communications goals/objectives.

I.12.a: Evidence: Check advertising proofs.

I.12.b: Evidence: Evaluate storyboards.

I.12.c: Evidence: Critique advertisements.

I.13: Competency: Manage media planning and placement to enhance return on marketing investment.

I.13.a: Evidence: Determine advertising reach of media.

I.13.b: Evidence: Read media schedule.

I.13.c: Evidence: Calculate media costs.

I.13.d: Evidence: Choose appropriate media outlets.

I.13.e: Evidence: Select placement of advertisements.

I.14: Competency: Develop and execute an advertising campaign to achieve marketing-communications objectives.

I.14.a: Evidence: Develop a media plan (includes objectives, budget, media allocation, and timing of ads).

I.15: Competency: Utilize publicity to inform stakeholders of business activities.

I.15.a: Evidence: Write a press release.

I.15.b: Evidence: Create a public-service announcement.

I.15.c: Evidence: Create a press kit.

I.16: Competency: Utilize publicity/public-relations activities to create goodwill with stakeholders.

I.16.a: Evidence: Analyze costs/benefits of company participation in community activities.

I.16.b: Evidence: Explain current issues/trends in public relations.

I.16.c: Evidence: Create a public-relations campaign.

I.17: Competency: Employ sales-promotion activities to inform or remind customers of business/product.

I.17.a: Evidence: Create promotional signage.

I.17.b: Evidence: Collaborate in the design of slogans/taglines.

I.17.c: Evidence: Analyze considerations in designing a frequency/loyalty marketing program.

I.17.d: Evidence: Analyze use of specialty promotions.

I.17.e: Evidence: Develop strategy for creating a special event.

I.17.f: Evidence: Set up cross-promotions.

I.18: Competency: Develop marketing/creative briefs to apprise staff and client of promotional strategy.

I.18.a: Evidence: Explain the use of advertising agencies.

I.19: Competency: Participate in company's community outreach involvement to foster a positive company image.

I.19.a: Evidence: Propose community issues for company involvement.

I.20: Competency: Employ visual merchandising techniques to increase interest in product offerings.

I.20.a: Evidence: Explain the use of visual merchandising in retailing.

I.20.b: Evidence: Distinguish between visual merchandising and display.

I.20.c: Evidence: Place merchandise for impact.

I.20.d: Evidence: Use cross-merchandising techniques.

I.21: Competency: Implement display techniques to attract customers and increase sales potential.

I.21.a: Evidence: Analyze types of display arrangements.

I.21.b: Evidence: Create and maintain displays.

I.22: Competency: Manage promotional activities to maximize return on promotional efforts.

I.22.a: Evidence: Develop promotional calendar.

I.22.b: Evidence: Plan/Schedule displays/themes with management.

I.22.c: Evidence: Plan promotional strategy (promotional objectives, budget, promotional mix, etc.).

J: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

J.1: Competency: Use communication skills to influence others.

J.1.a: Evidence: Persuade others.

Selling

K: Standard: Understands the techniques and strategies used to foster positive, ongoing relationships with customers.

K.1: Competency: Foster positive relationships with customers to enhance company image.

K.1.a: Evidence: Explain the nature of positive customer relations.

K.1.b: Evidence: Demonstrate a customer-service mindset.

K.1.c: Evidence: Explain management's role in customer relations.

K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

K.2.a: Evidence: Explain the role of ethics in customer relationship management.

K.2.b: Evidence: Describe the use of technology in customer relationship management.

L: Standard: Understands tools, techniques, and strategies that affect a business's ability to plan, control, and organize an organization/department.

L.1: Competency: Utilize planning tools to guide organization's/department's activities.

L.1.a: Evidence: Explain external planning considerations.

M: Standard: 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.

M.1: Competency: Acquire a foundational knowledge of selling to understand its nature and scope.

M.1.a: Evidence: Explain the nature and scope of the selling function.

M.1.b: Evidence: Explain the role of customer service as a component of selling relationships.

M.1.c: Evidence: Explain key factors in building a clientele.

M.1.d: Evidence: Explain company selling policies.

M.1.e: Evidence: Compare and contrast selling and regulations and business ethics in selling.

M.2: Competency: Acquire product knowledge to communicate product benefits to ensure appropriateness of product for the customer.

M.2.a: Evidence: Acquire product information for use in selling.

M.2.b: Evidence: Analyze product information to identify product features and benefits.

M.3: Competency: Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.3.a: Evidence: Explain the selling process.

M.3.b: Evidence: Discuss motivational theories that impact buying behavior.

M.4: Competency: Utilize sales-support activities to increase customer satisfaction.

M.4.a: Evidence: Provide service after the sale.

M.5: Competency: Understand sales activities to show command of their nature and scope in the professional sales environment.

M.5.a: Evidence: Explain the impact of sales cycles.

M.6: Competency: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

M.6.a: Evidence: Differentiate between consumer and organizational buying behavior.

M.6.b: Evidence: Identify emerging trends.

M.7: Competency: Perform pre-sales activities to facilitate sales presentation.

M.7.a: Evidence: Explain the use of marketing-research information in professional selling.

M.7.b: Evidence: Prospect for customers.

M.7.c: Evidence: Qualify customers/clients.

M.7.d: Evidence: Conduct pre-visit research (e.g., customer's markets/ products, customer's competitors, and competitors' offerings).

M.7.e: Evidence: Determine sales strategies.

M.7.f: Evidence: Schedule appointments with prospective clients.

M.7.g: Evidence: Prepare sales presentation.

M.8: Competency: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.8.a: Evidence: Establish relationship with client/customer.

M.9: Competency: Process the sale to complete the exchange.

M.9.a: Evidence: Process special orders.

M.9.b: Evidence: Process sales documentation.

M.10: Competency: Conduct post-sales follow-up activities to foster ongoing relationships with customers.

M.10.a: Evidence: Prepare sales reports.

M.10.b: Evidence: Gather customer/client feedback to improve service.

M.11: Competency: Plan sales activities to increase sales efficiency and effectiveness.

M.11.a: Evidence: Plan strategies for meeting sales quotas.

M.11.b: Evidence: Develop strategies to win back former customers.

M.11.c: Evidence: Establish sales terms.

M.11.d: Evidence: Prepare and implement sales plans.

M.12: Competency: Control sales activities to meet sales goals/objectives.

M.12.a: Evidence: Set sales quotas.

M.12.b: Evidence: Manage salesperson's underperformance.

M.12.c: Evidence: Design incentive programs.

M.13: Competency: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.13.a: Evidence: Establish relationship with customer/client.

M.13.b: Evidence: Determine customer/client needs.

M.13.c: Evidence: Recommend specific product.

M.13.d: Evidence: Demonstrate good/service.

M.13.e: Evidence: Convert customer/client objections into selling points.

M.13.f: Evidence: Close the sale.

M.13.g: Evidence: Demonstrate suggestion selling.

M.13.h: Evidence: Collect payment from customer to complete customer transaction.

M.13.i: Evidence: Plan follow-up strategies for use in selling.

M.14: Competency: Control sales activities to meet sales goals/objectives.

M.14.a: Evidence: Analyze sales performance.

N: Standard: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

N.1: Competency: Prepare registers/terminals for sales operations.

N.1.a: Evidence: Prepare cash drawers/banks.

N.1.b: Evidence: Open/close register/terminal.

O: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

O.1: Competency: Apply verbal skills to obtain and convey information.

O.1.a: Evidence: Provide legitimate responses to inquiries.

O.1.b: Evidence: Defend ideas objectively.

O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

O.2.a: Evidence: Respond to customer inquiries.

O.2.b: Evidence: Interpret business policies to customers/clients.

Pricing

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

P.1: Competency: Develop a foundational knowledge of pricing to understand its role in marketing.

P.1.a: Evidence: Explain the nature and scope of the pricing function.

P.1.b: Evidence: Describe the role of business ethics in pricing.

P.1.c: Evidence: Explain the use of technology in the pricing function.

P.1.d: Evidence: Explain legal considerations for pricing.

P.1.e: Evidence: Explain factors affecting pricing decisions.

P.2: Competency: Employ pricing strategies to set prices for marketing communications services.

P.2.a: Evidence: Explain pricing practices used in marketing communications.

P.2.b: Evidence: Discuss the nature of pricing models.

P.2.c: Evidence: Explain considerations in website pricing.

P.2.d: Evidence: Set price objectives for marketing communications services.

P.2.e: Evidence: Select pricing strategies.

P.3: Competency: Employ pricing strategies to determine optimal prices.

P.3.a: Evidence: Determine cost of product (breakeven, ROI, markup).

P.3.b: Evidence: Calculate break-even point.

P.3.c: Evidence: Establish pricing objectives.

P.3.d: Evidence: Select pricing policies.

P.3.e: Evidence: Determine discounts and allowances that can be used to adjust base prices.

P.3.f: Evidence: Set prices.

P.3.g: Evidence: Adjust prices to maximize profitability.

Product Service Management

Q: Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to

market opportunities.

Q.1: Competency: Acquire a foundational knowledge of product/service management to understand its nature and scope.

Q.1.a: Evidence: Explain the nature and scope of the product/service management function.

Q.1.b: Evidence: Identify the impact of product life cycles on marketing decisions.

Q.1.c: Evidence: Describe the use of technology in the product/service management function.

Q.1.d: Evidence: Explain business ethics in product/service management.

Q.2: Competency: Generate product ideas to contribute to ongoing business success.

Q.2.a: Evidence: Identify product opportunities.

Q.2.b: Evidence: Identify methods/techniques to generate a product idea.

Q.2.c: Evidence: Generate product ideas.

Q.2.d: Evidence: Determine initial feasibility of product idea.

Q.3: Competency: Apply quality assurances to enhance product/service offerings.

Q.3.a: Evidence: Describe the uses of grades and standards in marketing.

Q.3.b: Evidence: Explain warranties and guarantees.

Q.3.c: Evidence: Identify consumer protection provisions of appropriate agencies.

Q.3.d: Evidence: Evaluate customer experience.

Q.4: Competency: Employ product-mix strategies to meet customer expectations.

Q.4.a: Evidence: Explain the concept of product mix.

Q.4.b: Evidence: Describe the nature of product bundling.

Q.4.c: Evidence: Identify product to fill customer need.

Q.4.d: Evidence: Plan product mix.

Q.5: Competency: Position products/services to acquire desired business image.

Q.5.a: Evidence: Describe factors used by marketers to position products/services.

Q.5.b: Evidence: Develop positioning concept for a new product idea.

Q.5.c: Evidence: Explain the nature of product/service branding.

Q.6: Competency: Position company to acquire desired business image.

Q.6.a: Evidence: Explain the nature of branding.

Q.6.b: Evidence: Describe factor used by businesses to position brands.

Q.6.c: Evidence: Develop strategies to position brands.

Q.7: Competency: Employ product-mix strategies to meet customer expectations.

Q.7.a: Evidence: Explain the nature of product extension in services marketing.

Q.7.b: Evidence: Identify product extensions that can be used in marketing communications.

Q.8: Competency: Utilize assortment-mix strategies to create maximum mix of products at minimum cost.

Q.8.a: Evidence: Determine quality of merchandise to offer.

Q.8.b: Evidence: Determine width and depth of assortment strategies.

Q.8.c: Evidence: Select mix of brands.

Q.8.d: Evidence: Plan merchandise assortment (e.g., styling, sizes, quantities, colors).

Q.8.e: Evidence: Identify new private brand opportunities.

Q.8.f: Evidence: Develop seasonal assortment strategies.

R: Standard: Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

R.1: Competency: Understand company's unique competitive advantage to recognize what sets the company apart from its competitors.

R.1.a: Evidence: Identify company's unique competitive advantage.

R.1.b: Evidence: Identify internal and external service standards.

Career & Professional Development

S: Standard: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

S.1: Competency: Acquire information about the marketing communications industry to aid in making career choices.

S.1.a: Evidence: Describe traits important to the success of employees in the marketing communications.

S.1.b: Evidence: Describe employment opportunities in the marketing communications industry (structure, jobs in, structures in different size agencies, key departments in).

S.1.c: Evidence: Explain factors affecting the growth and development of the marketing communications industry.

S.1.d: Evidence: Discuss the economic and social effects of marketing communications.

S.1.e: Evidence: Analyze marketing communications careers to determine careers of interest.

S.2: Competency: Understand career opportunities in retailing to make career decisions.

S.1.a: Evidence: Identify career opportunities in retailing.

S.1.b: Evidence: Explain career opportunities in merchandising.

S.1.c: Evidence: Describe the role of merchandisers in retailing.

S.3: Competency: Acquire information about the sales industry to aid in making career choices.

S.1.a: Evidence: Explain the nature of professional selling.

S.1.b: Evidence: Explain employment opportunities in professional selling.

S.1.c: Evidence: Discuss the economic and social effects of professional selling.

Marketing Service Management

T: Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

T.1: Competency: Assess product packaging to improve its function and to improve its brand recognition.

T.1.a: Evidence: Assess product-packaging requirements.

T.1.b: Evidence: Evaluate graphic design on packages.

T.1.c: Evidence: Evaluate adequacy of product packaging.

T.1.d: Evidence: Conduct reviews of product packaging.

T.2: Competency: Position products/services to acquire desired business image.

T.2.a: Evidence: Communicate core values of product/service.

Retail Merchandising Lab

COURSE DESCRIPTION

Retail Merchandising Lab gives the students an opportunity to operate a cash register, set-up display, prepare advertisements, use the computer to keep accurate accounting records, select and order merchandise to sell in the store, as well as meet with the public on a daily basis. Students must be honest, dependable, hardworking and creative. Students should be able to work before school.

DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences and competition on a district, state, and national level.

Marketing Internship may be taken as an additional component of this class. The supervised training program will provide good work experience for the future; develop self-confidence in the student as he/she learns to deal with the demands of a boss, co-workers, and public; provide self-satisfaction as the student starts to earn part of his/her own income.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance. Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Retail Merchandising Lab Essential Outcomes:

Merchandising- Students will be able to

- Create an inviting and profitable store
- Understand the importance of merchandising

Operations – Students will be able to

- Understand the role proper operating procedures contribute to the profitability of the school store

Accounting – Students will be able to

- Relate accounting records to management decision that are made in a retail operation

Selling and Sales Promotion – Students will be able to

- Demonstrate an understanding of selling and promotion along with their relationship with profitability

Content Area: Marketing

Course Name: Retail Merchandise Lab		Grade: 11-12		Duration of Unit: 9 weeks	
Unit Title: Merchandising					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will create an inviting and profitable store and understand the importance of merchandising.					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
x	Equity		Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills		2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
					4. Homework & Practice
					5. Nonlinguistic Representations
				x	6. Cooperative Learning
				x	7. Setting Objectives & Providing Feedback
					8. Generating & Testing Hypothesis
					9. Cues, Questions, & Advanced Organizers
					10. Other:
Assessment/Evaluation/Learning Activity: Learning Activity – Guiding Questions:			Content Standards	Process Standards	ICTL CLEs
<ul style="list-style-type: none"> • Check in merchandise, comparing packing slip/invoice to quantities ordered • Turn in all paperwork for proper handling for the paying of bills • Take weekly stock counts of merchandise, compare to minimum desired quantities and order proper merchandise • Take and calculate inventory on a semester basis • Identify ways to prevent shrink in the store; report any undesirable situations/incidents to the proper authorities 			CA1, CA3	1.8, 1.10, 3.5	1A, 2B
Assessment/Evaluation Activity: Students will be evaluated on their activities through the use of the Employee Evaluation form on a bi-weekly basis.					
Resources:					
Enrichment Exercises: DECA Role Plays and Practice Tests					
Correction Exercises:					
Special Needs: Modify as needed according to the student's 504 plan/IEP.					

Content Area: Marketing

Course Name: Retail Merchandise Lab		Grade: 11-12		Duration of Unit: 9 weeks	
Unit Title: Operations					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will understand the role proper operating procedures contribute to the profitability of the school store					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
x	Equity		Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
					4. Homework & Practice
					5. Nonlinguistic Representations
					6. Cooperative Learning
					7. Setting Objectives & Providing Feedback
					8. Generating & Testing Hypothesis
					9. Cues, Questions, & Advanced Organizers
					10. Other:
Assessment/Evaluation/Learning Activity:			Content Standards	Process Standards	ICTL CLEs
Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Take a cash handling test prior to operating the cash register 2. Accurately stock the cash drawer, balance the drawer at the end of a shift, purchase change when necessary 3. Understand all procedures for opening and closing the school store. 4. Review all policies applying to employees of the store, acknowledge and sign the policy form and abide by all policies set forth by management and faculty 5. List possible activities/situations which might cause shortages and report any incidents to management and faculty 			CA1, CA3, M1	1.6, 2.3 2.6, 3.3,	1A, 1B, 3B
Assessment/Evaluation Activity: Students will be evaluated on their activities through the use of the Employee Evaluation form on a bi-weekly basis.					
Resources:					
Enrichment Exercises: DECA Role Plays and Practice Tests					
Correction Exercises:					
Special Needs: Modify as needed according to the student's 504 plan/IEP.					

Content Area: Marketing

Course Name: Retail Merchandise Lab		Grade: 11-12		Duration of Unit: 9 weeks	
Unit Title: Accounting					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will relate accounting records to management decision that are made in a retail operation					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
x	Equity	x	Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
					4. Homework & Practice
					5. Nonlinguistic Representations
Assessment/Evaluation/Learning Activity: Learning Activity – Guiding Questions: 1. Utilize financial records-sales reports, purchase reports, and cash reports to create income statements and balance sheets 2. Analyze sales reports to determine categories of merchandise that are profitable and make appropriate merchandising decisions Assessment/Evaluation Activity: Students will be evaluated on their activities through the use of the Employee Evaluation form on a bi-weekly basis.				Content Standards M1, SS4	Process Standards 1.4, 1.7 1.8, 1.10, 1.8
				ICTL CLEs 1A, 3B	
Resources:					
Enrichment Exercises: DECA Role Plays and Practice Tests					
Correction Exercises:					
Special Needs: Modify as needed according to the student's 504 plan/IEP.					

Content Area: Marketing

Course Name: Retail Merchandise Lab		Grade: 11-12		Duration of Unit: 9 weeks	
Unit Title: Selling and Sales Promotion					
Learning Objective/ Essential Course Outcome/A+ Objective: Students will demonstrate an understanding of selling and promotion along with their relationship with profitability					
Primary Text:					
Equity/Workplace Readiness			Instructional Method (Strategy)		
x	Equity		Research	x	1. Identify similarities /differences
x	Technology	x	Workplace Readiness Skills	x	2. Summarizing/Note Taking
				x	3. Reinforcing Effort/ Providing Recognition
					4. Homework & Practice
					5. Nonlinguistic Representations
Assessment/Evaluation/Learning Activity: Learning Activity – Guiding Questions: 1. Sell to customers of the store using acceptable selling procedures. 2. Us the POS system to accurately check-out customers 3. Plan and create sales promotion and advertising events for the school store. Assessment/Evaluation Activity: Students will be evaluated on their activities through the use of the Employee Evaluation form on a bi-weekly basis.				Content Standards M1, SS4,	Process Standards 1.4, 1.7 1.10, 3.2, 3.8
ICTL CLEs 4A, 4B, 5C					
Resources:					
Enrichment Exercises: DECA Role Plays and Practice Tests					
Correction Exercises:					
Special Needs: Modify as needed according to the student's 504 plan/IEP.					

D.E.S.E. ALIGNMENT

Retail Merchandising Lab Essential Outcomes

Communications

A: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

A.1: Competency: Apply verbal skills to obtain and convey information.

A.1.a: Evidence: Explain the nature of effective verbal communications.

A.1.b: Evidence: Interpret others' nonverbal cues.

A.1.c: Evidence: Give verbal directions.

A.1.d: Evidence: Employ communication styles appropriate to target audience.

A.1.e: Evidence: Handle telephone calls in a businesslike manner.

A.1.f: Evidence: Participate in group discussions.

A.1.g: Evidence: Make oral presentations.

A.1.h: Evidence: Select and use appropriate graphic aids.

A.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

A.2.a: Evidence: Explain the nature of effective communication.

A.2.b: Evidence: Adapt communication to the cultural and social differences among clients.

B: Standard: Understands tools and strategies used to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

B.1: Competency: Acquire information to guide business decision-making.

B.1.a: Evidence: Describe current business trends.

B.1.b: Evidence: Conduct an environmental scan to obtain business information.

Marketing Concepts

C: Standard: Solves mathematical problems to obtain information for decision making in marketing.

C.1: Competency: Apply algebraic skills to make business decisions.

C.1.a: Evidence: Create mathematical models from real- life situations.

D: Standard: Integrates sociological knowledge of group behavior to understand customer decision-making.

D.1: Competency: Employ sociological knowledge to facilitate marketing activities.

D.1.a: Evidence: Analyze and interpret complex societal issues, events, and problems.

- D.1.b: Evidence:** Analyze researched information and statistics.
- D.1.c: Evidence:** Reach reasoned conclusions to identify target markets.
- D.1.d: Evidence:** Examine social beliefs, influences, and behavior.
- D.1.e: Evidence:** Analyze group dynamics.

E: Standard: Integrates psychological knowledge to understand customer motivation.

E.1: Competency: Apply psychological knowledge to facilitate marketing activities.

- E.1.a: Evidence:** Recognize factors influencing perception.
- E.1.b: Evidence:** Identify sources of attitude formation.
- E.1.c: Evidence:** Assess methods used to evaluate attitudes.
- E.1.d: Evidence:** Identify basic social and cultural groups.
- E.1.e: Evidence:** Determine behavioral patterns of social and cultural groups.
- E.1.f: Evidence:** Analyze effects of others on individual behavior.
- E.1.g: Evidence:** Recognize factors affecting personality.
- E.1.h: Evidence:** Investigate factors affecting purchasing decisions.
- E.1.i: Evidence:** Recognize cues to basic drives/motives.

E.2: Competency: Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.

- E.2.a: Evidence:** Explain customer/client/business buying behavior.
- E.2.b: Evidence:** Discuss actions employees can take to achieve the company's desired results.
- E.2.c: Evidence:** Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.).

F: Standard: Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

F.1: Competency: Understand marketing's role and function in business to facilitate economic exchanges with customers.

- F.1.a: Evidence:** Explain marketing and its importance in a global economy.
- F.1.b: Evidence:** Describe marketing functions and related activities.

G: Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

G.1: Competency: Employ marketing information to develop a marketing plan.

- G.1.a: Evidence:** Explain the concept of marketing strategies.
- G.1.a: Evidence:** Explain the concept of market and market identification.
- G.1.a: Evidence:** Identify market segments.

- G.1.a: Evidence:** Select target market.
- G.1.a: Evidence:** Explain the nature of marketing planning.
- G.1.a: Evidence:** Conduct SWOT analysis for use in the marketing planning process.
- G.1.a: Evidence:** Develop marketing plan.
 - G.1.a.i: Evidence:** Set marketing goals and objectives.
 - G.1.a.ii: Evidence:** Set a marketing budget.

- G.2: Competency:** Employ marketing information to plan marketing activities.
 - G.2.a: Evidence:** Identify ways to segment markets for marketing communications.
 - G.2.b: Evidence:** Describe the nature of target marketing in marketing communications.
 - G.2.c: Evidence:** Describe current issues/trends in marketing communications.
 - G.2.d: Evidence:** Develop customer/client profile.
- G.3: Competency:** Employ marketing information to determine and meet customer needs.
 - G.3.a: Evidence:** Profile target customer.
 - G.3.b: Evidence:** Determine market needs.

Economics

H: Standard: Understands the economic principles and concepts fundamental to business operations.

H.1: Competency: Understand fundamental economic concepts to obtain a foundation for employment in business.

- H.1.a: Evidence:** Distinguish between economic goods and services.
- H.1.b: Evidence:** Explain the concept of economic resources.
- H.1.c: Evidence:** Describe the concepts of economics and economic activities.
- H.1.d: Evidence:** Determine economic utilities created by business activities.
- H.1.e: Evidence:** Explain the principles of supply and demand.
- H.1.f: Evidence:** Describe the functions of prices in markets.

H.2: Competency: Understand the nature of business to show its contributions to society.

- H.2.a: Evidence:** Explain the role of business in society.
- H.2.b: Evidence:** Describe types of business activities.
- H.2.c: Evidence:** Explain the organizational design of businesses.
- H.2.d: Evidence:** Discuss the global environment in which businesses operate.
- H.2.e: Evidence:** Describe factors that affect the business environment.
- H.2.f: Evidence:** Explain how organizations adapt to today's markets.

H.3: Competency: Understand economic systems to be able to recognize the environments in which businesses function.

- H.3.a: Evidence:** Explain the types of economic systems.
- H.3.b: Evidence:** Explain the concept of private enterprise.
- H.3.c: Evidence:** Identify factors affecting a business's profit.

H.3.d: Evidence: Determine factors affecting business risk.

H.3.e: Evidence: Explain the concept of competition.

H.3.f: Evidence: Describe market structures.

H.4: Competency: Understand economic indicators to recognize economic trends and conditions.

H.4.a: Evidence: Describe the concept of price stability as an economic measure.

H.4.b: Evidence: Discuss the measure of consumer spending as an economic indicator.

H.4.c: Evidence: Discuss the impact of a nation's unemployment rates.

H.4.d: Evidence: Explain the concept of Gross Domestic Product.

H.4.e: Evidence: Describe the economic impact of inflation on businesses.

H.4.f: Evidence: Explain unemployment and inflation tradeoffs.

H.4.g: Evidence: Explain the economic impact of interest-rate fluctuations.

H.4.h: Evidence: Determine the impact of business cycles on business activities.

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

I.1: Competency: Acquire a foundational knowledge and manage promotional activities of promotion to understand its nature and scope, allow maximum return on promotional efforts.

I.1.a: Evidence: Explain the role of promotion as a marketing function.

I.1.b: Evidence: Explain the types of promotion.

I.1.c: Evidence: Identify the elements of the promotional mix.

I.1.d: Evidence: Describe the use of business ethics in promotion.

I.1.e: Evidence: Explain the nature of a promotional plan.

I.1.f: Evidence: Coordinate activities in the promotional mix.

I.2: Competency: Understand promotional channels used to communicate with targeted audiences.

I.2.a: Evidence: Explain types of advertising media.

I.3: Competency: Understand the use of an advertisement's components to communicate with targeted audiences.

I.3.a: Evidence: Explain components of advertisements.

I.3.b: Evidence: Explain the importance of coordinating elements in advertisements.

I.4: Competency: Understand the use of public-relations activities to communicate with targeted audiences.

I.4.a: Evidence: Identify types of public-relations activities.

I.5: Competency: Understand the use of trade shows/expositions to communicate with targeted audiences.

I.5.a: Evidence: Explain how businesses can use tradeshow/exposition participation to communicate with targeted audiences.

I.6: Competency: Utilize word-of-mouth strategies to build brand and to promote products.

I.6.a: Evidence: Explain the nature of word-of-mouth (WOM) strategies.

I.6.b: Evidence: Select word-of-mouth strategies appropriate for promotional objectives.

I.6.c: Evidence: Explain the nature of buzz marketing.

I.6.d: Evidence: Explain considerations in developing viral marketing campaigns.

I.6.e: Evidence: Develop viral marketing strategies.

I.6.f: Evidence: Explain the use of celebrities/influencers as a WOM strategy.

I.6.g: Evidence: Select celebrity/influencer to deliver promotional message.

I.6.h: Evidence: Develop referral program to build brand/promote products.

I.6.i: Evidence: Explain the use of product placement.

I.6.j: Evidence: Identify opportunities for product placement.

I.7: Competency: Understand the use of direct marketing to attract attention and build brand.

I.7.a: Evidence: Discuss types of direct marketing strategies.

I.8: Competency: Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.

I.8.a: Evidence: Describe the use of advergames.

I.9: Competency: Understand types of digital advertising strategies that can be used to achieve promotional goals.

I.9.a: Evidence: Explain the nature of online advertisements.

I.9.b: Evidence: Explain the nature of e-mail marketing strategies.

I.9.c: Evidence: Describe mobile advertising strategies.

I.10: Competency: Evaluate advertising copy strategies that can be used to create interest in advertising messages.

I.10.a: Evidence: Identify effective advertising headlines.

I.10.b: Evidence: Describe copy strategies.

I.10.c: Evidence: Describe the nature of effective Internet ad copy.

I.10.d: Evidence: Identify promotional messages that appeal to targeted markets.

I.11: Competency: Understand design principles to be able to communicate needs to designers.

I.11.a: Evidence: Analyze the impact of color in advertisements.

I.11.b: Evidence: Describe the elements of design.

I.11.c: Evidence: Explain the use of illustrations in advertisements.

I.11.d: Evidence: Explain type styles used in advertisements.

I.1.e: Evidence: Describe effective advertising layouts.

I.1.f: Evidence: Explain the impact of color harmonies on composition.

I.12: Competency: Assess advertisements to ensure achievement of marketing communications goals/objectives.

I.12.a: Evidence: Check advertising proofs.

I.12.b: Evidence: Evaluate storyboards.

I.12.c: Evidence: Critique advertisements.

I.13: Competency: Manage media planning and placement to enhance return on marketing investment.

I.13.a: Evidence: Determine advertising reach of media.

I.13.b: Evidence: Read media schedule.

I.13.c: Evidence: Calculate media costs.

I.13.d: Evidence: Choose appropriate media outlets.

I.13.e: Evidence: Select placement of advertisements.

I.14: Competency: Develop and execute an advertising campaign to achieve marketing-communications objectives.

I.14.a: Evidence: Develop a media plan (includes objectives, budget, media allocation, and timing of ads).

I.15: Competency: Utilize publicity to inform stakeholders of business activities.

I.15.a: Evidence: Write a press release.

I.15.b: Evidence: Create a public-service announcement.

I.15.c: Evidence: Create a press kit.

I.16: Competency: Utilize publicity/public-relations activities to create goodwill with stakeholders.

I.16.a: Evidence: Analyze costs/benefits of company participation in community activities.

I.16.b: Evidence: Explain current issues/trends in public relations.

I.16.c: Evidence: Create a public-relations campaign.

I.17: Competency: Employ sales-promotion activities to inform or remind customers of business/product.

I.17.a: Evidence: Create promotional signage.

I.17.b: Evidence: Collaborate in the design of slogans/taglines.

I.17.c: Evidence: Analyze considerations in designing a frequency/loyalty marketing program.

I.17.d: Evidence: Analyze use of specialty promotions.

I.17.e: Evidence: Develop strategy for creating a special event.

I.17.f: Evidence: Set up cross-promotions.

I.18: Competency: Develop marketing/creative briefs to apprise staff and client of promotional strategy.

I.18.a: Evidence: Explain the use of advertising agencies.

I.19: Competency: Participate in company's community outreach involvement to foster a positive company image.

I.19.a: Evidence: Propose community issues for company involvement.

I.20: Competency: Employ visual merchandising techniques to increase interest in product offerings.

I.20.a: Evidence: Explain the use of visual merchandising in retailing.

I.20.b: Evidence: Distinguish between visual merchandising and display.

I.20.c: Evidence: Place merchandise for impact.

I.20.d: Evidence: Use cross-merchandising techniques.

I.21: Competency: Implement display techniques to attract customers and increase sales potential.

I.21.a: Evidence: Analyze types of display arrangements.

I.21.b: Evidence: Create and maintain displays.

I.22: Competency: Manage promotional activities to maximize return on promotional efforts.

I.22.a: Evidence: Develop promotional calendar.

I.22.b: Evidence: Plan/Schedule displays/themes with management.

I.22.c: Evidence: Plan promotional strategy (promotional objectives, budget, promotional mix, etc.).

J: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

J.1: Competency: Use communication skills to influence others.

J.1.a: Evidence: Persuade others.

Selling

K: Standard: Understands the techniques and strategies used to foster positive, ongoing relationships with customers.

K.1: Competency: Foster positive relationships with customers to enhance company image.

K.1.a: Evidence: Explain the nature of positive customer relations.

K.1.b: Evidence: Demonstrate a customer-service mindset.

K.1.c: Evidence: Explain management's role in customer relations.

K.2: Competency: Understand the nature of customer relationship management to show its contributions to a company.

K.2.a: Evidence: Explain the role of ethics in customer relationship management.

K.2.b: Evidence: Describe the use of technology in customer relationship management.

L: Standard: Understands tools, techniques, and strategies that affect a business's ability to plan, control, and organize an organization/department.

L.1: Competency: Utilize planning tools to guide organization's/department's activities.

L.1.a: Evidence: Explain external planning considerations.

M: Standard: 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.

M.1: Competency: Acquire a foundational knowledge of selling to understand its nature and scope.

M.1.a: Evidence: Explain the nature and scope of the selling function.

M.1.b: Evidence: Explain the role of customer service as a component of selling relationships.

M.1.c: Evidence: Explain key factors in building a clientele.

M.1.d: Evidence: Explain company selling policies.

M.1.e: Evidence: Compare and contrast selling and regulations and business ethics in selling.

M.2: Competency: Acquire product knowledge to communicate product benefits to ensure appropriateness of product for the customer.

M.2.a: Evidence: Acquire product information for use in selling.

M.2.b: Evidence: Analyze product information to identify product features and benefits.

M.3: Competency: Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.3.a: Evidence: Explain the selling process.

M.3.b: Evidence: Discuss motivational theories that impact buying behavior.

M.4: Competency: Utilize sales-support activities to increase customer satisfaction.

M.4.a: Evidence: Provide service after the sale.

M.5: Competency: Understand sales activities to show command of their nature and scope in the professional sales environment.

M.5.a: Evidence: Explain the impact of sales cycles.

M.6: Competency: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

M.6.a: Evidence: Differentiate between consumer and organizational buying behavior.

M.6.b: Evidence: Identify emerging trends.

M.7: Competency: Perform pre-sales activities to facilitate sales presentation.

M.7.a: Evidence: Explain the use of marketing-research information in professional selling.

M.7.b: Evidence: Prospect for customers.

M.7.c: Evidence: Qualify customers/clients.

M.7.d: Evidence: Conduct pre-visit research (e.g., customer's markets/ products, customer's competitors, and competitors' offerings).

M.7.e: Evidence: Determine sales strategies.

M.7.f: Evidence: Schedule appointments with prospective clients.

M.7.g: Evidence: Prepare sales presentation.

M.8: Competency: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.8.a: Evidence: Establish relationship with client/customer.

M.9: Competency: Process the sale to complete the exchange.

M.9.a: Evidence: Process special orders.

M.9.b: Evidence: Process sales documentation.

M.10: Competency: Conduct post-sales follow-up activities to foster ongoing relationships with customers.

M.10.a: Evidence: Prepare sales reports.

M.10.b: Evidence: Gather customer/client feedback to improve service.

M.11: Competency: Plan sales activities to increase sales efficiency and effectiveness.

M.11.a: Evidence: Plan strategies for meeting sales quotas.

M.11.b: Evidence: Develop strategies to win back former customers.

M.11.c: Evidence: Establish sales terms.

M.11.d: Evidence: Prepare and implement sales plans.

M.12: Competency: Control sales activities to meet sales goals/objectives.

M.12.a: Evidence: Set sales quotas.

M.12.b: Evidence: Manage salesperson's underperformance.

M.12.c: Evidence: Design incentive programs.

M.13: Competency: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

M.13.a: Evidence: Establish relationship with customer/client.

M.13.b: Evidence: Determine customer/client needs.

M.13.c: Evidence: Recommend specific product.

M.13.d: Evidence: Demonstrate good/service.

M.13.e: Evidence: Convert customer/client objections into selling points.

M.13.f: Evidence: Close the sale.

M.13.g: Evidence: Demonstrate suggestion selling.

M.13.h: Evidence: Collect payment from customer to complete customer transaction.

M.13.i: Evidence: Plan follow-up strategies for use in selling.

M.14: Competency: Control sales activities to meet sales goals/objectives.

M.14.a: Evidence: Analyze sales performance.

N: Standard: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

N.1: Competency: Prepare registers/terminals for sales operations.

N.1.a: Evidence: Prepare cash drawers/banks.

N.1.b: Evidence: Open/close register/terminal.

O: Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

O.1: Competency: Apply verbal skills to obtain and convey information.

O.1.a: Evidence: Provide legitimate responses to inquiries.

O.1.b: Evidence: Defend ideas objectively.

O.2: Competency: Communicate effectively with customers to foster positive relationships that enhance company image.

O.2.a: Evidence: Respond to customer inquiries.

O.2.b: Evidence: Interpret business policies to customers/clients.

Pricing

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

P.1: Competency: Develop a foundational knowledge of pricing to understand its role in marketing.

P.1.a: Evidence: Explain the nature and scope of the pricing function.

P.1.b: Evidence: Describe the role of business ethics in pricing.

P.1.c: Evidence: Explain the use of technology in the pricing function.

P.1.d: Evidence: Explain legal considerations for pricing.

P.1.e: Evidence: Explain factors affecting pricing decisions.

P.2: Competency: Employ pricing strategies to set prices for marketing communications services.

P.2.a: Evidence: Explain pricing practices used in marketing communications.

P.2.b: Evidence: Discuss the nature of pricing models.

P.2.c: Evidence: Explain considerations in website pricing.

P.2.d: Evidence: Set price objectives for marketing communications services.

P.2.e: Evidence: Select pricing strategies.

P.3: Competency: Employ pricing strategies to determine optimal prices.

P.3.a: Evidence: Determine cost of product (breakeven, ROI, markup).

P.3.b: Evidence: Calculate break-even point.

P.3.c: Evidence: Establish pricing objectives.

P.3.d: Evidence: Select pricing policies.

P.3.e: Evidence: Determine discounts and allowances that can be used to adjust base prices.

P.3.f: Evidence: Set prices.

P.3.g: Evidence: Adjust prices to maximize profitability.

Product Service Management

Q: Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Q.1: Competency: Acquire a foundational knowledge of product/service management to understand its nature and scope.

Q.1.a: Evidence: Explain the nature and scope of the product/service management function.

Q.1.b: Evidence: Identify the impact of product life cycles on marketing decisions.

Q.1.c: Evidence: Describe the use of technology in the product/service management function.

Q.1.d: Evidence: Explain business ethics in product/service management.

Q.2: Competency: Generate product ideas to contribute to ongoing business success.

Q.2.a: Evidence: Identify product opportunities.

Q.2.b: Evidence: Identify methods/techniques to generate a product idea.

Q.2.c: Evidence: Generate product ideas.

Q.2.d: Evidence: Determine initial feasibility of product idea.

Q.3: Competency: Apply quality assurances to enhance product/service offerings.

Q.3.a: Evidence: Describe the uses of grades and standards in marketing.

Q.3.b: Evidence: Explain warranties and guarantees.

Q.3.c: Evidence: Identify consumer protection provisions of appropriate agencies.

Q.3.d: Evidence: Evaluate customer experience.

Q.4: Competency: Employ product-mix strategies to meet customer expectations.

Q.4.a: Evidence: Explain the concept of product mix.

Q.4.b: Evidence: Describe the nature of product bundling.

Q.4.c: Evidence: Identify product to fill customer need.

Q.4.d: Evidence: Plan product mix.

- Q.5: Competency:** Position products/services to acquire desired business image.
- Q.5.a: Evidence:** Describe factors used by marketers to position products/services.
 - Q.5.b: Evidence:** Develop positioning concept for a new product idea.
 - Q.5.c: Evidence:** Explain the nature of product/service branding.

- Q.6: Competency:** Position company to acquire desired business image.
- Q.6.a: Evidence:** Explain the nature of branding.
 - Q.6.b: Evidence:** Describe factor used by businesses to position brands.
 - Q.6.c: Evidence:** Develop strategies to position brands.

- Q.7: Competency:** Employ product-mix strategies to meet customer expectations.
- Q.7.a: Evidence:** Explain the nature of product extension in services marketing.
 - Q.7.b: Evidence:** Identify product extensions that can be used in marketing communications.

- Q.8: Competency:** Utilize assortment-mix strategies to create maximum mix of products at minimum cost.
- Q.8.a: Evidence:** Determine quality of merchandise to offer.
 - Q.8.b: Evidence:** Determine width and depth of assortment strategies.
 - Q.8.c: Evidence:** Select mix of brands.
 - Q.8.d: Evidence:** Plan merchandise assortment (e.g., styling, sizes, quantities, colors).
 - Q.8.e: Evidence:** Identify new private brand opportunities.
 - Q.8.f: Evidence:** Develop seasonal assortment strategies.

R: Standard: Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.

- R.1: Competency:** Understand company's unique competitive advantage to recognize what sets the company apart from its competitors.
- R.1.a: Evidence:** Identify company's unique competitive advantage.
 - R.1.b: Evidence:** Identify internal and external service standards.

Career & Professional Development

S: Standard: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

S.1: Competency: Acquire information about the marketing communications industry to aid in making career choices.

S.1.a: Evidence: Describe traits important to the success of employees in the marketing communications.

S.1.b: Evidence: Describe employment opportunities in the marketing communications industry (structure, jobs in, structures in different size agencies, key departments in).

S.1.c: Evidence: Explain factors affecting the growth and development of the marketing communications industry.

S.1.d: Evidence: Discuss the economic and social effects of marketing communications.

S.1.e: Evidence: Analyze marketing communications careers to determine careers of interest.

S.2: Competency: Understand career opportunities in retailing to make career decisions.

S.1.a: Evidence: Identify career opportunities in retailing.

S.1.b: Evidence: Explain career opportunities in merchandising.

S.1.c: Evidence: Describe the role of merchandisers in retailing.

S.3: Competency: Acquire information about the sales industry to aid in making career choices.

S.1.a: Evidence: Explain the nature of professional selling.

S.1.b: Evidence: Explain employment opportunities in professional selling.

S.1.c: Evidence: Discuss the economic and social effects of professional selling.

Marketing Service Management

T: Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

T.1: Competency: Assess product packaging to improve its function and to improve its brand recognition.

T.1.a: Evidence: Assess product-packaging requirements.

T.1.b: Evidence: Evaluate graphic design on packages.

T.1.c: Evidence: Evaluate adequacy of product packaging.

T.1.d: Evidence: Conduct reviews of product packaging.

T.2: Competency: Position products/services to acquire desired business image.

T.2.a: Evidence: Communicate core values of product/service.

Appendix

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER

Information and Communications Technology Literacy Course Expectations

The Information and Communications Technology Literacy Course-Level Expectations document began as an update of the former Information Literacy strand of Communication Arts Grade-Level and Course-Level Expectations. Early in the work it became apparent that the knowledge and skills required for proficiency in this area are not limited to one content area. Furthermore, several factors influenced the proposal to elevate this area to a separate content area. Some of those factors are:

1. The marked increase in the influence of technology in the lives of students and the world of work
2. Growing demands for an awareness of the utility—and the risks—of various uses of technology
3. The relevance of this content to all areas of study, rather than the one area of Communication Arts

This document is the result of collaboration between the Department of Elementary and Secondary Education Curriculum and Assessment section, the section of School Support Services, and Missouri educators from across the state. The working group ranged from educators at the primary grades to college level instructors, and met numerous times to carefully examine the current Information Literacy Course Expectations, as well as current research in the areas of communications and media. Those educators included classroom teachers, media specialists, directors of technology, and professors in related areas, and they are listed below.

This document is the result of their discussion and study.

Standards Alignment and Depth of Knowledge documentation is in process.

Sources:

- AASL Learning Standards 2007, <http://ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>
Information Literacy Standards for Student Learning (AASL and AECT standards),
http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf
Colorado Information Literacy Standards (based on ALA standards), <http://www.cde.state.co.us/litstandards/litstandards.htm>
ISTE National Educational Technology Standards for Students,
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf
MDHE's Curriculum Alignment Initiative - Appendix C: Draft Cross-Disciplinary Competencies, <http://www.dhe.mo.gov/casinitiative.shtml>
Massachusetts Technology Literacy Standards and Expectations, <http://www.doe.mass.edu/edtech/standards.html>
Ohio Academic Content Standards for K-12 Technology,
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1696&TopicRelationID=1707>

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Missouri Department of Elementary and Secondary Education
Spring 2010

Information and Communications Technology Literacy

1 Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge				
	Grade 9	Grade 10	Grade 11	Grade 12
A	Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose	Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose	Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose	Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose
ST	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5	1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5
B	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work
Process Approach				
ST	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6	2.3, 2.4, 2.7, 4.6

Information and Communications Technology Literacy

2 Determine nature and intent of information needed				
	Grade 9	Grade 10	Grade 11	Grade 12
A	Identify how intended audience and purpose affect information needed	Identify how intended audience and purpose affect information needed	Identify how intended audience and purpose affect information needed	Identify how intended audience and purpose affect information needed
Purpose and Audience				
ST	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5	1.5, 1.6, 2.3, 3.5
B	a. Evaluate, with minimal assistance, prior knowledge to develop questions and identify key words to focus and guide information seeking b. Revise or clarify focus questions and key words/phrases as information is gathered	a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate, with assistance, focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate	a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate	a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate
Focus Questions/ Keywords				
ST	1.1, 1.4, 2.2	1.1, 1.4, 2.2	1.1, 1.4, 2.2	1.1, 1.4, 2.2

Information and Communications Technology Literacy

3 Access information efficiently and effectively				
	Grade 9	Grade 10	Grade 11	Grade 12
A	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability	a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability
Source Selection				
ST	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6	1.2, 1.4, 1.6
B	Use the navigational features of sources to locate appropriate information	Use the navigational features of sources to locate appropriate information	Use the navigational features of sources to locate appropriate information	Use the navigational features of sources to locate appropriate information
Source Navigation				
ST	1.4, 2.7	1.4, 2.7	1.4, 2.7	1.4, 2.7

Information and Communications Technology Literacy

4 Evaluate information critically and competently				
	Grade 9	Grade 10	Grade 11	Grade 12
A	Analyze and evaluate media techniques used to convey the message	Analyze and evaluate media techniques used to convey the message	Analyze and evaluate media techniques used to convey the message	Analyze and evaluate media techniques used to convey the message
Message				
ST	1.5, 1.7	1.5, 1.7	1.5, 1.7	1.5, 1.7
B	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources	a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources
Relevance				
ST	1.7, 3.5	1.7, 3.5	1.7, 3.5	1.7, 3.5
C	a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias, with minimal assistance, by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need	a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need
Reliability				
ST	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3	1.6, 1.7, 2.3
D	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information. b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed	a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed
Comprehensiveness				
ST	1.4, 1.6, 3.5	1.4, 1.6, 3.5	1.4, 1.6, 3.5	1.4, 1.6, 3.5

Information and Communications Technology Literacy

5 Use information effectively and creatively				
	Grade 9	Grade 10	Grade 11	Grade 12
A	Record relevant information using a self-selected note-taking or organizational strategy	Record relevant information using a self-selected note-taking or organizational strategy	Record relevant information using a self-selected note-taking or organizational strategy	Record relevant information using a self-selected note-taking or organizational strategy
Information Recording				
ST	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1	1.2, 1.4, 1.8, 2.1
B	Synthesize, with minimal assistance, information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)	Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)	Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)	Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.)
Information Synthesis				
ST	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6	1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6
C	a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose	a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose	a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose	a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose
Information Presentation				
ST	1.8, 2.1, 2.4	1.8, 2.1, 2.4	1.8, 2.1, 2.4	1.8, 2.1, 2.4

Information and Communications Technology Literacy

6 Practice ethical, legal, and safe use of information and technology				
	Grade 9	Grade 10	Grade 11	Grade 12
A	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying	a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying
Digital Citizenship				
ST	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7	2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7
B	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication)	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication)	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication)	a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication)
Academic Honesty				
ST	1.4, 1.8, 2.3, 2.7, 4.4, 4.7	1.4, 1.8, 2.3, 2.7, 4.4, 4.7	1.4, 1.8, 2.3, 2.7, 4.4, 4.7	1.4, 1.8, 2.3, 2.7, 4.4, 4.7
C	a. Analyze consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, video; ongoing subscriptions; etc. b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction	a. Analyze consequences of online behavior (such as cyber-bullying; sharing personal information, pictures, and video, etc.) on employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction	a. Analyze consequences of online behavior on scholarships, future education, and employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction	a. Analyze consequences of online behavior on scholarships, future education, and employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction
Cyber Safety				
ST	3.1, 4.3, 4.4, 4.7	3.1, 4.3, 4.4, 4.7	3.1, 4.3, 4.4, 4.7	3.1, 4.3, 4.4, 4.7