Marketing

Program CIP: Marketing: 52.1801

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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

The *Marketing and Economics Curriculum Framework and Supporting Materials* was presented to the Mississippi Board of Education on May 15, 2008. The following persons were serving on the state board at this time:

Standards

Standards in the *Business Fundamentals Curriculum Framework and Supporting Materials* are based on the following:

Academic Standards

Mississippi Department of Education Subject Area Testing Program

ACT College Readiness Standards

The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: Global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and Information and Communication Technology (ICT) Literacy. Reprinted with permission

National Educational Technology Standards for Students

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National MBA Research Standards

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Preface

Secondary career–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Executive Summary

Program Description

The Marketing program provides instruction in basic marketing skills. Courses in the program provide a foundation of skills and knowledge related to basic principles of marketing, related economic fundamentals, marketing planning, and sales and distribution. Instruction is also provided on specialized topics related to fashion marketing, international marketing, and sports, special events, and entertainment marketing.

Industry Certifications

This document was developed according to national standards for marketing education, as prepared by the National Marketing Education Resource Center, 2000; the National Educational Technology Standards for Students (NETS), 2000–02, developed by the International Society for Technology in Education (ISTE); and the 21st Century Skills Standards.

Assessment

Students will be assessed using the Marketing MS-CPAS2 assessment. Districts that elect to implement Option 1 will administer the exam to students who are completing Marketing (Course Code: 992400). Districts that elect to implement Option 2 will administer the exam to students who have completed Marketing Essentials (Course Code: 992401) and will be completing Sales and Distribution (Course Code: 992402) at the time the MS-CPAS2 is administered.

Student Prerequisites

In order for students to be able to experience success in the Secondary Marketing and Economics program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Pre-Algebra
3. Instructor approval

      or
1. TABE Reading Score (Eighth grade or higher)

      or
1. Instructor approval

Applied Academic Credit

Personal Finance content from the Business Fundamentals Curriculum was aligned to the 2004 Mississippi Personal Finance Framework Revised Academic Benchmarks. Upon the completion of this program, students will earn 1/2 Personal Finance credit that can be used for graduation requirements. The Business Fundamentals Curriculum framework includes economics content aligned to the 2004 Mississippi Economics Framework Revised Academic Benchmarks. Upon completion of this program, students will earn 1/2 Economics credit to meet graduation requirements.

Licensure Requirements

The 956 licensure endorsement is needed to teach the Marketing and Economics program. The requirements for the 956 licensure endorsement are listed below:

1. New teachers hired after June 30, 2008, must have a BS or BA degree in an appropriate field.
2. Hold one of the following endorsements:
    a. 105 Business Education (7–12)
    b. 318 Marketing (7–12)
    c. 192 Social Studies (7–12)
    d. 193 Economics (7–12)
3. Applicants must successfully complete the Master Teacher of Economics certification.
4. Applicants must successfully complete an approved computer literacy certification exam.
5. Applicants must successfully complete a certification for an online learning workshop, a module, or a course that is approved by the Mississippi Department of Education.
6. Applicants must successfully complete a certification workshop, module, or course that is approved by the Mississippi Department of Education.

Professional Learning

If you have specific questions about the content of each training session provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for the Professional Learning Department.

Options for Delivery

This curriculum framework provides multiple options for local school districts to implement based on the local needs of industry and students.

Option 1

The Marketing program is presented in two courses: Business Fundamentals, which is taken during the first year of the program, and Marketing, which is taken during the second year. Business Fundamentals includes training in basic business skills and provides a foundation for in-depth applications in the Marketing course. The Business Fundamentals Course can be downloaded from
http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Career_Pathways/.

Business Fundamentals (2 Carnegie Units)
Course Code: 992300

Unit	Title	Hours
1	Introduction to Business	10
2	Communication and Interpersonal Skills	20
3	Professional Development	15
4	Economics	70
5	Business, Management, and Entrepreneurship	55
6	Business Law	30
7	Personal Finance	30
	Total	**230**

Marketing (2 Carnegie Units)
Course Code: 992400

Unit	Title	Hours
8	Introduction to Marketing	25
9	Pricing	20
10	Promotion	35
11	Selling	35
12	Product/Service Management	20
13	Distribution	20
14	Marketing Planning	20
15	International Marketing	20
16	Fashion Marketing	20
17	Sports, Special Events, and Entertainment Marketing	20
	Total	**235**

Option 2

This option consists of four courses that should be completed in the following sequence:

Introduction to Marketing includes basic business skills including introduction to business, communication and interpersonal skills, professional development, and economics. Business Management, Law, and Operations provides opportunities for students to apply management and entrepreneurship skills. Marketing Essentials encompasses introductory marketing concepts. Sales and Distribution provides advanced marketing skills.

Business Fundamentals I (1 Carnegie Unit)
Course Code: 992301

Unit	Title	Hours
1	Introduction to Business	10
2	Communication and Interpersonal Skills	20
3	Professional Development	15
4	Economics	70
	Total	**115**

Business Fundamentals II (1 Carnegie Unit)
Course Code: 992302

Unit	Title	Hours
5	Business, Management, and Entrepreneurship	55
6	Business Law	30
7	Personal Finance	30
	Total	**115**

Marketing Essentials (1 Carnegie Unit)
Course Code: 992401

Unit	Title	Hours
8	Introduction to Marketing	25
9	Pricing	20
10	Promotion	35
11	Selling	35
	Total	**115**

Sales and Distribution (1 Carnegie Unit)
Course Code: 992402

Unit	Title	Hours
12	Product Service Management	20
13	Distribution	20
14	Marketing Planning	20
15	International Marketing	20
16	Fashion Marketing	20
17	Sports, Special Events, and Entertainment Marketing	20
	Total	**120**

Marketing Research Synopsis

Introduction

Marketing education introduces students to the processes and functions involved in providing products or services that meet consumers' wants and needs. As a major business function, marketing impacts both the domestic and international economies (NBEA).

For marketing, sales, and promotions management positions, bachelor's or master's degree in business administration with an emphasis on marketing are often preferred (BLS, 2009). Employment in retail sales can usually be obtained with a high school diploma or an associate's degree (EMSI, 2011). As traditional advertising in newspapers, radio, and network television becomes less popular, marketing professionals will need to devise new and different ways to advertise and promote products and services to better reach potential customers. The ability to work in an online environment is becoming increasingly essential as more marketing, product promotion, and advertising is done through the Internet. Computer skills are also necessary for recordkeeping and data management (BLS, 2009).

Needs of the Future Workforce

In the United States, employment in marketing-related occupations is projected to grow by about 13% in the next 10 years (BLS, 2009). Job growth will be spurred by competition for a growing number of foreign and domestic goods and services and the need to make one's product or service stand out from the competition's. In Mississippi, retail sales workers are the largest and fastest growing occupational group, however; sales representatives in the service sector are projected to have the highest growth (22%) in the coming years. The occupation with the highest average hourly earnings, wholesale and manufacturing sales representatives, is also the smallest marketing occupation group and has the least amount of growth in the state.

Occupational title	Employment, 2011	Projected employment, 2019	Change 2011–2019		Mean annual wage (in dollars)
			Number	Percent	
Retail sales workers	85,301	95,243	9,942	12%	$10.35
Supervisors, sales workers	32,378	35,071	2,693	8%	$18.07
Other sales and related workers	27,980	33,120	5,140	18%	$8.74
Sales representatives, services	14,172	17,298	3,126	22%	$18.93
Sales representatives, wholesale and manufacturing	11,428	12,244	816	7%	$26.52

Source: EMSI Complete Employment - 1st Quarter 2011

Industry Comments and Quotes

The driving force for curriculum development for Marketing and Economics was based upon input from industry representatives. These experts utilized the skills that career and technical education students need for success in their careers and further education in business. They offered a perspective of business that cannot be obtained solely from textbooks or from educators who have little or no practical, current industry experience. Industry representatives often said things such as the following:

- "We require our employees to have a 4-year degree."
- "Employees must be technology literate and keep up with everyday changes in technology…."
- "Employees must have math skills, such figuring percentages, creating a budget, etc…."
- "It is very important that everyone has the necessary writing skills to complete sales proposals."
- "The ability to speak properly and use correct grammar are essential skills because employees represent the business."
- "Employees must be able to effectively problem-solve."
- "Maintaining a good credit rating is vital for students who plan to someday become entrepreneurs."

Course Concepts

Ninth-graders entering school in 2008–2009 will be required to have a semester of economics. By using the National Marketing Standards to create the new Marketing and Economics curriculum, students will receive the required economic concepts to satisfy the semester economics requirement. Students will also have the knowledge to take the A*S*K Exam (Assessment of Skills and Knowledge of Business), which is an exam based on industry-validated performance indicators. Specific exam questions are aligned with Webb's Depth of Knowledge taxonomy to help ensure that each exam addresses critical performance issues appropriate to industry standards.[1] In conclusion, based on industry surveys and interviews, national standards, IHL and CC requirements, and certification objectives, the Marketing and Economics career pathway course should include the following topics:

Marketing Concepts	Economic Concepts	Business Math Concepts	Employability and Careers

• Distribution
  ▪ Legal and ethical considerations
• Marketing-information management
• Pricing
• Product/Service management
• Promotion
  ▪ Advertising
  ▪ Graphics used
• Selling
• Merchandising
• Inventory control
• Business etiquette
• Business ethics
• E-commerce
• Business security
  ▪ Embezzlement
  ▪ Shoplifting
  ▪ Fraud
• Entrepreneurship
• Management
• Leadership styles
• Marketing plan
• Grades/Standards
• Warranties/Guarantees
• Marketing strategies
	• Economic systems
	• Production, distribution, and consumption of goods and services
	• Supply and demand
	• Types of business ownership
	• Global trends and issues
	• Government involvement
	• Global trade
	• Civic consciousness
	• Financial loans
	• Securities
	• Stocks/Stock market
	• Global economy
		• Budgeting
		• Making change
		• Credit
		• Bank statements
		• Price markups
		• Percentages
		• Price markdowns
		• Financial statements
		• Personal finance
			Academic and Workplace Skills
			• Oral and written communication
			• Technology
			  ▪ Presentations
			  ▪ Excel
			  ▪ Internet
			  ▪ E-mail
			• 21st Century Skills
			• Math skills

Areas of Specialization • Fashion marketing • Hospitality and tourism marketing • International marketing • Sports, special events, and entertainment marketing			*Employment Skills* • Resume • Job application • Interview skills • Letter of application, follow-up letter, and letter of resignation • Nonverbal communication • Effective body language • Customer service • Allocation of resources ▪ Time management • Self-esteem • Personal traits • Decision making

Works Cited

Bureau of Labor Statistics, U.S. Department of Labor. (December, 2009). *Occupational outlook handbook, 2010-11 edition.* Retrieved from Bureau of Labor Statistics: http://www.bls.gov/oco/ocos020.htm

Economic Modeling Specialists, Inc. (2011). *EMSI complete employment - 1st quarter 2011*. Retrieved from https://west.economicmodeling.com

National Business Education Association. (n. d.). *Entrepreneurship business education standards*. Retrieved from National Business Education Association: http://www.nbea.org/newsite/curriculum/standards/marketing.html

Blueprint

You will find the blueprint that corresponds to this document at
http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Career_Pathways/.

Professional Organizations

Association for Supervision and Curriculum Development - ASCD
1703 North Beauregard Street
Alexandria, VA 22311-1714
800.933.ASCD
http://www.ascd.org

Association for Career and Technical Education - ACTE
1410 King Street
Alexandria, VA 22314
800.826.9972
http://www.acteonline.org

Mississippi Association for Career and Technical Education – MSACTE
http://www.mississippiacte.com/

Marketing Education Association – MEA
P.O. Box 27473
Tempe, AZ 85285-7473
http://nationalmea.org/

Mississippi Association of Marketing Educators – MAME

Mississippi Association for Supervision and Curriculum Development - MASCD
P.O. Box 13576
Jackson, MS 39236
601.591.2210
http://www.mascd.com

Mississippi Department of Education – MDE
Office of Career and Technical Education
P.O. Box 771
Jackson, MS 39205
601.359.3940
http://www.mde.k12.ms.us/vocational/news/

Using This Document

Each secondary career–technical course consists of a series of instructional units that focus on a common theme. All units have been written using a common format that includes the following components:

Unit Number and Title

Suggested Time on Task

An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75 to 80% of the time in the course.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Suggested Teaching Strategies

This section of each unit indicates research-based strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

Suggested Assessment Strategies

This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. Researched-based teaching strategies also incorporate ACT College Readiness standards. It also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students are associated with the competencies, and suggested objectives for the unit are also identified.

References

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Marketing

Unit 8: Introduction to Marketing

Competency 1: Explain the role of marketing in everyday business functions. (DOK3, MKT1)

Suggested Enduring Understandings	Suggested Essential Questions
1. Marketing is important in a global economy. 2. All functions of marketing play a major role in the global economy.	1. Why is marketing so important in the global economy? 2. How do the functions of marketing contribute to the global economy?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain marketing and its importance in a global economy. (DOK2, EC4)	a. Discuss marketing and the marketing concept, and introduce the following terms: marketing, goods, services, marketing concept, utility (to include form, place, time, possession, and information utilities), market, market share, target market, customer profile (to include geographics, demographics, and psychographics), and the marketing mix (to include product, place, price and promotion).	a. Monitor class activity to ensure that all students participate.
	Students are to develop a flier using publication software that depicts a picture of a good as well as a picture of a service.	Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
b. Describe marketing functions and related activities. (DOK1, EC2)	b. After reading LAP 1: Work the Big Six, discuss the six functions of marketing to include distribution, marketing-information management, pricing, product/service management, promotion, pricing, and selling. Some references also include financing as a function of marketing, and this may be discussed. Hold a classroom discussion about the six functions and how no single function can work by itself and how each function is integrated.	b. Students will be evaluated based on the Presentation Assessment Rubric located at the end of this unit.
	Have students create a presentation with a picture expressing each of the six functions of marketing and label each picture. Students may either use PowerPoint or create posters of each function. They will present their final projects to the class. Students will be graded on the PowerPoint using the Presentation Assessment Rubric. (S1, S2, S3, W1, W2, W3, W4, R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, CS6, T1, T2, T3, T4, T5, T6)	Evaluate students using the Presentation Assessment Rubric.

| | Students are to complete a Blackboard created test on the Marketing LAP 1: Work the Big Six that covers the Marketing Functions. | Evaluate research for content and appearance. |
| | Students are to prepare a political campaign for a student organization office. They are to include all of the six functions of marketing and will present their speeches to the class. They may work in teams of two to three, but each team member must do his or her part in running the campaign. | Evaluate students' Wiki/discussion board postings for correctness. |

Competency 2: Compare and contrast customer, client, and business behavior. [DOK3, MKT3, MKT5]

Suggested Enduring Understandings	Suggested Essential Questions
1. Customers, clients, and businesses have different types of behaviors. 2. Employees can implement different actions or procedures in order to achieve a desired result. 3. Company actions can affect the results of customer, client, and business behaviors.	1. What kinds of behaviors are shown in customers, clients, and businesses? 2. What type of actions or procedures can employees implement in order to achieve a desired result? 3. How can a company's actions affect the results of customers, clients, and business behaviors?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define customer, client, and business behavior. [DOK1, EC1, EC2, EC3]	a. Explain why customers purchase a product based on needs and wants. Include rational motive, emotional motive, extensive buying decisions, limited buying decisions, and routine buying decisions. Have students complete a collage on 10 products from the Internet. Using publishing software, students are to create a split page categorizing why customers would purchase those products by labeling one side "rational" and the other side "emotional" and placing the pictures of the products found on the Internet on the correct category. Students are to determine why these products would fall into the category and explain how some products could fall into either category depending on the customer. Using presentation software, have students complete a collage on 10 products. These products could be the same as in the publishing strategy above. Have students determine which buying decision is most commonly used by customers. Students should have at least three products in each decision making area.	a. Students will be evaluated based on the presentation rubric provided at the end of this unit.
b. Determine actions or procedures employees	b. Discuss how employees can research their product and company prior to seeing any customer. These	b. Evaluate research for content and

	can implement in order to achieve a desired result. (DOK3)		methods of research include researching product information and industry trends. Include direct experience, written publications, other people, and formal training. Also include trade magazines and *Standard and Poor's*.		appearance.
c.	Relate how company actions affect results. (DOK2, EC2, EC3)	c.	Define effectiveness and efficiency of businesses. Include how to attain effectiveness to include marketing-information management, studying buying habits, testing new products, and adding features to existing products. Also include how to attain efficiency to include specialization of effort, better technology, and innovation and reorganization of work activities. Have students evaluate the efficiency and effectiveness of the classroom. Using presentation software, students are to present methods of increasing the efficiency and effectiveness of their current marketing and economics classroom. Students will be evaluated based on the presentation rubric. (E1, E2, S1, S2,S3,W1, W2, W3, W4, R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, CS6, T1, T2, T3, T4, T5, T6)	c.	Monitor class activity to ensure that all students participate.

References

Burrow, J. L. (2009). *Marketing 3E.* Mason, OH: South-Western.

Burrow, J. L., Kleindl, B., & Everard, K. E. (2008). *Business principles and management 12E.* Mason, OH: South-Western.

Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2006). *Marketing essentials.* New York, NY: Glencoe-McGraw Hill.

For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Marketing

Unit 9: Pricing

Competency 1: Explain the pricing function. [DOK4, MKT17]

Suggested Enduring Understandings	**Suggested Essential Questions**
1. The role of business ethics is important in the process of effective pricing. 2. There are legal considerations in pricing.	1. Why is ethics important in pricing? 2. What is the legal consideration for pricing?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Analyze the process involved in effective pricing. [DOK4, EC1]	a. Remediate the core concepts from last year with the students concerning pricing strategies, pricing techniques, psychological pricing strategies, and so forth. Discuss with students the effect that supply and demand has on pricing. Use chapter 26, which covers strategies in the pricing process, of *Marketing Essentials* textbook, 2006 ed., the *Business Principles and Management* textbook, or the textbook of your choice. Have students brainstorm ways that psychological pricing strategies affect them. (When there is a two for $1 sale, people buy two even if they do not need two and $3.98 vs. $4.00, etc.) [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4 ,W5, CS1, CS2, CS3, CS4, CS5]	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Describe the role of business ethics in pricing. [DOK1, EC5]	b. Introduce the terms bait and switch pricing, loss leader pricing, price matching, quantity discounts, competitive pricing, price fixing, price discrimination, minimum price laws, and unit pricing. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5]	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Explain the use of technology in the pricing function. [DOK2, EC6]	c. Lead a class discussion, and have students brainstorm the ways that the new and more modern technological advances have affected the pricing function. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Research legal considerations for pricing. [DOK2, EC5]	d. After discussing laws concerning price, have students analyze scenarios to determine if price law had been broken. Have students visit commerce Web sites, such as http://www.nolo.com/legal-encyclopedia/article-29641.html, to determine if given scenarios were illegal, unethical, or both.	d. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Explain the factors that affect pricing decisions and calculate prices. [DOK3, MKT17, MKT18]

Suggested Enduring Understandings	Suggested Essential Questions
1. Describe and explain product mix pricing strategies for products and services. 2. Calculate and identify basic rules for setting prices. 3. Be able to determine the cost of products.	1. What is product mix pricing? 2. What are the basic rules for calculating and setting prices? 3. How can you determine the cost of products?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe strategies for pricing products and services. [DOK2, EC2]	a. Discuss strategies for pricing to include price lining, optional product, captive product, by-product, bundle pricing, geographical pricing, and international pricing. Discuss the segmented pricing strategies to include buyer identification, product design, purchase location, and time of purchase. List the psychological pricing strategies to include odd-even pricing, prestige pricing, multiple-unit pricing, and everyday low price. Discuss promotional pricing to include loss leader, special event, and rebates and coupons. Discuss discounts and allowances to include cash discounts, quantity discounts, trade discounts, seasonal discounts, and allowances. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	a. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a written assessment.
b. Explain product-mix pricing strategies. [DOK2, EC2]	b. Discuss the fact that businesses cannot offer every product that a consumer wants. They must plan their product mix very carefully. This has a profound effect on the price that is charged for these products. This concept is discussed briefly in the *Marketing Essentials*, 2006 ed., chapter 30, and section 1. Pricing strategies are also discussed in the textbook in chapters 25 and 26. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Identify the basic rules for setting prices. [DOK1, EC2]	c. Have students define basic pricing terms such as gross profit, maintained markup, profit, loss, markup equivalents tables, employee discounts, cash discounts, trade discounts, quantity discounts, promotional discounts, seasonal discounts, and so forth. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Calculate and identify problems to determine price. [DOK2, EC2]	d. Using marketing resources and/or the Internet, have students research different pricing strategies and methods that different companies use for setting their prices. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Determine the cost of	e. List and discuss the steps in determining prices	e. Assess student

product. [(DOK2, EC2)]	to include establishing pricing objectives, determining costs, estimating demand, studying competition, deciding on a pricing strategy, and setting pricing. [(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)]	understanding by observing contributions to class discussions and participation in activities.

References

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For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site:
http://rcu.blackboard.com (available only to registered users).

Marketing

Unit 10: Promotion

Competency 1: Explain promotion as a marketing function. (DOK2, MKT17, MKT18)

Suggested Enduring Understandings	Suggested Essential Questions
1. In promoting a product, one must be able to communicate its features. 2. Promotion is used as a marketing function. 3. There is a difference between the types of promotions and the elements of promotional mix. 4. Inappropriate business ethics can have a negative impact on the promotion of a business's product.	1. Why is the ability to communicate important in the promotion of a product? 2. What is a marketing function? 3. What are the elements of promotional mix? 4. What impact does unethical behavior have on the success or failure of a company?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Apply the communication process used in promotion. (DOK1)	a. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising. (E1, E2, E3, E4, E5,E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Evaluate student presentations using the Presentation Rubric.
b. Identify the roles of promotion as a marketing function. (DOK1)	b. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Evaluate student presentations using the Presentation Rubric. Evaluate advertisement for correctness. Evaluate new products for correctness.
c. Differentiate among the types of promotion. (DOK2)	c. Discuss with students the ways that promotion is used as a marketing function, such as publicity, to improve the company image, to sell products/services, or to inform the public. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Identify the elements of the promotional mix. (DOK2)	d. Have students define the promotional mix. Give students examples/scenarios of the different types of promotion from objective 3, and have them explain whether it is an example of personal selling, advertising, sales promotion, or	d. Assess student understanding by observing contributions to class discussions and participation in

	public relations. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5,R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5)	activities.
e. Recognize the impact of unethical promotional practices in business. (DOK2, EC5)	e. Have students discuss the two basic questions that help businesses make the right ethical choice: (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5) 1. Is the practice right, fair, and honest? 2. What would happen if the product were marketed differently? What practice will result in the greatest good for the greatest number of people? Have students discuss different businesses and the practices they use to ensure that their promotional activities are ethical.	e. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Explain the role of advertising as part of a promotional mix. (DOK3, MKT17, MKT18)

Suggested Enduring Understandings	Suggested Essential Questions
1. Advertising via the media is a good way to promote products. 2. It is important to identify and use the components of advertising. 3. Select the most effective advertising methods reinforces the loyalty of customers. 4. It is important to be able to calculate the cost of the media.	1. What advertising methods are effective in promoting a product? 2. How does advertising promote loyalty in a customer?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the types of advertising media. (DOK1)	a. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess students' knowledge through a written assessment.
b. Identify and use the components of advertising. (DOK1)	b. Have students analyze and differentiate between the different types of promotion including personal selling, advertising, sales promotion, and public relations. Have them discuss the pros and cons of each type. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Critique and select the most effective direct advertising methods. (DOK3)	c. Define direct marketing, and explain that it is an interactive method designed to generate a measurable response or transaction. It is intended to close a sale, identify prospects for future contacts, or reinforce a customer's	c. Assess student understanding by observing contributions to class discussions and participation in activities.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
	brand loyalty. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5)	
d. Calculate media costs. (DOK2)	d. Have students discuss and analyze the media rates and rate cards for the various types of media in their textbooks. Then, after they have a basic understanding of media rates, have them use the Internet to research various large newspaper, television, and radio station Web sites to find out their rate information for various advertising spots. Have students use this information to complete math problems pertaining to advertising costs. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Assess students' knowledge through a written assessment.
e. Explain the components of advertisements. (DOK2)	e. Have students brainstorm, list, and discuss the positive and negative features of each type of advertising and which types are most effective for the various target markets. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5)	e. Evaluate advertisement for correctness.
f. Evaluate effectiveness of advertising. (DOK3)	f. Have students visit Web sites on the Internet to see how many hits sites have had. Also have students analyze newspaper advertisements, TV commercials, flyers, brochures, billboards, radio spots, direct mail pieces, and so forth to decide which they feel are most effective and why. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	f. Evaluate advertisement for correctness.
g. Develop promotional mix for a product. (DOK3)	g. Have students design their own magazine advertisements using a teacher-created grading rubric as their guide. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	g. Evaluate advertisement for correctness. Evaluate a new product for correctness.
h. Prepare a promotional budget. (DOK3)	h. Have students complete a 1-week ad campaign and budget for their business plan (hypothetical) using a teacher-created rubric as their guide. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	h. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 3: Explain the role of sales promotion as part of a promotional mix. (DOK3, MKT18)

Suggested Enduring Understandings	Suggested Essential Questions
1. There are different types of sales and specialty promotions. 2. The effectiveness of the sales promotion plan has advantages and disadvantages.	1. What are the different types of sales and specialty promotions that can be advertised? 2. What is an effective sales promotion plan?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. List and define the types of sales and specialty promotions.	a. Have students use *Marketing Essentials*, 2006 Ed., chapter 17, section 2 types of promotion as a guide for this objective. Have them define and	a. Assess student understanding by observing contributions

	discuss the different types of trade promotions and consumer promotions to include promotional allowances, cooperative advertising, slotting allowances, trade shows and conventions, coupons, premiums, deals, incentives, product samples, sponsorship, promotional tie-ins, cross promotion, cross selling, product placement, loyalty marketing programs, online loyalty marketing, point-of-purchase displays, and so forth. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	to class discussions and participation in activities.
	Discuss with students the different types of sales to include seasonal/holiday sales, half-off sales, buy-one-get-one-free sales, year-end closeout sales, and so forth. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	Assess students' knowledge through a written assessment.
b. Analyze the effectiveness of a sales promotion plan. (DOK3, EC5)	b. Explain the types of promotion, and discuss the advantages and disadvantages of the different types of promotional activities. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	b. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students analyze the effectiveness of a sales promotion plan by having each student or team of students choose a local business and meet with the store owner/manager to discuss what the store's pre-advertising sales and post-advertising sales for a particular sale. This will help students see the figures for the effectiveness of advertising. This will also help students understand why people advertise, and they will see the need for very effective and competitive advertising. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	Assess students' knowledge through a written assessment.

Competency 4: Explain the role of publicity/public relations as part of a promotional mix. (DOK3)MKT18, MKT19

Suggested Enduring Understandings	**Suggested Essential Questions**
1. There is a distinct difference between advertising and publicity.	1. What is the difference between advertising and publicity?
2. There are positive and negative effects involving public relations.	2. What are the effects of public relations?
3. Publicity is necessary in the success of a business.	3. What is the necessity of publicity?
4. Public relations is important in keeping the community informed on advertising of products and their usefulness.	4. How is the community involved in advertising?

Suggested Performance Indicators		Suggested Teaching Strategies	Suggested Assessment Strategies
a.	Differentiate between advertising and publicity. (DOK2)	a. Have students define both advertising and publicity. Discuss the differences in the two and the fact that publicity is free but businesses have very little control over what is said about them. Advertising is paid, and the businesses get to say when, where, and how often their ads appear, and they have total control over what is said in their ads. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Have students research and find examples of publicity and advertising using magazines, newspapers, and the Internet. Also have them discuss local radio and cable TV stations and how they frequently post free public service announcements for schools and nonprofit entities. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4,.CS5, T1, T2, T3, T4, T5, T6) Have students create a new, unique cereal (or product of choice). Have them design a cereal box (or package of choice) representing their new product. These plans should include writing a news release to introduce their new product, conducting a press conference on their product, and answering questions about their product. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b.	Evaluate the impact of public relations. (DOK3)	b. Have students evaluate the effectiveness of several different public relations examples and discuss the positive and negative aspects of each. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c.	Write a publicity release. (DOK2)	c. Have students write a publicity release for their imaginary business that they have created for their business plan. Give them a teacher-created rubric to use as a guide for writing their release. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Have students choose their favorite music/movie star and write a publicity release for him or her. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Evaluate publicity release for correctness. Evaluate students' news releases using rubric.
d.	Develop a public relations plan. (DOK3)	d. Have students brainstorm ways that public relations could be used in a business. Remind them that the community needs to see them	d. Assess student understanding by observing contributions

giving back. Ask them to think of ways that they remember public relations being used in their local communities during the last year or so. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

to class discussions and participation in activities.

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Marketing

Unit 11: Selling

Competency 1: Explain the factors that impact the selling function. [DOK2, MKT18, MKT19, MKT20]

Suggested Enduring Understandings	Suggested Essential Questions
1. Customer service is important in maintaining a solvent business. 2. Building a good clientele is important in business success. 3. Stores allow customers to buy on credit using various types of payment methods. 4. Business ethics have a significant impact on selling. 5. Technology is widely used in the promotion of selling products.	1. What part does customer satisfaction play in maintaining business success? 2. What is the importance of having a good clientele in business? 3. How important is credit? 4. What is the significance of maintaining business ethics? 5. How does technology play a part in the success of businesses?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the importance of customer service as a component of selling. [DOK2]	a. Have students complete activities from chapter 15 of the *Marketing Essentials*, 2006 ed. on closing the sale. This is the final step in the selling process. Section 2 covers customer satisfaction and retention. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Identify the key factors in building a clientele. [DOK1]	b. Have students brainstorm and discuss ways that businesses have targeted them and tried to build them into their clientele. [E1, E2, E3, E4, E5,E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Evaluate the effectiveness of store selling policies. [DOK2, EC3]	c. Review the concept of possession utility and how businesses choose to allow their customers to take possession of the goods and services that they sell. Discuss credit cards, debit cards, cash handling policies, check acceptance policies, return policies, and so forth that various companies offer. Discuss the pros and cons of each type of possession utility and store policies that help or hinder the customer and what effect the policies have on their sales. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Recognize the impact of business ethics in selling. [DOK2, EC5]	d. Explain to students that business ethics has a profound impact on selling. Have students define and discuss prospecting, employer leads, directories, newspapers, commercial lists, customer referrals, and cold canvassing,	d. Assess student understanding by observing contributions to class discussions and participation in activities.

			business-to-business selling, retail selling, company policies and training, sales quotas, and so forth. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		
			Have students discuss the difference between ethical and unethical behaviors as they relate to sales. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		
			Have students identify illegal activities that salespeople should avoid and give examples of questionable sales activities involving customers, competitors, employers, co-workers, and a salesperson's personal code of ethics. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		
e.	Explain the impact of technology in the selling function. (DOK2)	e.	Discuss with students the impact technology has had on the selling function. Have students give examples of the impact various technologies have had on the selling function (i.e., cash registers, the Internet, cell phones, PDAs, GPS software, etc.). (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	e.	Assess student understanding by observing contributions to class discussions and participation in activities.
f.	Explain the purpose of selling regulations. (DOK2, EC5)	f.	Explain to students the impact that business ethics has on selling. Have students define and discuss prospecting, employer leads, directories, newspapers, commercial lists, customer referrals, and cold canvassing, business-to-business selling, retail selling, company policies and training, sales quotas, and so forth. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	f.	Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Understand the need for development of product knowledge. (DOK2, MKT20)

Suggested Enduring Understandings	Suggested Essential Questions
1. There are several methods used in acquiring product information for use in selling. 2. Charts are used in developing products.	1. What methods should be used selling products? 2. What can charts and graphs show in the developing of products?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and apply methods to acquire product information for use in selling. (DOK2)	a. Discuss with students about product labels and the information that they contain. Have students list items that have labels in or on them and what all information they find there. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Discuss surveys, questionnaires, and so forth with the students and how marketers use the information they gather to produce and sell their products. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Develop feature benefits charts. (DOK2, EC6)	b. Using the knowledge gained and examples from the previous activity, have students choose any product and create a feature-benefit chart for their product. Some examples might include a cell phone, an MP3, a PDA, a GPS, a video game system, vehicles, clothes, shoes, sports equipment, cosmetics, and so forth. Give students a teacher-created rubric to use as a guide when creating their feature-benefit chart. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Evaluate chart for correctness. Assess students' knowledge through a written assessment.

Competency 3: Explain the selling process, and demonstrate sales techniques. (DOK2, MKT20)

Suggested Enduring Understandings	Suggested Essential Questions
1. It is important to know the seven steps of selling. 2. Effective presentations are important in selling products. 3. Having good customer relations is important to the viability of a success business.	1. What are the seven steps of selling one's product? 2. How can effective presentation add to the ability to sell your product? 3. How important is good relations in the success of business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and define the components of the selling process. (DOK1, EC2)	a. Have students list the seven steps of the selling process and discuss the importance of each step and what would happen if a step was skipped or carried out in the wrong order. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Demonstrate the seven steps of the selling process in front of the classroom using a vacuum cleaner, cell phone, or digital camera. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Prepare for a sales	b. Using the previous demonstration as a guide, have	b. Assess student

presentation. (DOK2)	students choose a product, and have each student act out the steps of the selling process for his or her product. It is also fun to have the students sell the same product with each student acting out a different step and then trading steps and acting them out again. Have students stop in between the steps and critique one another as to what the strong and weak points were of their step and how they could improve on that step with the next customer. Discuss such things as gestures, voice, eye contact, dress, posture, confidence, and so forth. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	understanding by observing contributions to class discussions and participation in activities.
c. Understand the impact of developing client/customer relationships. (DOK2, EC3)	c. Define and discuss Customer Relationship Management (CRM) with students. Have students brainstorm ways that businesses have tried to build a relationship with them and/or their parents. Also discuss how computers are used in CRM and how building CRM leads to customer loyalty and repeat business. (E1, E2, E3, E4, E5 ,E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Demonstrate the methods of determining customer/client needs. (DOK2, EC3)	d. Discuss observing, listening, and questioning techniques with students. Have them demonstrate all three techniques in role-play situations with a customer. Have students discuss which types of businesses/salespeople use which techniques in a successful way. This is a great way to tie-in nonverbal and verbal communication skills with students. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Identify customers' buying motives for use in the sales process. (DOK1, EC2, EC3, EC5)	e. Have students define needs, wants, motive, physical motives, psychological motives, rational motives, emotional motives, social influences, psychological influences, and situational influences as well as how these affect customers' purchases. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Apply methods of facilitating customers' buying decisions. (DOK2)	f. Have students practice role-playing with one another as they apply methods of facilitating customers' buying decisions and turning them into selling points. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	f. Assess student understanding by observing contributions to class discussions and participation in activities.
g. Differentiate between consumer and organizational buying. (DOK2)	g. Discuss with students the differences between selling to a consumer and to another business. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	g. Assess student understanding by observing contributions to class discussions and participation in

		activities.
h. Demonstrate methods of recommending specific products. [DOK2]	h. Give students situations, and ask them how they would suggest selling to that customer. Have students practice asking questions of customers. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	h. Assess student understanding by observing contributions to class discussions and participation in activities.
i. Apply techniques for demonstrating products. [DOK2]	i. This would tie-in with suggestion selling and feature/benefit charts. Have students practice questioning and then recommending specific products to customers. Stress the importance of product knowledge and how they can use this to reinforce their recommendations. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	i. Assess student understanding by observing contributions to class discussions and participation in activities.
j. Demonstrate the process of prescribing solutions to customers' needs. [DOK2]	j. Use the above chapters from the above textbooks, and have students practice closing the sale. Explain that if the customer does not purchase the item that the sale has not been closed. It is critical that all other steps come together and that the sale is actually made or businesses lose money and eventually close down. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	j. Assess student understanding by observing contributions to class discussions and participation in activities.
l. Use methods to convert customers'/clients' objections into selling points. [DOK2]	l. Show videos that show effective sales closings. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	l. Assess student understanding by observing.
m. Demonstrate an effective sales closing. [DOK2]	m. Have salespeople come in and meet with students about effective sales closings. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	m. Assess student understanding by observing contributions to class discussions and participation in activities.
n. Apply suggestion selling techniques. [DOK2]	n. Have students watch movies and TV commercials and observe for techniques of suggestion selling. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	n. Assess students through use of Guest Speaker Evaluation Form.

Competency 4: Demonstrate support activities related to selling. [DOK2, BC2]

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Mathematical calculation is used to solve reading problems. 2. Methods of prospecting are used in various techniques for using different references. 3. Writing effective sales letters are important in being able to sell products.	1. Why is it important to know math calculations in selling? 2. What are the methods of prospecting?

Suggested Performance Indicators		Suggested Teaching Strategies	Suggested Assessment Strategies
a.	Calculate mathematical problems related to selling. [(DOK2)]	a. Use various Internet Web sites to search for selling math problems. [(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)] Have students complete sales slips and calculate sales tax, discounts, and so forth. [(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)]	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b.	Demonstrate methods of prospecting. [(DOK2)]	b. Have students practice prospecting techniques on one another using telephone books, Internet, other salespeople, employer leads, customer referrals, and so forth. [(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)]	b. Evaluate the business letter using the Business Letter Assessment Rubric.
c.	Create an effective sales letter. [(DOK2)]	c. Review with students the formatting guidelines for typing business letters. Have them practice typing a simple block style business letter using a sample letter from the teacher as a guide. [(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)] Have students use word processing and/or desktop publishing software and computers to create an effective sales letter for a product/company of their choice. [(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)]	c. Evaluate a business letter using the Business Letter Assessment Rubric.

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For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site:
        http://rcu.blackboard.com (available only to registered users).

Marketing

Unit 12: Product/Service Management

Competency 1: Demonstrate understanding of the nature and scope of the product/service management function. [DOK2, MKT18]

Suggested Enduring Understandings	Suggested Essential Questions
1. There are certain factors that affect product planning.	1. What factors affect product planning?
2. There are steps in the new product/service planning process.	2. What are the steps in the new product/service planning process?
3. There is an impact of product life cycles that affects marketing decisions.	3. How does the impact of product life cycles affect marketing decisions?
4. The concept of product positioning is important to the product/service management function.	4. Why is product positioning important to the product/service management function?
5. There are certain ethical issues that affect product development.	5. How do ethical issues affect product development?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe factors affecting product planning. [DOK1, EC2, EC3]	a. Discuss factors affecting product planning to include making decisions about what features should be used in selling a business's products, services, or ideas. Have students post comments and ideas on a Wiki or discussion board in Blackboard. [R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5] Discuss decisions related to product features, such as packaging, labeling, and branding that are necessary to support the product. Have students post comments and ideas on a Wiki or discussion board in Blackboard. [R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5]	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. List the steps in new product/service planning. [DOK1]	b. Discuss the following steps in new product/service planning: market research, generating ideas, screening ideas, developing a business proposal, developing the product, testing the product with consumers, introducing the product (commercialization), and evaluating customer acceptance. Have students post comments and ideas on a Wiki or discussion board in Blackboard. [R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5]	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Identify the impact of product life cycles on marketing decisions. [DOK2, EC2]	c. Discuss the impact of product life cycles on marketing decisions so marketers can adjust their marketing decisions to ensure sales. Have students research each cycle and	c. Assess student understanding by observing contributions to class discussions and

	present findings. Those stages include introduction stage, growth stage, maturity stage and decline stage. [R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5]	participation in activities.
d. Demonstrate understanding of the concept of product positioning. [DOK2, EC2]	d. Have students use the Internet to define product positioning. Product positioning is the image that a product projects. The goal of product positioning is to set the product apart from the competition. Product positioning refers to the efforts a business makes to identify, place, and sell its products in the marketplace. Students will present findings to the class. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5]	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Debate ethics issues in product development. [DOK2, EC5]	e. In pairs, give students ethical issues in case studies dealing with product development to discuss and debate. They will research their topic with one student being against and one for the topic and debate before the class. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	e. Evaluate student debates using a teacher-created rubric.

Competency 2: Design a product/service mix. [DOK3, MKT18]

Suggested Enduring Understandings

1. There are several strategies involved in developing a product mix.
2. There are many services that a business offers a customer in order to distinguish itself from its competitors.
3. Businesses offer various service options to customers in order to maintain customer satisfaction.

Suggested Essential Questions

1. What is a product mix?
2. What are the strategies involved in developing a product mix?
3. What are some services that a business can offer customers in order to stand apart from their competitors?
4. What are some differences and similarities in service options that a business might offer customers?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define, compare, and analyze product mix strategies. [DOK3, EC2]	a. Define product mix as all the different products that a company makes or sells. Have students analyze the current product mix of a company. [R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5] Product mix strategies may be defined as a plan for determining which products a business will make or stock. Product mix strategies include developing new products, developing existing products, and deleting a product or product line. [R1, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5] Have students research the company's	a. Assess student understanding by observing contributions to class discussions and participation in activities.

	newest products and discontinued products to determine why the company made these decisions.	
b. Develop services to provide to customers. (DOK2, EC2)	b. Have students brainstorm services that may be provided to customers in a business of the student's creation. Examples include a restaurant providing a drive-through window for customers, hotels providing small gifts in their rooms, and so forth. Students will present findings to the class or post on Blackboard Wiki or the discussion board. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5)	b. Evaluate student debates using a teacher-created debate rubric.
c. Analyze customer service options. (DOK3)	c. Have students analyze customer service options that may include extended hours, more service locations, a greater variety of services, and follow-up activities with customers to ensure satisfaction to meet customer needs. Have students present findings to the class or post on Blackboard Wiki or the discussion board. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5)	c. Evaluate student debates using a teacher-created debate rubric.

Competency 3: Describe factors used by marketers to position a product, service, or business. (DOK3, MKT18, MKT19)

Suggested Enduring Understandings	Suggested Essential Questions
1. There are various branding elements involved in positioning a product. 2. Branding is an important element in product planning. 3. Branding strategies is important in planning the branding of a product. 4. The way a product is packaged and labeled is important in product positioning and sales.	1. What are some of the branding elements involved when a company is positioning its product? 2. What is the difference between a trademark, trade name, brand name, and brand mark? 3. Why would a person choose a generic brand over a registered trademark brand? 4. What is the purpose of branding? 5. What are the three branding strategies? 6. What is the impact of product packaging and labeling?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define branding elements. (DOK1)	a. Define the following terms: brand, brand name, trade name, brand mark, trade characters, trademark, national brands, private distributor (private) brands, and generic brands. (R1, R2, R3, R4, R5, R6)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students use newspapers, magazines, or online advertisements to select an advertisement. Students will label the following terms on the ad: brand, brand name, trade name, brand mark, trade	Evaluate advertisement for correctness.

		character, trademark, national brands, private distributor (private) brands, and generic brands. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	
b.	Explain the importance of branding in product planning. [DOK2]	b. Discuss the importance of branding in product planning to include the following: to build product recognition and customer loyalty, to ensure quality and consistency, and to capitalize on brand exposure. Students will present findings to the class or post on Blackboard Wiki or the discussion board. [R1, R2, R3, R4, R5, R6]	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c.	Classify branding strategies. [DOK2]	c. Discuss the following branding strategies: brand extensions, brand licensing, mixed-brand, and co-branding. [R1, R2, R3, R4, R5, R6]	c. Assess student understanding by observing contributions to class discussions and participation in activities.
		Have students choose a national brand product they recently bought. Have students research the product's branding strategy, as well as the competitors' branding strategies. Have students prepare a two- to three-page written report using a word processing program such as Word. Students will prepare an electronic slide presentation on the project information. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	Evaluate student essay for correctness.
d.	Evaluate the impact of product packaging and labeling. [DOK3]	d. Discuss the impact of product packaging to show that companies take great care when designing their products. A package does more than hold a product; it is a selling tool. Students will present findings to the class or post on Blackboard Wiki or the discussion board. [R1, R2, R3, R4, R5, R6]	d. Evaluate student discussion board for accuracy.
		Have students brainstorm to list the typical foods that they eat during the day and describe the packaging used for each food. Students will present findings to the class or post on Blackboard Wiki or the discussion board. [R1, R2, R3, R4, R5, R6]	Evaluate student performance based on teacher-created presentation rubric.
		Discuss the impact of labeling. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	
		Review the following three types of labels: brand, descriptive, and grade. [R1, R2, R3, R4, R5, R6]	
		Have students create a visual aid showing the three types of labels. Have students write the	

three types of labels on poster board and list the characteristics of each label type. Students will bring labels from home to be used for the project. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

Competency 4: Evaluate the importance of quality assurances on product/service management. (DOK3, MKT18, MKT19)

Suggested Enduring Understandings

1. There are various grades and standards used in the marketing communities in order to specify goods.
2. There are various warranties and guarantees that a business or manufacturer will offer for particular goods or services.
3. Warranties and guarantees are important in product planning.

Suggested Essential Questions

1. What are several ways to classify goods according to grades and standards?
2. What is the difference between an expressed warranty and an implied warranty?
3. What is the difference between a full warranty and a limited warranty, and why would a business choose one over the other?
4. What are the classifications of warrantees and guarantees that a business or manufacturer will offer a customer?
5. Why are warrantees and guarantees important in product planning?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe uses of grades and standards in marketing products. (DOK2)	a. Have students use the Internet to define the different types of grades and standards. (E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Define grades and standards as a marketing activity that groups goods according to size, quality, or other characteristic.	a. Evaluate definitions for correctness.
b. Distinguish different types of warranties and guarantees. (DOK2)	b. Have students use the Internet to define the different types of warranties to include express, implied (warranty of merchantability and a warranty of fitness for a particular purpose), and extended warranties and guarantees. (E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Have students use the Internet to review the two types of written warranties: a full warranty and a limited warranty. (E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Lead a discussion with students about whether they think warranties are useful sales tools. Students will present findings to the class or post on Blackboard Wiki or discussion board. (E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Evaluate students' discussion board/Wiki postings for a participation grade.

	Provide students with a list of products. Students will brainstorm and list extended product features for the products. Students will present findings to the class or post on Blackboard Wiki or discussion board. (E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	
c. Demonstrate the understanding of the importance of warranties and guarantees in product planning. (DOK3, EC3, EC5)	c. Discuss the role of warranties and guarantees in product planning. Warranties are an important element of product planning because they help increase sales and profits. Customers often make purchasing decisions based on warranties. Students will post discussion and comments on Blackboard Wiki or discussion board. (E1, E2, E3, E4, E5, E6 W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Ask students why they think a state's department of education requires teachers to be certified. Ask students to investigate what the word certified means. Does this process guarantee a good teacher? Students should defend their answers in one-page essays. Students will need to type the report using a word processing program such as Word. (E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5 T1, T2, T3, T4, T5, T6)	c. Assess student understanding by observing contributions to class discussions and participation in activities.

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For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site:
   http://rcu.blackboard.com (available only to registered users).

Marketing

Unit 13: Distribution

Competency 1: Examine the distribution process. (DOK2, BC14, MKT20)

Suggested Enduring Understandings	**Suggested Essential Questions**
1. The procedures followed in shipping and receiving allow for timely delivery of goods. 2. The terms of shipping of goods and services effect pricing. 3. The level of distribution will impact where a product may be available for purchase. 4. There are legal and ethical considerations that affect distribution.	1. What are the channels of distribution? 2. What is the link between customer service and distribution? 3. What role does technology play in the distribution process? 4. What are some of the legal and ethical considerations we encounter in the distribution process? 5. How does the Clayton Antitrust Act of 1914 affect distribution?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Examine the channels of distribution. (DOK1, EC2)	a. Define channels of distribution to include direct distribution, indirect distribution, wholesaler, retailer, and consumer. Define distribution to include the responsibility for moving, storing, locating, and/or transferring ownership of goods and services. (E1, E3, E5, R1, R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC2)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Explain the relationship between customer service and distribution. (DOK2)	b. Discuss the three ways of distribution to include transport products, receive products, and store products. (E1, E3, E5, R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC2) Discuss time utility and place utility and how it relates to customer satisfaction in the distribution process. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC3)	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Describe the use of technology in the distribution process. (DOK2)	c. Discuss tracking packages through the bar codes and the use of GPS systems by delivery personnel. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Divide students in groups of two to three students per group. Students are to research the newest technology that would be relevant to distribution. Students are to then prepare an electronic slide presentation. Students are evaluated on the

d. Explain the legal and ethical considerations in the distribution process. (DOK2, EC5)	d. Discuss the American Marketing Association Code of Ethics that determined responsibilities in the area of distribution that include the following: 1) Not manipulating the availability of a product for purpose of exploitation; 2) Not using coercion in the marketing channel; and 3) Not exerting undue influence over the reseller's decision whether to handle the product. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, EC3, EC4)	d. Have each student choose one of the ethics codes from the American Marketing Association Code of Ethics out of a hat, and have each student discuss that code with the class.

Competency 2: Examine the process of warehousing and stock handling. (DOK2)

Suggested Enduring Understandings	Suggested Essential Questions
1. Business requires a basic understanding of the shipping and receiving process. 2. There must be several concepts to consider when warehousing and storing. 3. There are several channels of distributions to consider prior to distribution. 4. Inventory methods improve customer satisfaction.	1. Why is it important to understand the shipping and receiving processes? 2. What concepts should be considered regarding warehouse and storage? 3. What is the stock handling techniques used in receiving deliveries? 4. What are the types of inventory control systems?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and describe the shipping and receiving processes. (DOK1)	a. Discuss the various methods of transportation that a business would use to transport goods. After the discussion, students will draw various possible transportation methods and will play the role of the salesperson of that transport company. They will then present a sales presentation on why a particular business would use their method of transportation over another.	a. Students will be evaluated based on a presentation rubric.
b. Explain and evaluate the concept of warehousing and storing. (DOK2)	b. Discuss stock control to include the following terminology: dollar control, unit control, inventory turnover, and inventory. Also list and discuss the three different types of stock lists to include a basic stock list, model stock list, and never-out list. (E1, E3, E5, R1,R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, EC3) Discuss methods of receiving stock and checking merchandise to include the blind check method, direct check method, spot check method, and quality check method. (E1, E3, E5, R1, R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, EC3) Using resources on the Internet, students are to	b. Students will be evaluated based on the Written Report Assessment Rubric.

	research the inventory turnover rates at two competing companies using various news Web sites. The students will write a report comparing and contrasting the inventory rates and will graph those inventory rates. Students will be evaluated based on the Writing Report Assessment Rubric. (E1, E2, E3, E4, E5, E6, M1, M2, M3, M5, M6, M7, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, T1, T2, T3, T4, T5, T6)	
c. Demonstrate stock handling techniques used in receiving deliveries. (DOK2)	c. Define stock handling, private warehouse, public warehouse, bonded warehouse, intermediaries, wholesalers, rack jobbers, and drop shippers. List the three levels of distribution to include exclusive distribution, selective distribution, and intensive distribution. (E1, E3, E5, R1, R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, EC3) Identify ordering and shipping terms to include purchase orders, invoices, dating terms, shipping, parcel post, and cash on delivery. Also discuss the terms for delivery to include free on board, FOB destination, FOB shipping point, FOB factory, and FOB destination charges reversed. (E1, E3, E5, R1, R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, EC3) As a class brainstorming activity, have students create a list of items that would be normally be present in a Dollar Store. Have students write each item on two different pieces of paper. This can take place during the brainstorm activity. Use six empty boxes at the end of the classroom with the following labels listed on the outside of each box: two boxes labeled basic stock list, two boxes labeled model stock list, and two boxes labeled never-out list. Divide the class into two equal groups, and have students run a relay race using the items collected earlier from the Dollar Store to the appropriate box of stock. Deduct 5 seconds for each item that does not belong in the box selected. The winning team is the team that separated the stock in the least amount of time after deductions have been made. (E1, E2, E5, M2, W1, W2, W3, W4, W5, CS1, CS2, CS4, CS5, EC1, EC2)	c. Students are to be assessed using a teacher-created crossword puzzle.
d. Examine the types of inventory control systems. (DOK2)	d. Review the definition of the real-time inventory system, and research this inventory method on the Internet. Discuss why this inventory method would improve customer satisfaction. (E1, E3, E5, R1, R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, EC3) Discuss and define the following terms associated with inventory control systems: inventory, inventory management, just-in-time	d. Students will be evaluated based on a teacher quiz using the voting system or quiz-bowl type of evaluation.

	inventory system, perpetual inventory system (manual and computer-based), physical inventory control system, cycle counts, and stock keeping unit (SKU). (E1, E3, E5, R1, R3, R5, R6, W1, W2, W3, W4, W5, CS2, CS4, CS5, EC1, EC2, EC3)

References

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Burrow, J. L. (2009). *Marketing 3E.* Mason, OH: South-Western.

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For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site:
http://rcu.blackboard.com (available only to registered users).

Marketing

Unit 14: Marketing Planning

Competency 1: Develop a marketing plan using marketing information. [DOK3, MKT16]

Suggested Enduring Understandings	Suggested Essential Questions
1. Marketing strategies must be used to develop a marketing plan. 2. Knowledge of market segmentation is critical to develop a marketing plan. 3. Certain criteria are found in an effective target market. 4. Market planning is necessary for developing an effective marketing plan. 5. Market analysis is used to develop an effective marketing plan. 6. Research and investigation are necessary for a marketing plan to be effective.	1. Why are marketing strategies used to develop a marketing plan? 2. What is market segmentation, and why is it important? 3. What criteria result is an effective target market? 4. What are the benefits of market planning? 5. How is market analysis used to develop an effective marketing plan? 6. Why is it necessary to research and investigate before developing a marketing plan?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the concept of marketing strategies, and identify market segments. [DOK2]	a. Discuss terms related to market planning such as image, marketing plan, marketing strategy, segment, and target market.	a. Monitor class activity to ensure that all students participate.
b. Explain marketing planning. [DOK2] EC2	b. Discuss the following four criteria necessary for an effective target market: The people in the target market must have common important needs and respond in a similar way to marketing activities designed to satisfy those needs. The people outside of the target market should have enough differences from those in the market that they will not find the marketing activities satisfying. There should be adequate information about the people in the target market so they can be identified and located. There should be enough information about the consumers' needs and how they make purchasing decisions that an effective marketing mix can be developed.	b. Monitor class activity to ensure that all students participate.

c. Explain how to conduct a market analysis. (DOK2, EC2)	c. Identify the five types of market analysis, which are often referred to as SWOT (strengths, weaknesses, opportunities, and threats), used in developing a marketing plan: purpose and mission of the business, description of current markets and strategies, primary competitors and their strengths/weaknesses, external environment analysis, and internal analysis.	c. Evaluate research for content and appearance.
d. Develop a marketing plan. (DOK3) EC2	d. Have students discuss and create a marketing plan based on the information learned from the unit.	d. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

Competency 2: Assess marketing strategies to improve return on marketing investment. (DOK3, MKT16)

Suggested Enduring Understandings	Suggested Essential Questions
1. There are certain measures used to control market planning. 2. Performance measures and financial outcomes are linked together. 3. Performance measures may be interpreted to determine financial outcomes.	1. What are the measures used to control market planning? 2. What is the relationship between performance measures and financial outcomes? 3. How does the interpretation of performance measures determine financial outcomes?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe measures used to control marketing planning. (DOK1)	a. Discuss the marketing mix (product, price, distribution/place, promotion) and its relationship to marketing planning. Have students take notes on the stages of a product life cycle and how analysis of those stages helps businesses develop effective marketing mixes. Stages include the following: introduction, growth, maturity, and decline.	a. Monitor class activity to ensure that all students participate.
b. Describe strategies used to link performance measures to financial outcomes. (DOK3, EC3)	b. Have students create a plan of activities or procedures to evaluate the marketing strategy. The students can use the following questions as a reference: What information is needed to complete marketing planning? What activities must be completed in developing each of the mix elements? Who will be responsible for each of the activities identified?	b. Evaluate research for content and appearance.

When will each activity be initiated?

When will each activity be completed?

What money and other resources will be needed for each of the activities?

How and where will the necessary money be obtained?

Who is responsible for preparing and managing the budget?

Information collected in the evaluation is used to make improvements in marketing activities while the plan is being implemented.

c.	Interpret performance measures to determine financial outcomes. (DOK3, EC2)	c. Students will research various existing companies and use all they have learned in this unit to evaluate that company's financial outcome. They are to prepare a report on why they feel that particular company is succeeding or failing based on that financial outcome. The student will also predict the future success of that company.	c. Students will be evaluated based on the Written Report Assessment Rubric. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

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Marketing

Unit 15: International Marketing

Competency 1: Understand marketing's role and function in business to facilitate economic exchanges with customers in the international business communities. [DOK2]

Suggested Enduring Understandings	Suggested Essential Questions
1. Marketing is important in a global economy. 2. There are certain functions in the marketing process. 3. It is important to evaluate global trends and opportunities.	1. Why is marketing important to a global economy? 2. What are the functions of the marketing process? 3. What are the benefits of evaluating global trends and opportunities?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain marketing and its importance in a global economy. [DOK1, EC1, EC4]	a. Define international marketing. [E3, E5, R5] Review with students the importance of imports, exports, balance of trade, scarcity, utility, and how no one country has all of the resources that it needs to survive. We must trade with others.	a. Assess student knowledge through a summative assessment using a classroom response system and/or blackboard.
b. Describe marketing functions and related activities as it relates to International Marketing. [DOK1, EC1, EC4]	b. Review the functions of marketing to include distribution, marketing-information management, pricing, product/service management, promotion, selling, and financing, and discuss how each of these functions are explored in international marketing. Hold a classroom discussion about the fact that distribution and point of sale (place) change drastically in international marketing. [E1, E2, E3, R1, R2, R3, R4, R5, R6, S3, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS3, CS4, CS5] Students will complete Lesson 5 "Interpreting Trade Data, Graphs, and Charts" from "Focus: International Economics" from the Virtual Economics CD-Rom. [E1, E2, E3, E4, E5, E6, M1, M2, M5, R1, R2, R3, R4, R5, R6, S1, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS3, T1, T2, T3, T4, T5, T6]	b. Monitor class activity to ensure that all students participate. Student work will be assessed by grading the completed lesson.
c. Assess global trends and opportunities. [DOK2, EC1, EC4]	c. Describe the International Trade Organization, General Agreement on Tariffs and Trade (GATT), and World Trade Organization (WTO). Discuss how e-commerce has changed the process of global trade over the past decade in developed countries. [E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6] In groups of two to three, students will create an electronic slide presentation on the symbols and customs of two international communities. In this electronic slide presentation, students will discuss how an American will conduct business in an	c. Monitor class activity to ensure that all students participate. The teacher will use an Electronic Slide Presentation Rubric. Students will be evaluated for posting their discussion board with correctness.

international community. The students will be graded on the electronic slide presentation rubric. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4)

On the Blackboard discussion board, have students post opinions on piracy of movies that are currently in the theatres and their impact on U.S. movie industry. After the discussion, have students research other items that are pirated in other countries to include CDs, DVDs, and watches, software, processed foods, automobile parts, and pharmaceuticals. In groups of two to three per group, students will present an electronic slide presentation on piracy while including discussions on the victims of piracy. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4)

Competency 2: Understand the impact of global trade in business decision making. (DOK3)

Suggested Enduring Understandings	Suggested Essential Questions
1. Global trade is necessary to facilitate economic exchanges with customers. 2. There are positive and negative effects of global trade on retailing. 3. Current retail trends are driven by global trade. 4. Determinants of exchange rates may have positive or negative effects on the global economy. 5. Global trade is affected by cultural and social environments. 6. Global trade may be shaped by certain labor issues.	1. How is global trade related to economic exchanges with customers? 2. What are the positive and negative effects of global trade on retailing and determinants of exchange rates? 3. How does global trade affect current retail trends? 4. How do cultural and social environments and labor issues affect global trade?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the nature of global trade. (DOK2, EC1, EC4)	a. Describe and define the following terms in international marketing: balance of trade, imports, exports, benefits of trade, production possibility curve, absolute advantage and comparative advantage, factors of production, barter, boycott, tariff, piracy, embargo, and quota. (E3, E5, R5) Discuss time zones and the importance of knowing the difference in times when contacting businesses. Define free trade, and discuss the various free trade agreements to include NAFTA, ASEAN free trade agreement, SAFTA, and EFTA. (E3, E5, R5) Students are to divide in three groups: one group	a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

		representing a government agency arguing in favor of a regulatory control on foreign countries, one group representing a group that wants to cut costs in international trade to improve relations, and one smaller odd numbered group representing judges weighing both issues and making a determination on who won the debate and describe why it was won based on a rubric provided in advance. The group of judges must research both sides prior to the debate so that it will be aware of information that could be provided. An excellent Web site to choose issues is http://www.procon.org/. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, S3, W1, W2, W3, W4, W5, CS2, CS3, T1, T2, T3, T4, T5, T6)		Students will be assessed using the debate rubric.
		Write the names of the countries involved in the free trade agreements listed, and write the name of each country on two different pieces of paper. Use six empty boxes at the end of the classroom with the following labels listed on the outside of each box: two boxes labeled NAFTA and EFTA, two boxes labeled ASEAN list, and two boxes labeled SAFTA. Divide the class into two equal groups, and have students run a relay race using the countries selected, and have them categorize each country with its trade agreement and drop it in the proper box. Deduct 5 seconds for each item that does not belong in the box selected. The winning team is the team that separated the countries in the least amount of time after deductions have been made. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, S3, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5)		Monitor class activity to ensure that all students participate.
b.	Identify the effects of global trade on retailing. (DOK3, EC1, EC4)	b. Discuss e-commerce and the political, cultural, and legal barriers to developing e-commerce to include ads that target children, credit card usage, timeliness of shipping, and lack of trust. (E3, E5, R5)	b.	Assess students' knowledge through a summative assessment.
		After discussing NAFTA, ASEAN free trade agreement, SAFTA, and EFTA, the students will prepare an analysis chart discussing the pros and cons of free trade agreements. (E1, E2, E3, R1,R2, R3, R4, R5, R6, S1)		Students will be assessed by grading their chart with the chart rubric.
c.	Explain current retail trends driven by global trade. (DOK2, EC1, EC4)	c. On a blog, hold a class discussion on the impact of global marketing with the international regulations on lead, toxic chemicals, and so forth and the current recall of products due to the use of unsafe products when developing manufactured or consumable goods for sale to other countries. (R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS4, CS5, T1, T2, T3, T4)	c.	Evaluate students' posts for quality of postings, number of postings, and correct use of grammar.
		Have students choose a developed country and research the cultural, language, and other		The students will be evaluated based on a

			possible trade barriers and etiquette required in an international business transaction. Include the currency rates and the conversion of currency to the U.S. dollar. The students will create an electronic slide presentation to present to the class. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4)		presentation rubric.
d.	Describe the determinants of exchange rates and their effects on the domestic economy. (DOK1, EC1, EC4)	d.	Discuss the currency and exchange rates of countries to include the Japanese yen, Eurodollar, franc, and Canadian dollar. Students will choose one of the currencies from the other countries and develop a presentation on that currency and how it relates to the U.S. dollar. (E1, E2, E3, R1, R2, R3, R4, R5, R6, M1, M2, M3, S1, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS3, CS4, CS5)	d.	Monitor class activity to ensure that all students participate.
e.	Discuss the impact of cultural and social environments on global trade. (DOK1, EC1, EC4, EC5)	e.	Hold a classroom discussion on the belief system to include the cultural, rules of conduct and ethics of foreign countries. Research the language and other trade barriers of developing, developed, and underdeveloped countries. (E1, E2, E3, R1, R2, R3, R4, R5, R6, S1, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS3, CS4, CS5)	e.	Monitor class activity to ensure that all students participate.
f.	Explain labor issues associated with global trade. (DOK2, EC1, EC4, EC5)	f.	Discuss with students about visas, passports, green cards, medical vaccinations, communication barriers, religious barriers, and so forth that are labor issues related to global trade.	f.	Monitor class activity to ensure that all students participate.

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Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2002). *Marketing essentials* (4th ed.). New York, NY: Glencoe. [Available resources include teacher edition, lesson plans, international case studies, electronic slide presentations, workbook, marketing math workbook, test bank, and transparency binder.]

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Marketing

Unit 16: Fashion Marketing

Competency 1: Explain the basic concepts of fashion marketing. [(DOK2)]	

Suggested Enduring Understandings	Suggested Essential Questions
1. The fashion marketing industry has commonly used jargon. 2. There are different phases of the fashion cycle. 3. There are similarities and differences between classics and fads. 4. There are five types of fashion retailers. 5. There are different classifications of fashion collections.	1. What is common jargon within the fashion marketing industry? 2. How are the different phases of the fashion cycle alike, and how do they differ? 3. How are fads and classics alike and different? 4. What are the five types of fashion retailers? 5. How are fashion collections classified?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define terms commonly used in the fashion marketing industry. [(DOK1)]	a. Discuss and identify terms commonly used in the fashion marketing industry including fashion marketing, merchandising, forecasters, trends, avant-garde, couture, fashion cycle, filament, haute couture, knock-offs, natural fibers, manufactured fibers, prêt-a-porter, ready-to-wear, open-to-buy, style, retro, silhouette, sweatshops, vintage, fads, classics, designer, and soft lines. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	a. Evaluate students' Wiki/discussion board postings for correctness.
	Have students research the meanings of the above fashion marketing terms and choose 10 to find more information and images related. The students will then create a fashion portfolio using the information gained. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate fashion portfolio for completeness, accuracy, and neatness.
b. Differentiate among the different phases of the fashion cycle. [(DOK2)]	b. Have students discuss the fashion life cycle and give an example of an item of clothing that is at each stage of the cycle. Terms to use are introduction stage, growth stage, maturity stage, and decline stage. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	b. Monitor class activity to ensure that all students participate.
	Have students research and print images using each phase of the fashion cycle. The students will then provide a storyboard discussing the items and why each is considered in that fashion stage. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate fashion storyboard for completeness, accuracy, and neatness.
	The student will choose a decade of the 20th century. Use the Internet or the library to do	Evaluate research article summaries for

		research about the influence of historical events on fashion during that decade. Summarize two research articles you find, and identify the source(s). Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6			content, accuracy, and neatness.
c.	Distinguish between fads and classics. (DOK2) EC1	c.	Discuss the differences between fads and classics. To illustrate the difference, the teacher will show actual examples of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	c.	Monitor class activity to ensure that all students participate.
			Have students look in their closets and identify items of clothing that they think follow a fashion fad or classic. Have students share findings with the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6		Evaluate students' wiki/discussion board postings for correctness.
			Research the differences between fads and classics. The information obtained through this research will emphasize the history connection involved with fashion as well as integration with social studies. Have students present findings to the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6		Students will be evaluated on the fact that they followed directions and participated in the classroom sharing session.
					Students will be evaluated on the completion of the Webquest activity.
d.	Compare the five predominant types of fashion retailers based upon fashion product mix in the United States. (DOK2)	d.	Have students create a poster or booklet containing appropriate examples and categorize them under department stores, discount stores, off-price stores, chain stores, and boutiques. Students will present the final product to the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	d.	Evaluate poster or booklet for completeness, accuracy, and neatness.
e.	Classify fashion collections. (DOK1)	e.	Using the Internet, whiteboard, and LCD projector, the teacher will search a given fashion designer collection to show how the function or the occasion for which garments are intended to be worn can be used to categorize them including sportswear, active wear, career wear, evening wear, lingerie, and accessories. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	e.	Monitor class activity to ensure that all students participate.

Competency 2: Examine and analyze the major fashion components. (DOK3)

Suggested Enduring Understandings	Suggested Essential Questions
1. Fashion demand is shaped through	1. How does the environment affect the demand for

	environmental influences.		fashion?
2.	There are different classifications of the primary principles of design.	2.	How are the primary principles of design classified?
3.	There are different basic elements of design.	3.	What are the differences among basic elements of design?
4.	It is important to be able to identify common natural and manufactured fibers.	4.	Why is it important to know the differences between common natural and manufactured fibers?
5.	Current or emerging fashion trends play a role in the fashion marketing industry.	5.	What are the benefits of understanding trends in the fashion marketing industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strate
a. Identify the major environmental influences on fashion demand. (DOK1) EC1, EC3	a. Discuss with students why they purchase the clothes they wear to determine the influence. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	a. Evaluate students' Wiki/discussion board postings for correctness.
	Discuss environmental influences that affect fashion such as basic needs, personal activities, personal preferences, family, friends, media, and society. Use this information to prepare a collage of pictures that represents each. Have students present the collage to the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	A collage will be graded for completeness, accuracy, and neatness.
	The teacher will assess knowledge by having students apply environmental influences in their lives to the reasons for purchases. Students will pick five outfits and take a digital picture (classroom digital cameras needed) of each. Students will then find pictures relating their wardrobe picks to reasons to buy. Students will share pictures with the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate research for content and appearance.
b. Classify the primary principles of design. (DOK3)	b. Have students discuss the primary principles of design, which are balance, proportion, emphasis, rhythm, and harmony, giving examples of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
	Observe how the elements and principles of design are used in your school and surroundings. Describe the effects that you see. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6	Evaluate students' Wiki/discussion board postings for correctness.

W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6

c.	Distinguish between the basic elements of design. (DOK2)	c.	Have students find an illustration of a simple garment. Using felt-tipped pens or crayons, show how emphasis might be added to the garment design. Use the same concept for the other principles to reconstruct a garment. Have students present their projects to the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	c.	Student illustrations will be graded for completeness, accuracy, and neatness.
			Have students discuss the elements of design and the definition of each as well as locate an example of each using the Internet. Elements of design include line, shape, space, texture, and pattern. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6		Evaluate students' Wiki/discussion board postings for correctness.
			Use the elements and principles of design to create an effective brochure that a store might use to promote an upcoming fashion show. Have students present their brochures to the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6		Evaluate brochure research using a teacher-created rubric.
			Have students create a piece of "fabric" according to an assigned color scheme. The students will use this piece of fabric to create a complete outfit for a paper doll, applying the elements and principles of design.		
d.	Identify and illustrate common natural and manufactured fibers. (DOK3)	d.	Have students discuss fabric terms such as fibers, natural fibers, and manufactured or manufactured fibers and explain the differences of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	d.	Evaluate students' Wiki/discussion board postings for correctness.
			In a clothing catalog, have students choose three garments of the same type, such as dresses or men's shirts. Students will read the garment descriptions and list the natural and manufactured fibers used in each one. Students will then compare their lists with those of classmates. What can they conclude about the use of various fibers or about the use of natural fibers compared to manufactured? Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6		Evaluate students' Wiki/discussion board postings for correctness.
			In a catalog, students will locate two similar garments, one made of natural fiber and the		Evaluate students' Wiki/discussion board

	other made of manufactured fiber (ex. silk scarf vs. rayon scarf). Students will then compare the prices to determine how natural and manufactured fibers affect the price. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	postings for correctness.
e. Analyze a current or emerging fashion trend. (DOK3) EC1, EC2	e. Have students discuss trends from the 1900s. In a report, use the text and information gained from the Internet to construct a paper discussing this information to add to the fashion portfolio. Compare past to today's emerging fashion trends seen in magazines or worn by celebrities. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	e. Evaluate students' Wiki/discussion board postings for correctness.
	Use current catalogs and the Internet to discuss the emerging trends of today. Are these trends popular in the Mississippi area? Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate students' Wiki/discussion board postings for correctness.

Competency 3: Assimilate information about various careers in fashion marketing. (DOK2)

Suggested Enduring Understandings	Suggested Essential Questions
1. There are many career opportunities available in fashion marketing. 2. When entering the fashion industry, it is important to prepare for a job in that field.	1. What are some of the careers in fashion marketing? 2. Why is it important to prepare for a job when entering the fashion industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate a career in fashion marketing. (DOK1)	a. Have students research the skills needed for a career in fashion marketing and discuss the different jobs related to fashion marketing. Have students share findings with the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	a. Monitor class activity to ensure that all students participate.
	Have students research a fashion marketing career that interests them and plan an illustrated talk on that career. Include a job description; the skills, personal qualities, and education needed; salary range; and the job market outlook. Use charts, photographs, or other helpful visuals to clarify your information and add interest to your presentation. Have students present findings to the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate research for content and appearance. Monitor class activity to ensure that all students participate.
b. Explore ways to	b. Have students choose one of the careers in the	b. Evaluate students'

prepare for a career in the fashion industry. (DOK2)	fashion marketing industry and give examples of how people in that career might demonstrate the following qualities: honesty, reliability, fairness, cooperation, self-discipline, and loyalty. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Wiki/discussion board postings for correctness.
	Have students complete the Careers in Fashion Webquest on http://www.mamkschools.org. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Students will be evaluated by completing the Webquest. Their answers will be graded for accuracy and completeness.

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For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Marketing

Unit 17: Sports, Special Events, and Entertainment Marketing

Competency 1: Discuss the importance of marketing to sports, special events, and entertainment industries. (DOK3)		
Suggested Enduring Understandings		**Suggested Essential Questions**
1. There is a variety of sports, entertainment, and special events industries. 2. There are certain products that are related in each of these industries.		1. What are the various sports, special events, and entertainment industries? 2. How are certain products related to these industries?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the various sports, special events, and entertainment industries. (DOK1)	a. Identify the various sports, special events, and entertainment industries. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	a. Evaluate students' Wiki/discussion board postings for correctness.
	Define entertainment marketing, and predict how the Internet will change entertainment marketing in the future. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate students' Wiki/discussion board postings for correctness.
	Using the Internet, research different types of entertainment and how each one is marketed. Use your research to create a graph through Excel discussing the marketing differences and similarities. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Student graphs will be graded using a rubric for completeness, accuracy, and neatness.
	You are to assume the role of the new CEO of the Dallas Cowboys. Sales in the past have been low for season tickets. What are your suggestions for marketing your team to increase seasonal ticket sales? Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate students' Wiki/discussion board postings for correctness.
b. Research related products in the sports, special events, and entertainment marketing fields, and discuss how those products are marketed. (DOK3)	Research types of sports-, special events-, and entertainment-related products such as hats, T-shirts, and other items, and present the research orally to the class. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	b. Evaluate students' Wiki/discussion board postings for correctness.
	Use a graphics program to create a design for a sports team. Discuss the different promotional ads to be used for your team. Research pricing	Evaluate students' Wiki/discussion board postings for

| | | strategies on the Internet. Have students' present design to the class. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6 | correctness. |
| | | | Student designs will be graded for completeness, accuracy, and neatness. |

Competency 2: Explain the function of public relations/publicity and the agent/personal manager in sports, special events, and entertainment marketing. (DOK2)

Suggested Enduring Understandings	**Suggested Essential Questions**
1. Public relations and publicity play a major role in the sports, special events, and entertainment marketing process. 2. An agent or a manager has certain roles and responsibilities in these industries.	1. How do public relations and publicity play a major role in the sports, special events, and entertainment marketing process? 2. What are the roles and responsibilities of an agent or manager?

Suggested Performance Indicators	**Suggested Teaching Strategies**	**Suggested Assessment Strategies**
a. Discuss public relations/publicity in sports, special events, and entertainment marketing. (DOK1)	a. Discuss the importance of positive public relations for sports, special events, and entertainment marketing. Have students post comments and ideas on a Wiki or discussion board in Blackboard. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	a. Evaluate students' Wiki/discussion board postings for correctness.
	Look through newspapers, sport magazines, or Web sites to find two examples of fans displaying good sportsmanship and two in which they created a negative image. Explain what demonstrated good and bad sportsmanship in the four examples. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Monitor class activity to ensure that all students participate.
	List three of your favorite athletes. Do they have a good public image? Read about them to discover public service in which they are involved that enhances their reputation. Write a one-page paper discussing your athlete and his or her image/reputation. E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	Evaluate research for content and appearance. Evaluate a one-page paper using the Written Report Assessment Rubric.
b. Review the agent's/personal manager's role in sports, special events, and entertainment marketing. (DOK2)	b. Reference the movie *Jerry McGuire* to open a discussion of exactly what being an agent or a personal manager might include. Are you the type person that could handle this particular job? E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6	b. Monitor class activity to ensure that all students participate.
	Assume the role of a personal manager for your favorite celebrity. Write a newsworthy article or	Evaluate the article using the Written

news release for your celebrity based on true/relevant information. [E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6]		Report Assessment Rubric.

Competency 3: Discuss legal issues related to sports, special events, and entertainment marketing. [DOK2]

Suggested Enduring Understandings	Suggested Essential Questions
1. There are different types of contracts. 2. When dealing with contracts, there are legal implications that may occur.	1. What are the different types of contracts? 2. What legal implications may occur when dealing with contracts?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss types of contracts including expressed, implied, unilateral, and bilateral.[DOK1, EC3]	a. Discuss the following terms related to legal issues and marketing: liable, risk, copyright laws, royalty, contracts, noncompete clause, player's associations, collective bargaining, collective bargaining agreement (CBA), salary cap, and licensing. Work in groups to determine examples of each. [E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	a. Monitor class activity to ensure that all students participate in the group activity.
b. List legal implications of contracts and breach of contract. [DOK2, EC3]	b. Discuss the three long-standing laws that have a major impact on sports and entertainment (Sherman Antitrust Act of 1980, Clayton Act of 1914, and National Labor Relations Act of 1935). [E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6] Each student will research the Internet for recent legal issues related to sports, special events, or entertainment. [E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Evaluate research for content and appearance.

Competency 4: Examine licensing and copyright laws as they relate to sports and entertainment marketing. [DOK2]

Suggested Enduring Understandings	Suggested Essential Questions
1. Licensing and copyright laws are essential in the sports and entertainment marketing industries. 2. It is illegal to copy via the Internet or scanning equipment.	1. Why are licensing and copyright laws necessary in the sports and entertainment marketing industries? 2. Why is it illegal to copy via the Internet and scanning equipment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the concept of licensing and copyright laws, including sports products and music or video products. [DOK2, EC3]	a. Define the terms copyright and licensing. [E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6] What is the financial value of licensing sports and entertainment merchandise? Research examples on the Internet dealing with this subject. [E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6]	a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies

	Think of items that are not currently merchandised by sports leagues. Discuss new products that could be associated with a sports league licensing agreement. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)
	
	  i. Draw the item, or write a specific description of it.
	  ii. Discuss why the item selected is not currently a licensed product.
	  iii. Present your product and plans to the class in an oral report.
	
	Discuss how sports or entertainment superstars are affected when copyright laws are violated via Internet or scanning equipment. Research and present current copyright laws that relate to sports or entertainment marketing. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)
		Evaluate research for content and appearance.
		
		Monitor class activity to ensure that all students participate.

b. Explain why it is illegal to copy via Internet or scanning equipment. (DOK1, EC3)	b. Explain the reasons for copyright laws as they relate to all types of media. List the advantages for the artists involved. Discuss illegal sources used to download media today and its influence on society. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) You are head of the marketing department for a company that wants a new idea for licensed merchandise. Your goal is to produce and market a product that is already desirable, but you want to add a sports league logo that will make the product even more popular. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Monitor class activity to ensure that all students participate.

Competency 5: Discuss the role of sponsorships in sports, special events, and entertainment marketing. (DOK2)

Suggested Enduring Understandings	Suggested Essential Questions
1. There are reasons why companies sponsor sports, special events, and entertainment marketing events. 2. There are various ways that companies can get involved in sponsoring such events.	1. What is sponsorship? 2. What are the pros and cons of sponsorship? 3. Why would a company sponsor a special events activity? 4. How can a company research to determine what information is needed to sponsor an activity?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the reasons that companies sponsor sports, special events, and entertainment industries. (DOK1)	a. Discuss reasons for sponsorship to include increasing sales; introducing new products or services; competing where potential customers are in one place; being identified with an event; earning goodwill; showing community commitment; entering new markets; entertaining new clients, employees, or potential customers;	a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

	and enhancing the companies' image. (E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)	
	List common sponsors for an athletic event to begin a class discussion. Follow with discussing the reasons that companies sponsor such events. Include name recognition, goodwill, and community/state/national involvement. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	Monitor class activity to ensure that all students participate.
	Students will take a virtual field trip to discover local sponsors of community parks, ballparks, and so forth. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	Students will be assessed by their answers to the questions about the virtual tour.
	Students will take a field trip to the Sports Museum in Jackson, MS, to tour the facility and observe a presentation made by the museum's marketing director. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	Students will complete a field trip evaluation form and answer questions pertaining to the presentation that they observed on the trip.
b. Discuss ways companies can get involved in sponsoring a sports, a special events, or an entertainment program. (DOK2)	b. Invite a guest speaker from a local company that sponsors sports, special events, and entertainment to discuss pros and cons to sponsoring. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Students will complete a guest speaker evaluation form and answer questions pertaining to the topics that were discussed during the presentation.
	Research sponsorships to find how companies can get involved. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	
	Assume the role of a business owner in a small community where funds are limited for athletic equipment and uniforms for the high school women's track team. Devise three different sponsorship packages to help the team. (E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	Student sponsorship packages will be evaluated for completeness, accuracy, and neatness.

References

Burrow, J. L. (2009). *Marketing 3E.* Mason, OH: South-Western.

Burrow, J. L., Kleindl, B., & Everard, K. E. (2008). *Business principles and management 12E.* Mason, OH: South-Western.

Discovery Communications, LLC . (n.d.). *United streaming*. Retrieved December 1, 2007, from http://streaming.discoveryeducation.com/index.cfm

Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2002). *Marketing essentials* (4th ed.). New York, NY: Glencoe. [Available resources include teacher edition, lesson plans, international case studies, Electronic slide presentations, workbook, marketing math workbook, test bank, and transparency binder.]

Hopkins, G. (May 2007). *It's up for debate!* Retrieved December 1, 2007, from Education World: http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml

Kleindl, B. (2007). *International marketing.* Mason, OH: South-Western.

Pros and cons of controversial issues. (n.d.). Retrieved January 4, 2008, from http://ProCon.org

For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site: http://rcu.blackboard.com (available only to registered users).

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 8: Introduction to Marketing

1. Explain the role of marketing in everyday business functions. [(DOK3)]

2. Compare and contrast customer, client, and business behavior. [(DOK3)]

Unit 9: Pricing

1. Explain the pricing function. [(DOK4)]

2. Explain the factors that affect pricing decisions and calculate prices. [(DOK3)]

Unit 10: Promotion

1. Explain promotion as a marketing function. [(DOK2)]

2. Explain the role of advertising as part of a promotional mix. [(DOK3)]

3. Explain the role of sales promotion as part of a promotional mix. [(DOK3)]

4. Explain the role of publicity/public relations as part of a promotional mix. [(DOK3)]

Unit 11: Selling

1. Explain the factors that impact the selling function. [(DOK2)]

2. Understand the need for development of product knowledge. [(DOK2)]

3. Explain the selling process, and demonstrate sales techniques. [(DOK2)]

4. Demonstrate support activities related to selling [(DOK2)]

Unit 12: Product/Service Management

1. Demonstrate understanding of the nature and scope of the product/service management function. [(DOK2)]

2. Design a product/service mix. [(DOK3)]

3. Describe factors used by marketers to position a product, service, or business. [(DOK3)]

4. Evaluate the importance of quality assurances on product/service management. [(DOK3)]

Unit 13: Distribution

1. Examine the distribution process. [(DOK2)]

2. Examine the process of warehousing and stock handling. [(DOK2)]

Unit 14: Marketing Planning

1. Develop a marketing plan using marketing information. [DOK3]

2. Assess marketing strategies to improve return on marketing investment. [DOK3]

Unit 15: International Marketing

1. Understand marketing's role and function in business to facilitate economic exchanges with customers in the international business communities. [DOK2]

2. Understand the impact of global trade in business decision making. [DOK3]

Unit 16: Fashion

1. Explain the basic concepts of fashion marketing. [DOK2]

2. Examine and analyze the major fashion components. [DOK3]

3. Assimilate information about various careers in fashion marketing. [DOK2]

Unit 17: Sports, Special Events, and Entertainment Marketing

1. Discuss the importance of marketing to sports, special events, and entertainment industries. [DOK3]

2. Explain the function of public relations/publicity and the agent/personal manager in sports, special events, and entertainment marketing. [DOK2]

3. Discuss legal issues related to sports, special events, and entertainment marketing. [DOK2]

4. Examine licensing and copyright laws as they relate to sports and entertainment marketing. [DOK2]

5. Discuss the role of sponsorships in sports, special events, and entertainment marketing. [DOK2]

Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Business Plan Worksheet

NAME: _____ DATE: _____ PERIOD: _____

Refer to the article "Five Crucial Components of a Business Plan" available at http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178 for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Comments:

Electronic Slide Presentation Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Employee Performance Presentation Evaluation Form

Name _____ Date _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. If you were a manager or supervisor, how would you apply this information in the workplace?

_____

_____

_____

_____

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_____

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_____

_____

Group Work Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

	Highly Successful **3 points**	**Meeting Success** **2 points**	**Experiencing Difficulty** **1 point**	**Score**
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

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_____

_____

_____

_____

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

____Extraordinary   ____Excellent   ____Good   ____Fair   ____Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Interview Assessment Rubric

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language **Displays confidence**					
Eye contact **Maintains good eye contact with interviewer**					
Introduction **Provides a self-introduction**					
Handshakes **Extends hand and shakes firmly**					
Dress **Dressed appropriately for an interview, business attire**					
Language **Concise and grammatically correct**					
Questions **Asks appropriate questions, demonstrates a knowledge of the business**					
Closure **Responds appropriately**					
				TOTAL	

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

Listening Skills Questionnaire (Cont.)

5. How was the conflict resolved?

6. What was your favorite part of the story?

Poster Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____   DATE: _____   PERIOD: _____

|	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection
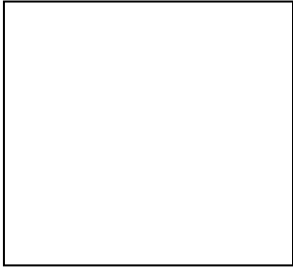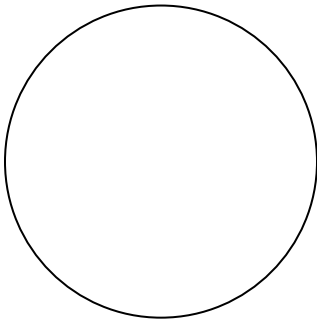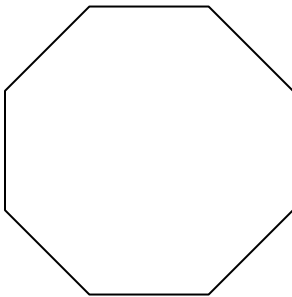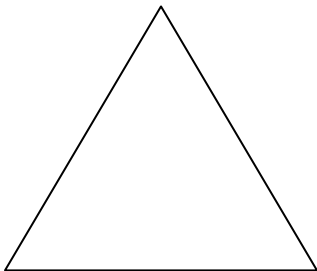
Something I learned that SQUARED with my beliefs:

A question going AROUND in my mind:

STOP! How do I plan to implement what I have learned?

Three important POINTS to remember are:

Resume Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
Format	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
Education	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
Experience	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
Factual	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
					TOTAL	

Comments:

Role-Play or Skit Assessment Rubric

NAME: DATE: PERIOD:

	Excellent **4 Points**	**Good** **3 Points**	**Average** **2 Points**	**Needs Improvement** **1 Point**	**Score**
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required Elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Comments:

Safety Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Saving and Investing Information Sheet

Student's Name: _____Date: _____

1. List five main ideas expressed in the presentation.

    1.   _____

    2.   _____

    3.   _____

    4.   _____

    5.   _____

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

_____

_____

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Understanding the Fundamentals of Business and Economics Presentation Questionnaire

Name: _____ Date: _____

1. List five main ideas expressed in the presentation.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

_____

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Venture Ideas Questionnaire

Name: _____ Date: _____

1. List five business ventures about which you have learned.

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

2. Write a brief summary of one business venture that captured your interest. Explain why you might be interested in starting a similar business venture. What skills do you have that would be useful in this venture? What additional skills would be needed for this venture?

_____

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CTESO Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Web Page Evaluation Checklist

NAME: _____   **DATE:** _____   **PERIOD:** _____

Review the Web page evaluation criteria described in detail on the following Web site:

Evaluating Web Pages http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author's qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

Web Page Evaluation Checklist (Cont.)

Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

Written Report Assessment Rubric

NAME: _____ **DATE:** _____ **PERIOD:** _____

	Exemplary **4 Points**	**Accomplished** **3 Points**	**Developing** **2 Points**	**Beginning** **1 Point**	**Score**
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
				TOTAL	

Comments:

Appendix B: 21st Century Skills Standards[1]

CLS1   Flexibility and Adaptability
CLS2   Initiative and Self-direction
CLS3   Social and Cross-cultural Skills
CLS4   Productivity and Accountability
CLS5   Leadership and Responsibility

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

CS 1   Flexibility and Adaptability
- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

CS 2   Initiative and Self-direction
- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels toward a professional level
- Defining, prioritizing, and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

CS 3   Social and Cross-cultural Skills
- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

CS 4   Productivity and Accountability
- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

CS 5   Leadership and Responsibility
- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

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[1] *21st Century Skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

Appendix C: Mississippi Academic Standards

ECONOMICS[2]

EC1   Identify and apply basic economic concepts. (C, H, G, E)

EC2   Explain how people organize for the production, distribution, and consumption of goods and services. (C, H, G, E)

EC3   Discuss relationships among the various economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations, etc.). (C, H, G, E)

EC4   Understand global connections, conflicts, and geographic interdependence. (C, H, G, E)

EC5   Compare and contrast how values and beliefs influence economic decisions in different societies. (C, H, G, E)

EC6   Demonstrate the ability to apply and interpret social studies tools (e.g., time lines, maps, globes, graphs, charts, a compass, technology, primary and secondary documents, political cartoons, etc.). (C, H, G, E)

Appendix D: ACT College Readiness Standards

English

E1 Topic Development in Terms of Purpose and Focus
- Identify the basic purpose or role of a specified phrase or sentence.
- Delete a clause or sentence because it is obviously irrelevant to the essay.
- Identify the central idea or main topic of a straightforward piece of writing.
- Determine relevancy when presented with a variety of sentence-level details.
- Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens the focus or to determine if an essay has met a specified goal.
- Delete material primarily because it disturbs the flow and development of the paragraph.
- Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.
- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence or to determine the need to delete plausible but irrelevant material.
- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.
- Determine whether a complex essay has accomplished a specific purpose.
- Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.

E2 Organization, Unity, and Coherence
- Use conjunctive adverbs or phrases to show time relationship in simple narrative essays (e.g., then, this time, etc.).
- Select the most logical place to add a sentence in a paragraph.
- Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, and in response).
- Decide the most logical place to add a sentence in an essay.
- Add a sentence that introduces a simple paragraph.
- Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, and in addition).
- Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic.
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward.
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.
- Rearrange sentences to improve the logic and coherence of a complex paragraph.
- Add a sentence to introduce or conclude a fairly complex paragraph.
- Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.

E3   Word Choice in Terms of Style, Tone, Clarity, and Economy
- Revise sentences to correct awkward and confusing arrangements of sentence elements.
- Revise vague nouns and pronouns that create obvious logic problems.
- Delete obviously synonymous and wordy material in a sentence.
- Revise expressions that deviate from the style of an essay.
- Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled").
- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
- Determine the clearest and most logical conjunction to link clauses.
- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
- Identify and correct ambiguous pronoun references.
- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.
- Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint").
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language.
- Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.

E4   Sentence Structure and Formation
- Use conjunctions or punctuation to join simple clauses.
- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.
- Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences.
- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
- Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, or dangling or misplaced modifiers).
- Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.
- Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
- Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
- Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.

E5 Conventions of Usage

- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.
- Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject–verb and pronoun–antecedent agreement, and which preposition to use in simple contexts.
- Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead.
- Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for and appeal to).
- Ensure that a verb agrees with its subject when there is some text between the two.
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.
- Identify the correct past and past participle forms of irregular and infrequently used verbs, and form present-perfect verbs by using "have" rather than "of."
- Correctly use reflexive pronouns, the possessive pronouns "its" and "your," and the relative pronouns "who" and "whom."
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject–verb order is inverted or when the subject is an indefinite pronoun).
- Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.
- Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb.

E6 Conventions of Punctuation

- Delete commas that create basic sense problems (e.g., between verb and direct object).
- Provide appropriate punctuation in straightforward situations (e.g., items in a series).
- Delete commas that disturb the sentence flow (e.g., between modifier and modified element).
- Use commas to set off simple parenthetical phrases.
- Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause).
- Use punctuation to set off complex parenthetical phrases.
- Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by and).
- Use apostrophes to indicate simple possessive nouns.
- Recognize inappropriate uses of colons and semicolons.
- Use commas to set off a nonessential/nonrestrictive appositive or clause.
- Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
- Use an apostrophe to show possession, especially with irregular plural nouns.
- Use a semicolon to indicate a relationship between closely related independent clauses.
- Use a colon to introduce an example or an elaboration.

Math

M1 Basic Operations and Applications

- Perform one-operation computation with whole numbers and decimals.

- Solve problems in one or two steps using whole numbers.
- Perform common conversions (e.g., inches to feet or hours to minutes).
- Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.
- Solve some routine two-step arithmetic problems.
- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.
- Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).
- Solve word problems containing several rates, proportions, or percentages.
- Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings).

M2 Probability, Statistics, and Data Analysis
- Calculate the average of a list of positive whole numbers.
- Perform a single computation using information from a table or chart.
- Calculate the average of a list of numbers.
- Calculate the average, given the number of data values and the sum of the data values.
- Read tables and graphs.
- Perform computations on data from tables and graphs.
- Use the relationship between the probability of an event and the probability of its complement.
- Calculate the missing data value, given the average and all data values but one.
- Translate from one representation of data to another (e.g., a bar graph to a circle graph).
- Determine the probability of a simple event.
- Exhibit knowledge of simple counting techniques.*
- Calculate the average, given the frequency counts of all the data values.
- Manipulate data from tables and graphs.
- Compute straightforward probabilities for common situations.
- Use Venn diagrams in counting.*
- Calculate or use a weighted average.
- Interpret and use information from figures, tables, and graphs.
- Apply counting techniques.
- Compute a probability when the event and/or sample space is not given or obvious.
- Distinguish between mean, median, and mode for a list of numbers.
- Analyze and draw conclusions based on information from figures, tables, and graphs.
- Exhibit knowledge of conditional and joint probability.

M3 Numbers: Concepts and Properties
- Recognize equivalent fractions and fractions in lowest terms.
- Recognize one-digit factors of a number.
- Identify a digit's place value.
- Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor.
- Find and use the least common multiple.

- Order fractions.
- Work with numerical factors.
- Work with scientific notation.
- Work with squares and square roots of numbers.
- Work problems involving positive integer exponents.*
- Work with cubes and cube roots of numbers.*
- Determine when an expression is undefined.*
- Exhibit some knowledge of the complex numbers.†
- Apply number properties involving prime factorization.
- Apply number properties involving even/odd numbers and factors/multiples.
- Apply number properties involving positive/negative numbers.
- Apply rules of exponents.
- Multiply two complex numbers.†
- Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.
- Exhibit knowledge of logarithms and geometric sequences.
- Apply properties of complex numbers.

M4 Expressions, Equations, and Inequalities
- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as b + g).
- Solve equations in the form x + a = b, where a and b are whole numbers or decimals.
- Substitute whole numbers for unknown quantities to evaluate expressions.
- Solve one-step equations having integer or decimal answers.
- Combine like terms (e.g., 2x + 5x).
- Evaluate algebraic expressions by substituting integers for unknown quantities.
- Add and subtract simple algebraic expressions.
- Solve routine first-degree equations.
- Perform straightforward word-to-symbol translations.
- Multiply two binomials.*
- Solve real-world problems using first-degree equations.
- Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).
- Identify solutions to simple quadratic equations.
- Add, subtract, and multiply polynomials.*
- Factor simple quadratics (e.g., the difference of squares and perfect square trinomials).*
- Solve first-degree inequalities that do not require reversing the inequality sign.*
- Manipulate expressions and equations.
- Write expressions, equations, and inequalities for common algebra settings.
- Solve linear inequalities that require reversing the inequality sign.
- Solve absolute value equations.
- Solve quadratic equations.
- Find solutions to systems of linear equations.
- Write expressions that require planning and/or manipulating to accurately model a situation.
- Write equations and inequalities that require planning, manipulating, and/or solving.
- Solve simple absolute value inequalities.

M5 Graphical Representations
- Identify the location of a point with a positive coordinate on the number line.
- Locate points on the number line and in the first quadrant.
- Locate points in the coordinate plane.
- Comprehend the concept of length on the number line.*
- Exhibit knowledge of slope.*
- Identify the graph of a linear inequality on the number line.*
- Determine the slope of a line from points or equations.*
- Match linear graphs with their equations.*
- Find the midpoint of a line segment.*
- Interpret and use information from graphs in the coordinate plane.
- Match number line graphs with solution sets of linear inequalities.
- Use the distance formula.
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle).†
- Match number line graphs with solution sets of simple quadratic inequalities.
- Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = a x 2 + c$.
- Solve problems integrating multiple algebraic and/or geometric concepts.
- Analyze and draw conclusions based on information from graphs in the coordinate plane.

M6 Properties of Plane Figures
- Exhibit some knowledge of the angles associated with parallel lines.
- Find the measure of an angle using properties of parallel lines.
- Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°).
- Use several angle properties to find an unknown angle measure.
- Recognize Pythagorean triples.*
- Use properties of isosceles triangles.*
- Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles.
- Use the Pythagorean theorem.
- Draw conclusions based on a set of conditions.
- Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.
- Use relationships among angles, arcs, and distances in a circle.

M7 Measurement
- Estimate or calculate the length of a line segment based on other lengths given on a geometric figure.
- Compute the perimeter of polygons when all side lengths are given.
- Compute the area of rectangles when whole number dimensions are given.
- Compute the area and perimeter of triangles and rectangles in simple problems.
- Use geometric formulas when all necessary information is given.

- Compute the area of triangles and rectangles when one or more additional simple steps are required.
- Compute the area and circumference of circles after identifying necessary information.
- Compute the perimeter of simple composite geometric figures with unknown side lengths.*
- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.
- Use scale factors to determine the magnitude of a size change.
- Compute the area of composite geometric figures when planning or visualization is required.

M8 Functions
- Evaluate quadratic functions, expressed in function notation, at integer values.
- Evaluate polynomial functions, expressed in function notation, at integer values.†
- Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.†
- Evaluate composite functions at integer values.†
- Apply basic trigonometric ratios to solve right-triangle problems.†
- Write an expression for the composite of two simple functions.†
- Use trigonometric concepts and basic identities to solve problems.†
- Exhibit knowledge of unit circle trigonometry.†
- Match graphs of basic trigonometric functions with their equations.

Notes:
- Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.
- Standards followed by an asterisk (*) apply to the PLAN and ACT Mathematics tests only.
- Standards followed by a dagger (†) apply to the ACT Mathematics test only.

Reading

R1 Main Ideas and Author's Approach
- Recognize a clear intent of an author or a narrator in uncomplicated literary narratives.
- Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Understand the overall approach taken by an author or a narrator (e.g., point of view and kinds of evidence used) in uncomplicated passages.
- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages.
- Summarize basic events and ideas in more challenging passages.
- Understand the overall approach taken by an author or narrator (e.g., point of view and kinds of evidence used) in more challenging passages.
- Infer the main idea or purpose of more challenging passages or their paragraphs.
- Summarize events and ideas in virtually any passage.
- Understand the overall approach taken by an author or a narrator (e.g., point of view and kinds of evidence used) in virtually any passage.

- Identify clear main ideas or purposes of complex passages or their paragraphs.

R2 Supporting Details
- Locate basic facts (e.g., names, dates, and events) clearly stated in a passage.
- Locate simple details at the sentence and paragraph level in uncomplicated passages.
- Recognize a clear function of a part of an uncomplicated passage.
- Locate important details in uncomplicated passages.
- Make simple inferences about how details are used in passages.
- Locate important details in more challenging passages.
- Locate and interpret minor or subtly stated details in uncomplicated passages.
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.
- Locate and interpret minor or subtly stated details in more challenging passages.
- Use details from different sections of some complex informational passages to support a specific point or argument.
- Locate and interpret details in complex passages.
- Understand the function of a part of a passage when the function is subtle or complex.

R3 Sequential, Comparative, and Cause–Effect Relationships
- Determine when (e.g., first, last, before, or after) or if an event occurred in uncomplicated passages.
- Recognize clear cause–effect relationships described within a single sentence in a passage.
- Identify relationships between main characters in uncomplicated literary narratives.
- Recognize clear cause–effect relationships within a single paragraph in uncomplicated literary narratives.
- Order simple sequences of events in uncomplicated literary narratives.
- Identify clear relationships between people, ideas, and so forth in uncomplicated passages.
- Identify clear cause–effect relationships in uncomplicated passages.
- Order sequences of events in uncomplicated passages.
- Understand relationships between people, ideas, and so forth in uncomplicated passages.
- Identify clear relationships between characters, ideas, and so forth in more challenging literary narratives.
- Understand implied or subtly stated cause–effect relationships in uncomplicated passages.
- Identify clear cause–effect relationships in more challenging passages.
- Order sequences of events in more challenging passages.
- Understand the dynamics between people, ideas, and so forth in more challenging passages.
- Understand implied or subtly stated cause–effect relationships in more challenging passages.
- Order sequences of events in complex passages.
- Understand the subtleties in relationships between people, ideas, and so forth in virtually any passage.
- Understand implied, subtle, or complex cause–effect relationships in virtually any passage.

R4 Meaning of Words
- Understand the implication of a familiar word or phrase and of simple descriptive language.
- Use context to understand basic figurative language.

- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.
- Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.
- Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.
- Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.

R5 Generalizations and Conclusions
- Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
- Draw simple generalizations and conclusions about people, ideas, and so forth in uncomplicated passages.
- Draw generalizations and conclusions about people, ideas, and so forth in uncomplicated passages.
- Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
- Draw subtle generalizations and conclusions about characters, ideas, and so forth in uncomplicated literary narratives.
- Draw generalizations and conclusions about people, ideas, and so forth in more challenging passages.
- Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so forth.
- Draw complex or subtle generalizations and conclusions about people, ideas, and so forth, often by synthesizing information from different portions of the passage.
- Understand and generalize about portions of a complex literary narrative.

Science

S1 Interpretation of Data
- Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables or a food web diagram).
- Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, or axis labels).
- Select two or more pieces of data from a simple data presentation.
- Understand basic scientific terminology.
- Find basic information in a brief body of text.
- Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.
- Select data from a complex data presentation (e.g., a table or graph with more than three variables or a phase diagram).
- Compare or combine data from a simple data presentation (e.g., order or sum data from a table).

- Translate information into a table, graph, or diagram.
- Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table).
- Compare or combine data from a complex data presentation.
- Interpolate between data points in a table or graph.
- Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- Identify and/or use a simple (e.g., linear) mathematical relationship between data.
- Analyze given information when presented with new, simple information.
- Compare or combine data from a simple data presentation with data from a complex data presentation.
- Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data.
- Extrapolate from data points in a table or graph.
- Compare or combine data from two or more complex data presentations.
- Analyze given information when presented with new, complex information.

S2   Scientific Investigation
- Understand the methods and tools used in a simple experiment.
- Understand the methods and tools used in a moderately complex experiment.
- Understand a simple experimental design.
- Identify a control in an experiment.
- Identify similarities and differences between experiments.
- Understand the methods and tools used in a complex experiment.
- Understand a complex experimental design.
- Predict the results of an additional trial or measurement in an experiment.
- Determine the experimental conditions that would produce specified results.
- Determine the hypothesis for an experiment.
- Identify an alternate method for testing a hypothesis.
- Understand precision and accuracy issues.
- Predict how modifying the design or methods of an experiment will affect results.
- Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results.

S3   Evaluation of Models, Inferences, and Experimental Results
- Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.
- Identify key issues or assumptions in a model.
- Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a simple hypothesis or conclusion and why.
- Identify strengths and weaknesses in one or more models.
- Identify similarities and differences between models.
- Determine which model(s) is (are) supported or weakened by new information.
- Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion.

- Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.
- Determine whether new information supports or weakens a model and why.
- Use new information to make a prediction based on a model.
- Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a complex hypothesis or conclusion and why.

Writing

W1 Expressing Judgments
- Show a little understanding of the persuasive purpose of the task, but neglect to take or to maintain a position on the issue in the prompt.
- Show limited recognition of the complexity of the issue in the prompt.
- Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt, but do not maintain that position.
- Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position.
- Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt.
- Show some recognition of the complexity of the issue in the prompt by doing the following:
  - Acknowledging counterarguments to the writer's position
  - Providing some response to counterarguments to the writer's position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion.
- Show recognition of the complexity of the issue in the prompt by doing the following:
  - Partially evaluating implications and/or complications of the issue
  - Posing and partially responding to counterarguments to the writer's position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion.
- Show understanding of the complexity of the issue in the prompt by doing the following:
  - Examining different perspectives
  - Evaluating implications or complications of the issue
  - Posing and fully discussing counterarguments to the writer's position

W2 Focusing on the Topic
- Maintain a focus on the general topic in the prompt through most of the essay.
- Maintain a focus on the general topic in the prompt throughout the essay.
- Maintain a focus on the general topic in the prompt throughout the essay, and attempt a focus on the specific issue in the prompt.
- Present a thesis that establishes focus on the topic.
- Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a thesis that establishes a focus on the writer's position on the issue.
- Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay.

- Present a critical thesis that clearly establishes the focus on the writer's position on the issue.

W3 Developing a Position
- Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas.
- Show little or no movement between general and specific ideas and examples.
- Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas.
- Show little movement between general and specific ideas and examples.
- Develop ideas by using some specific reasons, details, and examples.
- Show some movement between general and specific ideas and examples.
- Develop most ideas fully, using some specific and relevant reasons, details, and examples.
- Show clear movement between general and specific ideas and examples.
- Develop several ideas fully, using specific and relevant reasons, details, and examples.
- Show effective movement between general and specific ideas and examples.

W4 Organizing Ideas
- Provide a discernible organization with some logical grouping of ideas in parts of the essay.
- Use a few simple and obvious transitions.
- Present a discernible, though minimally developed, introduction and conclusion.
- Provide a simple organization with logical grouping of ideas in parts of the essay.
- Use some simple and obvious transitional words, though they may at times be inappropriate or misleading.
- Present a discernible, though underdeveloped, introduction and conclusion.
- Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas.
- Use some simple and obvious, but appropriate, transitional words and phrases.
- Present a discernible introduction and conclusion with little development.
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas.
- Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas.
- Present a somewhat developed introduction and conclusion.
- Provide unity and coherence throughout the essay, often with a logical progression of ideas.
- Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.
- Present a well-developed introduction and conclusion.

W5 Using Language
- Show limited control of language by doing the following:
  - Correctly employing some of the conventions of standard English grammar, usage, and mechanics but with distracting errors that sometimes significantly impede understanding
  - Using simple vocabulary
  - Using simple sentence structure
  - Correctly employing some of the conventions of standard English grammar, usage, and mechanics but with distracting errors that sometimes impede understanding

- Using simple but appropriate vocabulary
- Using a little sentence variety, though most sentences are simple in structure
- Correctly employing many of the conventions of standard English grammar, usage, and mechanics but with some distracting errors that may occasionally impede understanding
- Using appropriate vocabulary
- Using some varied kinds of sentence structures to vary pace
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding
- Using some precise and varied vocabulary
- Using several kinds of sentence structures to vary pace and to support meaning
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Using precise and varied vocabulary
- Using a variety of sentence structures to vary pace and to support meaning

Appendix E: National Industry Standards

National Business and Marketing Core Standards[3]

BC = Business Core
MKT = Marketing Core

BC1   Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

BC2   Understands the concepts, strategies, and systems used to obtain and convey ideas and information

BC3   Understands the techniques and strategies used to foster positive, ongoing relationships with customers

BC4   Understands the economic principles and concepts fundamental to business operations

BC5   Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

BC6   Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture

BC7   Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

BC8   Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources

BC9   Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist in business decision making

BC10   Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

BC11   Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

BC12   Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

BC13   Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services

BC14   Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

MKT15   Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

MKT16   Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT17   Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT18   Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

MKT19   Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

MKT20   Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21   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

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[3] *Marketing Career Cluster Status Report – Marketing Education Resource Center*. (2008). Retrieved November 27, 2007, from http://www.mark-ed.org

MA 1   Business Management and Administration Core
- Understands the techniques and strategies used to foster positive, ongoing relationships with customers
- Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization
- Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects
- Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them
- Understands risk-management strategies and techniques used to implement, monitor, and evaluate them
- Understands risk-management strategies and techniques used to minimize business loss

MA 2   Administrative Services
- Understands the concepts, strategies, and systems used in administrative services to obtain and convey ideas and information
- Understands techniques, strategies, and systems used in administrative services to foster self-understanding and enhance relationships with others
- Understands the tools, techniques, and systems that administrative service supervisors use to plan, staff, lead, and organize their human resources
- Understands tools, strategies, and systems administrative service employees need to access, process, maintain, evaluate, and disseminate information to support managers
- Understands the processes and systems implemented to monitor, plan, and control the day-to-day administrative activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in an administrative services career

MA 3   Business Information Management
- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
- Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision making
- Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in a business information management career
- Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

MA 4   General Management
- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands the concepts, strategies, and systems used by management to obtain and convey ideas and information
- Understands the economic principles and concepts fundamental to business operations
- Understands techniques, strategies, and systems used by management to foster self-understanding and enhance relationships with others
- Understands tools, strategies, and systems managers use to maintain, monitor, control, and plan the use of financial resources
- Understands the processes and systems that managers implement to monitor, plan, and control the day-to-day business activities required for continued business functioning

- Understands concepts, tools, and strategies used to explore, obtain, and develop in a management career
- Understands tools, techniques, and systems that affect a manager's ability to plan, control, and organize

MA 5 Human Resource Management
- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands the concepts, strategies, and systems used by management to obtain and convey ideas and information
- Understands techniques, strategies, and systems used by human resources management to foster self-understanding and enhance relationships with others
- Understands tools, strategies, and systems managers use to maintain, monitor, control, and plan the use of financial resources
- Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize human resources
- Understands tools, strategies, and systems human resources management needs to access, process, maintain, evaluate, and disseminate information to support managers
- 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
- Understands the processes and systems that human resources management implements to monitor, plan, and control the day-to-day business activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in a human resources management career
- Understands tools, techniques, and systems that affect human resources management's ability to plan, control, and organize

MA 6 Operations Management
- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands the techniques and strategies used to foster positive, ongoing relationships with customers
- Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
- Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist operations management decision making
- Understands the processes and systems that operations managers implement to monitor, plan, and control the day-to-day business activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in an operations management career

Appendix F: National Educational Technology Standards for Students

T1   Creativity and Innovation

T2   Communication and Collaboration

T3   Research and Information Fluency

T4   Critical Thinking, Problem Solving, and Decision Making

T5   Digital Citizenship

T6   Technology Operations and Concepts

T1   Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a.   Apply existing knowledge to generate new ideas, products, or processes.

b.   Create original works as a means of personal or group expression.

c.   Use models and simulations to explore complex systems and issues.

d.   Identify trends and forecast possibilities.

T2   Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a.   Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b.   Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c.   Develop cultural understanding and global awareness by engaging with learners of other cultures.

d.   Contribute to project teams to produce original works or solve problems.

T3   Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students do the following:

a.   Plan strategies to guide inquiry.

b.   Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c.   Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d.   Process data and report results.

T4   Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.

b. Plan and manage activities to develop a solution or complete a project.

c. Collect and analyze data to identify solutions and/or make informed decisions.

d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. Demonstrate personal responsibility for lifelong learning.

d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.

b. Select and use applications effectively and productively.

c. Troubleshoot systems and applications.

d. Transfer current knowledge to learning of new technologies.