

Marketing III



Grade 12

Course Description

Marketing III is a semester course that focuses on advanced marketing skills and operates Velocity, TCHS school store. It is the capstone course for the marketing program. Activities include: buying/ordering merchandise, selling, promoting and displaying merchandise, and suggesting new product/service ideas. Good attendance is imperative to keep the store operating.

Core Instructional Materials

- **E-Dynamic Learning** <https://tchs.agilixbuzz.com/login?url=/teacher/home/courses>
- **Business U** <https://businessu.org/>
- www.cteonline.org
- **Modern Marketing eTextbook**
<https://edify.stukent.com/app/publication/066732e7-b02c-4e37-ae7e-83014f20c56c/b4b23044-464b-4ca0-908a-888e05543772/add67b35-b165-4e07-b912-c8bd8f801dee/bc0fa4de-1b3a-40fb-ba81-54c05ea886d7/view>

Pacing Chart

Unit 1 Career Development	Developing Career Planning, Job Research and Interview Skills	20 days
Unit 2 Distribution and Pricing	Inventory, The Purchasing Process, Stock Handling and Inventory Control, Distribution, Price Planning, Pricing Strategies, and Pricing Math	20 Days
Unit 3 Skill for Marketing	Leadership in the 21st Century, What Managers Do, and Human Resource.	20 Days
Unit 4 School Based Enterprise	Manage and operate the school store, Velocity	25 Days
Review & Final Exam		5 Days

Educational Technology

Standards

Note: Insert additional educational technology standards that align with the specific CTE standards for this course

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ Technology Operations and Concepts

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ Creativity and Innovation

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ Communication and Collaboration

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ Digital Citizenship

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ Research and Information Literacy

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ Critical Thinking, Problem Solving, Decision Making

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

21st Century Life & Career Skills

Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

Learning and Innovation Skills:

➤ Creativity and Innovation

- Use multiple points of view to create alternative solutions.

➤ Critical Thinking and Problem Solving

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

➤ Communication and Collaboration Skills

- Determine an individual's responsibility for personal actions and contributions to group activities.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Model leadership skills during classroom and extra-curricular activities.

➤ Cross-Cultural Understanding and Interpersonal Communication

- Demonstrate the ability to understand inferences.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

➤ Career Exploration

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them

and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

WIDA Performance Definitions – Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6- Reaching			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions



WIDA Performance Definitions- Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6- Reaching			
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • General content-related words • Everyday social, instructional and some content-related words and phrases



Differentiated Instruction

Links to District Resources for Differentiation (please click the links below)

→ [Options for Accommodations and Modifications](#)

→ [Matrix of Accommodations and Modifications by Student Group](#)

Key Elements for Differentiation

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Gifted and Talented

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Formative/Summative/Benchmark/Classroom Assessments

- **Benchmark: ASK Exam**
- **Benchmark: Midterm Exam in SchoolNet**
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
- Timelines, Maps, Charts, Graphic Organizers
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

Interdisciplinary Connections

English Literacy <https://www.nj.gov/education/cccs/2016/ela/CompanionG1112.pdf>

- **NJSLSA.R1.** Read closely to determine what the text says explicitly and make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R6.** Assess how point of view or purpose shapes the content and the style of a text.
- **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- **RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text. Including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revision, editing, rewriting or trying a new approach.
- **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Mathematics <https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

- **NJSLS.** Perform arithmetic operations with complex numbers.
- **NJSLS.** Choose and use appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions (modeling).
- **NJSLS.** Perform modeling functions:

- Identify variables in the situation and select those that represent essential features.
- Formulate a model by New Jersey Student Learning Standards for Mathematics 76 creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables.
- Analyze and perform operations on these relationships to draw conclusions.
- Interpret the results of the mathematics in terms of the original situation.
- Validate the conclusions by comparing them with the situation.

Social Studies <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

- **NJSLS. 6.1.4.C.1.** Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- **NJSLS. 6.1.4.C.2** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **NJSLS. 6.1.4.C.3.** Explain why incentives vary between and among producers and consumers.
- **NJSLS. 6.1.4.C.4.** Describe how supply and demand influence price and output of products.
- **NJSLS. 6.1.4.C.10.** Explain the role of money, savings, debt, and investment in individuals' lives.
- **NJSLS. 6.1.4.C.11.** Recognize the importance of setting long-term goals when making financial decisions within the community.

Technology <https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g. camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.PA.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
- 8.1.2.A.5 Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6 Identify the components of a database.
- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.A.4 Construct a worksheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
- 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

<p>Grade: 12</p>	<p>Unit/Module:</p> <p>Unit I Career Development</p> <p>Unit II Distribution and Pricing</p> <p>Unit III Skill for Marketing</p> <p>Unit IV School Based Enterprise</p>	<p>Topic:Career Development Description: Developing Career Planning, Job Research and Interview Skills Topic:Distribution and Pricing Description: Inventory, The Purchasing Process, Stock Handling and Inventory Control,Distribution, Price Planning, Pricing Strategies, and Pricing Math Topic:Skill for Marketing Description: Leadership in the 21st Century, What Managers Do, and Human Resource. Topic:School Based Enterprise Description: The school-based enterprise prepares students for the transition from school to work or college. Provides the first work</p>
-------------------------	--	---

		experience, build management, supervision and leadership skills.
--	--	--

New Jersey Student Learning Standards (NJSLS):

- 9.3.MK.5 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK.8 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10 Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7 Communicate information about products, services, images and/or ideas.
- 9.3.MK-RES.2 Design and conduct research activities to facilitate marketing business decisions.
- 9.3.MK-RES.3 Use information systems and tools to make marketing research decisions.
- 9.3.MK-MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
- 9.3.MK-MER.2 Plan, manage and monitor day-to-day merchandising activities.
- 9.3.MK-MER.3 Move, store, locate and/or transfer ownership of retail goods and services.
- 9.3.MK-MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
- 9.3.MK-MER.5 Determine and adjust prices to maximize return and meet customers’ perceptions of value.
- 9.3.MK-MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
- 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8 Create and manage merchandising activities that provide for client needs and wants.

NJDOE Student Learning Objective	Essential Questions	Skills	Resources	Sample Activities
---	----------------------------	---------------	------------------	--------------------------

<p>Unit I</p> <p>SWBAT Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.</p> <p>MK 5.1 Acquire self-development skills for success in marketing careers</p> <p>MK 5.2 Develop personal traits to foster career advancement in marketing.</p> <p>MK 5.3 Participate in career planning in marketing.</p> <p>MK 5.55 Utilize career-advancement activities to enhance professional development in marketing careers</p>	<p>How can your personal information help you choose a career?</p> <p>Why are marketing careers important to the US economy?</p> <p>What factors should be considered when deciding on a format for your resume?</p> <p>What makes for a good first impression on a job interview?</p>	<ul style="list-style-type: none"> ● Identify the benefits of a marketing career ● Complete a career assessment ● Assess your goals, values, interests, skills and aptitudes ● Develop a career plan ● Prepare a Resume, Cover Letter, Application and Thank You Note ● Complete a job interview 	<ul style="list-style-type: none"> ● Occupational Outlook Handbook https://www.bls.gov/ooh/ ● My Perfect Resume https://www.myperfectresume.com/best-resume-format 	<p>Personal Career Profile</p> <p>Compose the following Documents: Resume, Cover Letter, Thank You Note, and Job Application</p> <p>Mock Interview</p> <p>https://www.kirkwood.edu/pdf/uploaded/1319/po_moc_k_interview_rubric.pdf</p>
---	--	--	--	---

<p>Unit II</p> <p>SWBAT Plan, organize and lead marketing staff to achieve business goals.</p> <p>MK-MGT 1.1 Implement organizational skills to facilitate work efforts.</p> <p>SWBAT Plan, manage and monitor day-to-day marketing management operations.</p> <p>MK-MGT 2.2 Implement organizational skills to improve efficiency and workflow</p> <p>MK-MGT 2.3 Utilize business systems to expedite workflow and enhance a business's image.</p> <p>Determine and adjust prices to maximize return and meet customers' perceptions of value.</p> <p>MK-MGT.5.1 Employ pricing strategies to determine optimal prices.</p>	<p>How is the product moved from the manufacturer to the consumer?</p> <p>How does the internet facilitate channels of distribution?</p> <p>What are some types of storage facilities available to businesses?</p> <p>What are the differences to be considered between the types of purchase situations?</p> <p>What are the four methods used for checking merchandise?</p> <p>What role does price play in marketing planning?</p> <p>What are the legal and ethical considerations for pricing?</p> <p>How do retail price and markup correlate with a business's income statement</p>	<ul style="list-style-type: none"> ● Identify the transportation systems and services that move products from manufacturers to consumers ● Summarize the nature and scope of physical distribution ● List three types of purchase situations ● Identify methods of checking merchandise ● Recognize the different forms of pricing ● identify five factors that affect demand elasticity ● Discuss the role of the government in regulating the pricing process ● Identify factors affecting a business's profit 	<ul style="list-style-type: none"> ● Business U <p>Principles of Management</p> <p>Principles of Marketing</p> <ul style="list-style-type: none"> ● eDynamics <p>EDL269 Marketing 2a: Global Business & Trade</p> <ul style="list-style-type: none"> ● Glencoe.com Online Learning Center 	<p>Marketing Case Study- UPS Races With Nascar</p> <p>Vocabulary - Gallery Walk</p> <p>Infographic -Mind Map</p> <p>DECA Connection Role Play, , New Manager Small Hotel (meet with hotel's operations manager to discuss inventory control systems)</p> <p>Practice Activities 1-6, Glencoe.com Online Learning Center</p>
---	--	--	--	---

<p>Unit III</p> <p>Plan, manage and monitor day-to-day marketing management operations.</p> <p>MK-MGT 2.2 Implement organizational skills to improve efficiency and workflow.</p> <p>MK-MGT 2.3 Utilize business systems to expedite workflow and enhance a business's image.</p>	<p>What are several different management styles and why are they effective?</p>	<ul style="list-style-type: none"> • Describe management techniques used by effective managers • Name three levels of management • Differentiate between vertical and horizontal organization 	<ul style="list-style-type: none"> • Business U Principles of Management • School Store Operations Manual <p>https://www.fbla-pbl.org/media/FBLA-School-Store-Manual.pdf</p>	<p>Perform Management and Operations activities in the school based Enterprise, Velocity TCHS School Store</p> <p>create or revise employee tasks or other information in manual as needed</p>
<p>Unit IV</p> <p>SWBAT Plan, organize and lead marketing staff to achieve business goals.</p> <p>MK-MGT 1.1 Implement organizational skills to facilitate work efforts.</p> <p>SWBAT Plan, manage and organize to meet the requirements of the marketing plan.</p>	<p>What is the SBE Certification Program?</p> <p>What are the two types of SBE certification offered by National DECA?</p> <p>What are the goals and objectives of the school store velocity?</p> <p>What is the SWOT Analysis for the school store</p> <p>What are the performance indicators for SBE Certification?</p>	<p>National Curriculum Standards</p> <p>SBE Instructional Areas :</p> <ul style="list-style-type: none"> • Financial Analysis • Operations • Marketing-Information Management • Market Planning • Product/Service Management • Pricing • Distribution/Channel 	<ul style="list-style-type: none"> • DECA SBE Certification Guidelines <p>https://www.deca.org/wp-content/uploads/2020/04/SBE-Chapter-Certification-20-21.pdf</p> <ul style="list-style-type: none"> • Business U Advanced Marketing 	<p>SBE Certification Study Guide</p> <p>https://www.deca.org/wp-content/uploads/2014/08/DECA_SBE_StudyGuide_Dec23_v3-1.pdf</p> <p>DECA Automated Retail Lesson Plans</p> <p>https://www.deca.org/high-school-programs/school-based-enterprises/</p>

<p>MK-MGT 3.1 Utilize planning tools to guide the organization's marketing department's activities.</p> <p>MK-MGT 3.2 Control an organization's/marketing department's activities to encourage growth and development.</p>		<p>Management</p> <ul style="list-style-type: none"> • Promotion • Selling • Human Resources <p>Management</p> <p>21st Century Skills</p>		
--	--	--	--	--

Vocabulary

Unit I

Lifestyle, Values, Aptitude, Occupational Outlook Handbook, Career Outlook, O*Net, Internship, Planning Goals, Specific Goal, Realistic Goal, Occupational Area, Job Lead, Networking, Employment Agencies, Standard English, References, Cover Letter, Resume

Unit II

Receiving Record, Blind Check Method, Spot Check Method, Quality Check Method, Source Marketing, Pre Retailing Marking Method, Perpetual Inventory, Physical Inventory, Stock Keeping Unit, Consignment Slip, Organizational Buyers, Centralized Buying, Rack Jobbers, Intermediaries, Direct Distribution, Integrated Distribution, Break Even Point, Diminishing Marginal Utility, Price Fixing, unit Pricing, Loss Leader, Return on Investment, Market Share, Product Mix Pricing, Bundle Pricing, Segmented Pricing Strategy, Mark Up, Mark Down, Income Statement,

Unit III

Management, Vertical Organization, Top Management, Middle Management, Supervisory Level Management, Horizontal Organization, Empowerment, Planning, Organizing, Controlling, Mission Statement, remedial Action, Exit Interviews

Unit IV

SBE, Financial Analysis, Operations, Marketing-Information Management, Market Planning, Product/Service Management, Pricing, Distribution/Channel Management, Promotion, Job Descriptions

Unit Project

Unit Project (Suggested)	Unit Project (Suggested)
<p>Unit I Finding and Applying for a Job- Students will prepare to interview for a position in the School Based Enterprise(Velocity - TCHS School Store)</p> <p>Unit II Group or Individual Presentations on assigned the Laws for Pricing Practices: Sherman Antitrust Act of 1890 Clayton Antitrust Act 1914 Robinson-Patman Act1963 Consumer Good Pricing act 1975 Unfair Trade Practices Law The Federal Trade Commission</p>	<p>Unit III Management Anchor Charts/Posters - Students will select or be assigned one of the following topics:</p> <p>Management Functions Effective Management Techniques Recruiting Handling Complaints and Grievances Assessing Employee Performance</p> <p>Create an Employee Manual for Velocity, TCHS School Store</p> <p>Unit IV</p> <p>Students will prepare a manual striving to attain or maintain an Annual Individual or Chapter Certification from National DECA</p> <p>https://www.deca.org/wp-content/uploads/2020/04/SBE-Chapter-Certification-20-21.pdf</p> <p>https://www.deca.org/wp-content/uploads/2018/08/SBE-Individual-Certification.pdf</p>

Rubric(s)

Insert rubric(s) referenced in course guide.

Unit I

Mock Interview Rubric

https://www.kirkwood.edu/pdf/uploaded/1319/po_mock_interview_rubric.pdf

Unit II

Group or Individual Presentations on assigned the Laws for Pricing Practices Rubric

http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf

Unit III

Management Anchor Charts/Posters Rubric

http://www.readwritethink.org/files/resources/lesson_images/lesson1076/rubric.pdf

Unit IV

SBE Certification Rubric

<https://www.deca.org/wp-content/uploads/2020/04/SBE-Chapter-Certification-20-21.pdf>

<https://www.deca.org/wp-content/uploads/2018/08/SBE-Individual-Certification.pdf>

Structured Learning Experience:

Velocity- TCHS School Store

Bloomberg Mentoring

Video chats with Amaninic, The Marketing Queen

<https://www.amaninic.com/>

Field Trip Ideas:

NJ DECA Blue/Gold Region Career Development Conference

NJ DECA State Career Development Conference

Macy's Group Student Tours <https://www.visitmacysusa.com/article/macys-group-student-tours>

Six Flags, Business & Marketing Education Day <https://www.sixflags.com/greatadventure/special-events/spring-physics-day>