

## Retail Marketing

**Course Description:** This course is designed to provide an overview of the marketing responsibilities of individuals employed in the retail industry. This course is based on the business and marketing core that includes communication skills, operations, distribution, marketing-information management, pricing, product/service management, promotion and selling. The Kentucky Occupational Retail Services Skill Standards are integrated into this course giving students the opportunity to receive Retail Skill Standards Certification. Leadership development will be provided through DECA activities and competitive events.

### Content/Process

Students will:

1. use computers/electronic equipment whenever possible, utilize business software, appropriate internet links and other kinds of technology to collect, organize, and communicate information and ideas.
2. identify types of retailers (e.g., brick-and-mortar, e-commerce, etc.).
3. investigate successful retailers of the past and present.
4. identify and determine business risk factors.
5. formulate awareness and understanding of emerging trends and globalization in retailing.
6. explain when and how to buy merchandise for a retail store.
7. identify aspects of product and service planning like packaging, warranties and selecting the right product mix.
8. explain the factors affecting pricing decisions including legal considerations and competition.
9. conduct a physical inventory of a school based enterprise, marketing department, or local retail store.
10. develop spreadsheets and utilize other computer software for the purpose of controlling and tracking inventory.
11. apply economic concepts like supply and demand, competition, scarcity and opportunity costs.
12. compare products and services based on price, quality, features, and warranties to understand consumer decision making.
13. develop customer-service skills and practice in role play situations.
14. demonstrate the selling process (open the sale, question, handle objections, present features and benefits, suggestive selling, close, and follow-up).
15. develop spreadsheets and utilize other computer software for the purpose of measuring sales and making decisions from information gathered.
16. develop a research tool as a part of a marketing research project.
17. develop a promotion plan after examining each part of the promotional mix.
18. identify risk management techniques related to employees, safety, security and loss prevention.
19. research career choices in retailing and match with personal goals.
20. create a career portfolio including a resume, letters of reference, certifications of training and samples of work.
21. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality) and explain their importance in the workplace.
22. demonstrate skills needed for effective personal financial planning (including budgeting, investing, consumerism and credit management).
23. apply math and communication skills within the technical content.
24. utilize activities of DECA as an integral component of course content and leadership development.

### Connections

Kentucky Occupational Skill Standards Assessment (KOSSA) – Retail or Marketing  
 National Retail Skill Standards  
 Secretary's Commission on Achieving Necessary Skills (SCANS)  
 State Standards – ELA & Mathematics  
 Industry Certification – A\*S\*K (Marketing)  
 MBAResearch Knowledge and Skills Standards  
 National Business Education Standards

Course Title	<b>Retail Marketing</b>	Grade Levels	10-12	Credit Value	1.0
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Resources	Glencoe Marketing Essentials textbook, Glencoe Retailing textbook, www.stores.org, DECA.org, CareerCruising ILP, MoneySmart, Federal Reserve Bank, Class Act Federal Credit Union Fool Proof, Career Zone, Practical Money Skills, KnowledgeMatters Virtual Business Retailing 3.0, ConsumerJungle				
Unit Title	<u><b>The Retail Industry</b></u>				

### **Technical Content**

1. Use computers/electronic equipment whenever possible, utilize business software, appropriate internet links and other kinds of technology to collect, organize, and communicate information and ideas.
2. Identify types of retailers (e.g., brick-and-mortar, e-tailing, etc.).
3. Investigate successful retailers of the past and present.
4. Identify and determine business risk factors.
5. Formulate awareness and understanding of emerging trends and globalization in retailing.
23. Apply math and communication skills within the technical content.
24. Utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

National Standards for Business Education: I. Foundations of Communication: Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

National Standards for Business Education: II. Societal Communication: Achievement Standard: Apply basic social communication skills in personal and professional situations.

National Standards for Business Education: IV. Technological Communication: Achievement Standard: Use technology to enhance the effectiveness of communication.

National Standards for Business Education: II. The Global Business Environment: Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment.

National Standards for Business Education: IV. Input Technologies: Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

National Standards for Business Education: VI. Problem-Solving Applications: Achievement Standard: Use mathematical procedures to analyze and solve business problems.

National Standards for Business Education: III. External Factors: Achievement Standard: Analyze the influence of external factors on marketing.

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

### **KY Academic Standards (Big Idea)**

#### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

#### **Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2.b Conventions of Standard English: Spell correctly.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

## **21st Century Skills and Knowledge**

Communication

ICT (Information, Communications, and Technology) Literacy

Global Awareness

Information Literacy

## **KOSSA Standards**

2002.AA.1 Utilize effective verbal and non-verbal communication skills

2002.AB.1 Locate and interpret written information

2002.AB.2 Read and interpret workplace documents

2002.AB.3 Identify relevant details, facts, and specifications

2002.AB.4 Record information accurately and completely

2002.AF.1 Recognize the potential risks associated with Internet use

2002.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

2002.AF.3 Practice safe, legal, and responsible use of technology in the workplace

## **Learning Targets**

A. Compare and contrast the characteristics of a successful retail business.

B. Describe various risk factors that could affect a retail business.

C. Identify and explain types of retail businesses (i.e., store, service, non-store, and e-commerce).

D. Analyze emerging trends in the retail industry.

E. Explain the global nature of the retail industry.

## **Sample Learner Activities - Click in the box to go to Activities**

A1. Visit [www.stores.org](http://www.stores.org) under the Annuals Lists tab to locate the top 100 retailers. Students may look for commonalities among teacher selected retailers.

D1. Research trends on the National Retail Federation magazine website [www.stores.org](http://www.stores.org). Click on White Papers for current trend information a) describe the trend; b) explain how the trend will affect sales.

E1. Using the Internet, find a U.S.-based retailer with brick and mortar locations in at least one other continent and a foreign-based retailer with stores in the U.S. Resource for successful global [www.stores.org](http://www.stores.org) under the Annual Lists tab to locate the top 250 Global Retailers.

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Resources	Glencoe Marketing Essentials textbook, Glencoe Retailing textbook, www.stores.org, DECA.org, CareerCruising ILP, MoneySmart, Federal Reserve Bank, Class Act Federal Credit Union Fool Proof, Career Zone, Practical Money Skills, KnowledgeMatters Virtual Business Retailing 3.0, ConsumerJungle				
Unit Title	<b><u>Business Development and Planning</u></b>				

### **Technical Content**

1. Use computers/electronic equipment whenever possible, utilize business software, appropriate internet links and other kinds of technology to collect, organize, and communicate information and ideas.
6. Explain when and how to buy merchandise for a retail store.
7. Identify aspects of product and service planning like packaging, warranties and selecting the right product mix.
8. Explain the factors affecting pricing decisions including legal considerations and competition.
9. Conduct a physical inventory of a school-based enterprise, marketing department, or local retail store.
10. Develop spreadsheets and utilize other computer software for the purpose of controlling and tracking inventory.
11. Apply economic concepts like supply and demand, competition, scarcity and opportunity costs.
12. Compare products and services based on price, quality, features, and warranties to understand consumer decision making.
23. Apply math and communication skills within the technical content.
24. Utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

National Standards for Business Education: I. Foundations of Communication: Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

National Standards for Business Education: II. Societal Communication: Achievement Standard: Apply basic social communication skills in personal and professional situations.

National Standards for Business Education: III. Workplace Communication: Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

National Standards for Business Education: VI. Problem-Solving Applications: Achievement Standard: Use mathematical procedures to analyze and solve business problems.

National Standards for Business Education: II. Consumers and Their Behavior: Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.

National Standards for Business Education: I. Allocation of Resources: Achievement Standard: Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

MBA - Knowledge and Skill Statement: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

MBA - Knowledge and Skill Statement: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

### **KY Academic Standards (Big Idea)**

#### **Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

#### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

#### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

### **English/Language Arts Standards**

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CC.11-12.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Communication

Collaboration

Critical Thinking and Problem Solving

Financial, Economic, Business and Entrepreneurial Literacy

Creativity and Innovation

Information Literacy

## **KOSSA Standards**

2002.AA.1 Utilize effective verbal and non-verbal communication skills

2002.AB.1 Locate and interpret written information

2002.AB.2 Read and interpret workplace documents

2002.AB.3 Identify relevant details, facts, and specifications

2002.AB.4 Record information accurately and completely

2002.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2002.AG.1 Use technology appropriately to enhance professional presentations

2002.EG.1 Contribute new ideas

2002.EG.3 Value varying ideas and opinions

2002.EG.4 Locate and verify information

2002.OA.12 Explain the concept of competition

2002.OA.13 Research the competition (products, prices, services)

2002.OA.14 Explain the concept of productivity

2002.OE.1 Check in merchandise against paperwork

2002.OE.2 Assure accurate pricing on merchandise

2002.OE.3 Review stock and re-stock as appropriate

2002.OE.4 Locate merchandise through inventory system

2002.OE.5 Participate in periodic inventory process (i.e., physical or perpetual)

2002.OF.1 Prepare returned merchandise for resale

2002.OF.2 Return inventory to manufacturer/vendor

2002.OF.3 Initiate and/or respond to requests for merchandise transfer

2002.OF.4 Identify damaged items and handle appropriately

2002.OG.1 Organize and maintain stock and supplies

2002.OG.2 Organize stockroom and storage areas

2002.OG.3 Clean selling and customer services areas

2002.OG.4 Report need for repairs or replacement

## **Learning Targets**

A. Demonstrate an understanding of the retail buying process (e.g., vendor selection cost, merchandise life cycle, etc).

B. Identify factors affecting price including legislation, economic factors, expenses, and competition.

C. Describe the importance of customer service as it relates to a retailer.

D. Identify and explain factors affecting consumer decision-making.

E. Explain the consumers' decision-making process when purchasing a product or service.

F. Explain the nature of inventory control systems and conduct a physical inventory.

G. Create a spreadsheet or other software document to track inventory.

H. Identify and explain the nature and function of product/service planning (warranties, packaging, product mix).

## **Sample Learner Activities - Click in the box to go to Activities**

A1. Invite two or more vendors with similar merchandise to bring samples appropriate for the school store. Prior to the visit, students will develop questions to ask the vendor (terms, delivery date, set-up fees, etc.)

A2. See "New Store Vendor Selection Project" document

A3. See "Vendor Selection Activity" document

A4. See "Merchandising Plan" document

D1. Students create a chart listing the major consumer-protection laws pertaining to the retail industry. For each law, students will explain, in bullet form, the main intent of law and provide an example of how each is beneficial to consumers.

F1. See "Cafe Tour" document

G1. See "Interview Boss" document

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Unit Title	<b><u>Managing, Promoting, and Selling Concepts</u></b>				

### **Technical Content**

- Use computers/electronic equipment whenever possible, utilize business software, appropriate internet links and other kinds of technology to collect, organize, and communicate information and ideas.
- Develop customer-service skills and practice in role play situations.
- Demonstrate the selling process (open the sale, question, handle objections, present features and benefits, suggestive selling, close, and follow-up).
- Develop spreadsheets and utilize other computer software for the purpose of measuring sales and making decisions from information gathered.
- Develop a research tool as a part of a marketing research project.
- Develop a promotion plan after examining each part of the promotional mix.
- Identify risk management techniques related to employees, safety, security and loss prevention.
- Apply math and communication skills within the technical content.
- Utilize activities of DECA as an integral component of course content and leadership development.

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National Standards for Business Education: VI. Problem-Solving Applications: Achievement Standard: Use mathematical procedures to analyze and solve business problems.

National Standards for Business Education: IV. The Marketing Mix: Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

National Standards for Business Education: V. Marketing Research: Achievement Standard: Analyze the role of marketing research in decision making.

MBA - Knowledge and Skill Statement: Understands the principles and tools utilized to determine and to target marketing strategies to a select audience.

MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

MBA - Knowledge and Skill Statement: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

MBA - Knowledge and Skill Statement: 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.

MBA - Knowledge and Skill Statement: Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

MBA - Knowledge and Skill Statement: Understands the tools techniques, and systems that businesses use to plan, staff, lead, and organize its human resources.

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

MBA - Knowledge and Skill Statement: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

MBA - Knowledge and Skill Statement: Understands the techniques and strategies used to foster positive, ongoing relationships with customers.

MBA - Knowledge and Skill Statement: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

### **KY Academic Standards (Big Idea)**

#### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

#### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

## **English/Language Arts Standards**

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CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2.b Conventions of Standard English: Spell correctly.

CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.11-12.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.\*

CC.9-12.S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

Flexibility and Adaptability

Initiative and Self-Direction

Productivity and Accountability

## **KOSSA Standards**

2002.AA.1 Utilize effective verbal and non-verbal communication skills

2002.AA.2 Participate in conversation, discussion, and group presentations

2002.AB.1 Locate and interpret written information

2002.AB.2 Read and interpret workplace documents

2002.AB.3 Identify relevant details, facts, and specifications

2002.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2002.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2002.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2002.AG.1 Use technology appropriately to enhance professional presentations

2002.EG.3 Value varying ideas and opinions

2002.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

2002.OB.1 Honor manufacturers' warranties/guarantees

2002.OB.2 Adhere to company return policy

2002.OA.3 Describe the concepts of economics and economic activities

2002.OB.5 Explain the purpose of special orders

2002.OC.1 Identify the impact of advertising and promotions on sales

2002.OC.2 Handle customer returns; transform into new sales

2002.OC.3 Initiate/create special promotions

2002.OC.4 Convert phone calls into sales

2002.OC.5 Encourage customer to open credit accounts and purchase gift certificates

2002.OC.6 Acquire and apply product knowledge

2002.OC.7 Handle customer objections (e.g., boomerang, superior point, demonstration)

2002.OD.1 Handle transactions and related paperwork

2002.OD.2 Inform customer of return/exchange policy

- 2002.OD.3 Open, maintain, and close cash register
- 2002.OD.4 Package merchandise properly
- 2002.OD.5 Assure that shipping/mailings/deliveries are handled properly
- 2002.OG.5 Organize and display merchandise effectively
- 2002.OG.6 Maintain displays following company display guidelines
- 2002.OG.7 Apply proper techniques when dismantling displays
- 2002.OH.1 Alert customer to your presence/availability
- 2002.OH.2 Attach and remove security devices
- 2002.OH.3 Account for items after customer use of dressing rooms
- 2002.OH.4 Report stock shrinkages
- 2002.OH.5 Report security violations (e.g., shoplifting, pilferage, fraud)
- 2002.OH.6 Alert sales associates to suspicious customers

## **Learning Targets**

## **Sample Learner Activities - Click in the box to go to Activities**

A. Identify and execute the seven steps of the selling process.

A1. See "DECA Sales Process" document

B. Identify policies and procedures for risk management (e.g. safety, security, employees, and loss prevention).

C. Demonstrate computer applications in retail marketing.

C1. See Excel Activity - "Payroll" document

C2. See Excel Activity - "Quarterly Revenue" document

D. Develop a marketing research project utilizing a research tool.

D1. Have students create, distribute, and tabulate a survey for the student body and staff to determine the merchandise assortment for a school store.

D2. After interpreting above survey results, students will create a merchandise plan for the upcoming school year, or for a special event (Merchandise Plan Project)

D3. See "Market Research Assignment" document

D4. See "Product Project" document

E. Determine strategies to create a promotional plan using elements of the promotional mix (4 Ps).

Course Title	<b>Retail Marketing</b>	Grade Levels	10-12	Credit Value	1.0
Description	This course is designed to provide an overview of the marketing responsibilities of individuals employed in the retail industry. This course is based on the business and marketing core that includes communication skills, operations, distribution, marketing-information management, pricing, product/service management, promotion and selling. The Kentucky Occupational Retail Services Skill Standards are integrated into this course giving students the opportunity to receive Retail Skill Standards Certification. Leadership development will be provided through DECA activities and competitive events.				
Resources	Glencoe Marketing Essentials textbook, Glencoe Retailing textbook, www.stores.org, DECA.org, CareerCruising ILP, MoneySmart, Federal Reserve Bank, Class Act Federal Credit Union Fool Proof, Career Zone, Practical Money Skills, KnowledgeMatters Virtual Business Retailing 3.0, ConsumerJungle				
Unit Title	<b><u>Employability and Career Development</u></b>				

### **Technical Content**

1. Use computers/electronic equipment whenever possible, utilize business software, appropriate internet links and other kinds of technology to collect, organize, and communicate information and ideas.
19. Research career choices in retailing and match with personal goals.
20. Create a career portfolio including a resume, letters of reference, certifications of training and samples of work.
21. Identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality) and explain their importance in the workplace.
22. Demonstrate skills needed for effective personal financial planning (including budgeting, investing, consumerism and credit management).
23. Apply math and communication skills within the technical content.
24. Utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

National Standards for Business Education: I. Self-Awareness: Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

National Standards for Business Education: II. Career Research: Achievement Standard: Utilize career resources to develop a career information database that includes international career opportunities

National Standards for Business Education: III. Workplace Expectations: Achievement Standard: Relate the importance of workplace expectations to career development.

National Standards for Business Education: IV. Career Strategy: Achievement Standard: Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

National Standards for Business Education: Mathematical Foundations: Achievement Standard: Apply basic mathematical operations to solve problems.

National Standards for Business Education: I. Foundations of Communication: Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

National Standards for Business Education: III. Managing Finances and Budgeting: Achievement Standard: Develop and evaluate a spending/savings plan.

National Standards for Business Education: IV. Saving and Investing: Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.

National Standards for Business Education: VII. Using Credit: Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

MBA - Knowledge and Skill Statement: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

### **KY Academic Standards (Big Idea)**

#### **Financial Literacy - Vocational Studies**

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

## **English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2.b Conventions of Standard English: Spell correctly.

CC.6.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)

## **Technical Literacy Standards**

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

CCSS.ELA-Literacy.WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## **21st Century Skills and Knowledge**

Communication

Information Literacy

Life and Career Skills

Financial, Economic, Business and Entrepreneurial Literacy

## **KOSSA Standards**

2002.AA.1 Utilize effective verbal and non-verbal communication skills

2002.AA.2 Participate in conversation, discussion, and group presentations

2002.AB.1 Locate and interpret written information

2002.AB.4 Record information accurately and completely

2002.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2002.AG.1 Use technology appropriately to enhance professional presentations

2002.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks

2002.EK.1 Recognize the importance of maintaining a job and pursuing a career

2002.EK.2 Define jobs associated with a specific career path or profession

2002.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)

2002.EK.4 Prepare a resume, letter of application, and job application

2002.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)

2002.EK.6 Participate in a job interview

2002.EE.1 Recognize diversity, discrimination, harassment, and equity

2002.EE.2 Work well with all customers and co-workers

2002.EA.4 Exhibit dependability in the workplace

2002.EC.1 Demonstrate appropriate dress and hygiene in the workplace

2002.EC.2 Use language and manners suitable for the workplace

2002.ED.2 Work with minimal supervision

## **Learning Targets**

## **Sample Learner Activities - Click in the box to go to Activities**

A. Assess personal interests, skills, and learning styles to identify career matches.

A1. Use ILP activities (Career Matching, My Skills, Learning Styles).

A2. See "Get to Know Yourself" document

B. Compare career matches with identified personal goals for suitability (compatibility).

B1. Use ILP activity "Comparing Careers".

C. Utilize job search strategies to identify aspects of career matches.

C1. See "Where to Look for a Job" document.

D. Identify specific job-related career/job information (e.g., earnings, education, work environment, etc.)

D1. Consult [www.bls.gov](http://www.bls.gov).

D2. See Payroll Word Problems document

E. Create career planning documents (i.e., job application, letter of application, resume, follow-up letter).

E1. See "Resumes" document

E2. See "Cover Letters" document

E3. See "Career Portfolio Project" document

F. Explain and demonstrate soft skills in the workplace (e.g., conflict resolution, problem solving, teamwork, etc.)

F1. Incorporate LAPS soft skills content through appropriate lessons.

F2. Role play a personal and a professional conflict to seek appropriate resolution.

F3. See "Conflict Resolution Scenarios" document

F4. See "Workplace Ethics" document

G. Demonstrate useful personal financial planning skills (e.g., budgeting, investing, consumerism, credit management, etc.)

G1. See "Credit Card Scenarios" document

G2. See "Assessing Credit" document

G3. Use ConsumerJungle website

H. Identify and apply job interview skills and techniques.

H1. See "Interviewing" document

I. Identify job and career opportunities in the retail industry.