Cleveland Heights – University Heights
City School District

Marketing Education

COURSE OF STUDY

July, 2008

Deborah S. Delisle
Superintendent of Schools

STATEMENT OF APPROVAL

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD OF EDUCATION ON JULY 15, 2008.

RESOLUTION #08-07-092

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MARKETING EDUCATION
CLEVELAND HEIGHTS – UNIVERSITY HEIGHTS
CITY SCHOOL DISTRICT

Our sincere gratitude is extended to the below listed individuals for their assistance, cooperation and support in preparing this course of study.

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RECOMMENDATION BY VOCATIONAL ADVISORY COMMITTEE

MARKETING EDUCATION

Cleveland Heights-University Heights City School District

The Marketing Education Advisory Committee, Cleveland Heights-University Heights City School District, has reviewed this course of study and recommends it for use as the foundation for instruction in classroom, laboratory, and cooperative occupational experiences.

The development of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found on the Occupational Competency Analysis Profile for this program have been reviewed and accepted as being congruent with our school district's philosophy and student outcome measures. Minor modifications have been made to the OCAP as stated in the program description section of this course of study. Additional competencies related to employment skills have been incorporated into the course of study.

We believe that this course of study adequately and correctly focuses upon the development of technical competencies, attitude, values, and appreciations critical to successful employment.

The Marketing Education Advisory committee recommended this course of study on

5-19-08
(date)

Mary P. Anderson
Committee Chairperson

Brian Lamb
Business, Industry, labor member

Christine A. Corsi
Business, Industry, labor member

DISTRICT PHILOSOPHY

PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.

2. Learning is essential to individual independence and the general welfare of the changing American society.

3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.

4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -- students, teachers, administrators -- at different levels of understanding and maturity.

5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.

6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.

7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970
Revised by Board of Education January 31, 1977
Re-adopted by Board of Education January 3, 1978; March 14, 1983; December 11, 1989

Key to Profile Codes

Importance of Competencies

All of the competencies in this document represent the minimum requirements for a College Tech Prep program. It is the responsibility of the local consortia to further define and/or expand, as needed, the descriptors for each competency. Each competency must be taught at the Proficient level (P) by the completion of the College Tech Prep program, which is an Associate Degree (AD). A minimal number of competencies have been identified as Introduce (I) at the Associate Degree level. These may require further higher education.

This document integrates college prep academics with technical skill. Technical skills are a required component.

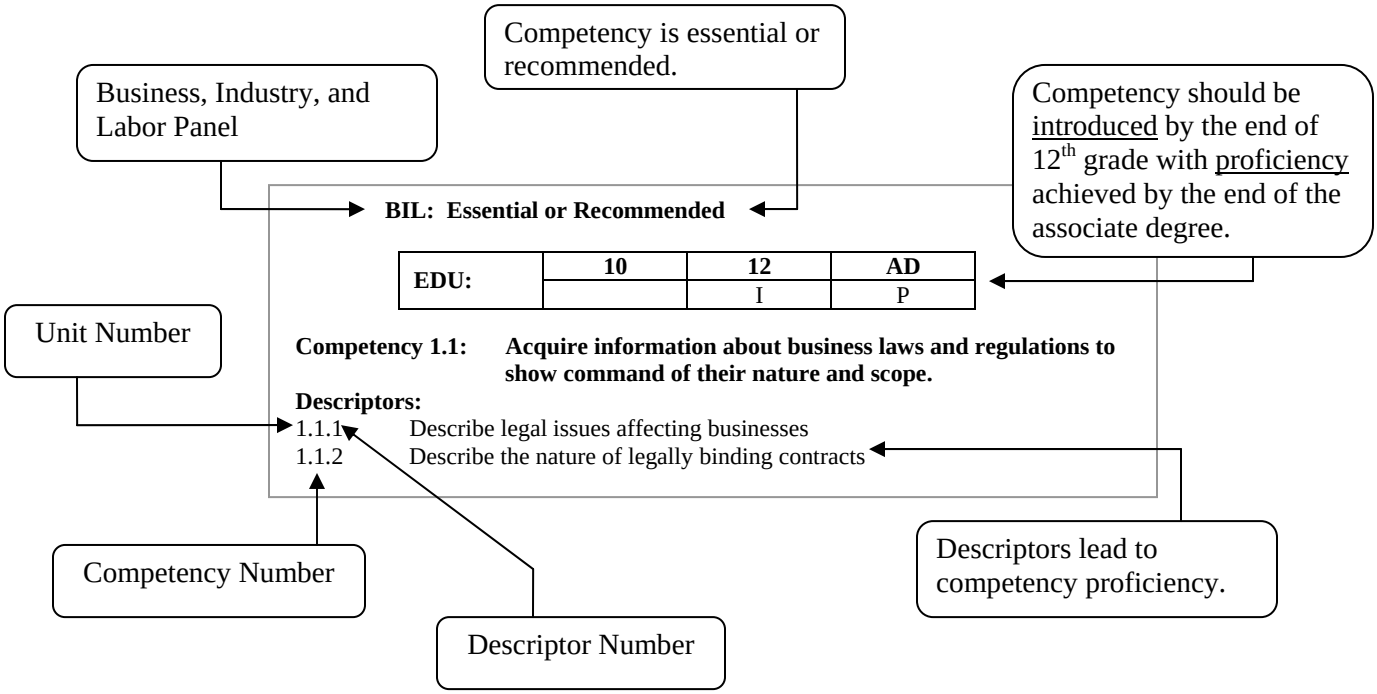
- **I** = **Introduce** (Learner will demonstrate knowledge and comprehension of the competency.)
- **P** = **Proficient** (Learner will demonstrate ability to apply knowledge of and/or perform the competency.)
- **R** = **Reinforced** (Competencies marked proficient at the secondary level are to be reinforced at the associate degree level.)

Grade Level:
- **10** = by the end of grade 10
- **12** = by the end of grade 12
- **AD** = by the end of the Associate Degree

Academic Connection:
As rigorous programs of study, College Tech Prep and Career-Technical programs required academics to be taught at a college preparatory level, and contextually within the technical content. State academic mathematics and language arts benchmarks are embedded within the Career Field Technical Content Standards Document (CFS).

Additional Profile Codes:
TPO: Terminal Performance Objective

Example of Profile Codes



Definitions

Marketing and Marketing Education

Educational programs in marketing prepare learners for career opportunities whose activities help to identify and understand target audience needs or wants; generate target audience demand; and/or get a good, service, idea, or experience to that audience through the execution of marketing plans. According to the American Marketing Association (2004), "marketing is an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders." These career pathways include marketing communications, marketing management, marketing research, merchandising, and professional sales/sales management.

Integrated Marketing Communications

Educational programs in marketing communications prepare learners for marketing careers that inform, remind, and/or persuade a target audience. Examples of marketing communications activities include advertising, direct marketing, public relations, sales promotion, sponsorship, cause marketing, and multimedia marketing communications. Sample occupations include:

- Account Executive - Advertising
- Account Executive, Sr. - Advertising
- Advertising Coordinator
- Advertising Manager
- Advertising Sales Director
- Assistant Account Executive
- Assistant Media Buyer
- Associate Account Executive
- Director of Client Services
- Director of Development
- Electronic Marketing Manager
- Events/Promotion Coordinator
- Exhibit Display Coordinator
- Exhibit Display Manager
- Field Marketing Manager/Director
- Field Marketing Specialist
- Marketing Communication Manager
- Media Buyer
- Media Coordinator
- Media Director
- Media Planner
- Media Supervisor
- Package Design Manager
- Public Relations Director
- Public Relations Manager
- Public Relations Specialist
- Sales Promotions Manager
- Sales Promotions Coordinator
- Trade Show Manager

Marketing Management

Educational programs in marketing management prepare learners for careers requiring broad, cross-functional knowledge of marketing and management. These functions include supply-chain management, marketing-information management, pricing, product/service management, marketing communications, and selling. Sample occupations include:

- Brand Ambassador
- Chief Marketing Officer
- Marketing Director
- Marketing Manager
- Marketing Specialist
- Product/Brand Manager
- Relationship Manager

Marketing Research
Educational programs in marketing research prepare learners for marketing careers that utilize qualitative and quantitative research methods to interpret information to provide insights, and to help to determine and measure marketing trends, problems, needs, and issues. This includes the ability to design data-collection processes, collect data, analyze data, and present data to be used to make business decisions. Sample occupations include:

- Assistant Market Analyst
- Assistant Product Analyst
- Competitive Intelligence Specialist
- Customer-Insights Specialist
- Market Research Interviewers
- Marketing Research Analyst
- Marketing Research Director
- Marketing Research Manager
- Marketing Research Supervisor
- Primary Data Analyst
- Secondary Data Analyst
- Trends Specialist

Retail Merchandising
Educational programs in merchandising prepare learners for careers in retailing that focus on efficient and effective product planning, product selection, buying, licensing, and inventory control. Sample occupations include:

- Associate Buyer
- Buyer
- Buyer Trainee
- General Merchandise Divisional Manager
- Merchandise Allocator
- Merchandise Manager
- Merchandiser
- Merchandise Planner
- Merchandising Assistant
- Merchandising Coordinator

Professional Sales/Sales Management
Educational programs in professional sales/sales management prepare learners for careers in businesses that offer services, equipment, machines, supplies, parts, and finished goods to other businesses to use for business operations, for the manufacture of other products, for samples passed on to others, or for resale to others. These occupations require in-depth knowledge of the target customer such as the customer's needs, business, competitors, and products; pre-sales activities; sales processes and techniques; and servicing after the sale. Sample occupations include:

- Account Manager
- Broker
- Director of Sales
- District Sales Manager
- Industrial Sales Agent
- Marketing Sales Consultant
- National Sales Manager
- Manufacturer's Representative
- Regional Sales Manager
- Sales Agent
- Sales Engineer
- Sales Executive
- Sales Representative
- Territorial Sales Manager
- Vice President of Sales/Marketing

Marketing Core

Instructional Unit 1: Business Law

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 1.1: Acquire information about business laws and regulations to show command of their nature and scope.

TPO: With the use of provided websites and worksheet, acquire information about business laws and regulations to show command of their nature and scope, worksheet with 90% accuracy.

Descriptors:

1.1.1 Explain the nature of business ethics and social responsibility
1.1.2 Discuss the nature of law and sources of law in the United States
1.1.3 Describe the United States' judicial system
1.1.4 Describe legal issues affecting businesses

BIL: Recommended

EDU:	10	12	AD
			I

Competency 1.2: Explain the civil foundations of the legal environment of business.

TPO: Through a class discussion, explain the civil foundations of the legal environment of business, complete a worksheet with 80% accuracy.

Descriptors:

1.2.1 Identify the basic torts relating to business enterprises
1.2.2 Describe the nature of legally binding contracts
1.2.3 Describe different types of contracts
1.2.4 Discuss the requirements for a binding, legal agreement
1.2.5 Explain the importance of property in the legal environment of business

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 1.3: Explore the regulatory environment of United States' businesses.

TPO: After reading the related text chapter, explore the regulator environment of United States' businesses; match the laws to names with 90% accuracy.

Descriptors:

1.3.1 Describe the nature of legal procedure
1.3.2 Explain the nature of product liability and advertising regulation
1.3.3 Discuss the nature of debtor—creditor relationships
1.3.4 Explain the nature of agency relationships
1.3.5 Discuss the nature of environmental law
1.3.6 Discuss the role of administrative law

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 1.4: Describe types of business ownership.

TPO: After a class discussion, describe types of business ownership, write four items learned about three types of business ownership.

Descriptors:

1.4.1 Identify types of business ownership
1.4.2 List types of businesses that would probably use a sole proprietorship form of ownership.
1.4.3 Explain the purposes of forming a partnership.
1.4.4 Describe types of partnership arrangements.
1.4.5 Describe the process for forming a corporation.
1.4.6 Describe forms of corporations.
1.4.7 Explain ways in which corporations grow.
1.4.8 Describe the importance of franchises in our society.

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 1.5: Select form of business ownership.

TPO: With the use of a newspaper article, select form of business ownership, list four advantages and four disadvantages for each type of ownership.

Descriptors:

1.5.1 Describe the advantages and disadvantages of sole proprietorships.
1.5.2 Describe the advantages and disadvantages of partnerships.
1.5.3 Discuss the advantages and disadvantages of corporations.
1.5.4 Explain the advantages and disadvantages of hybrid forms of business ownership.
1.5.5 Explain factors that affect the choice of ownership form.
1.5.6 Demonstrate procedures for selecting a form of business ownership.

Instructional Unit 2: Communication Skills

BIL: Essential

EDU:	10	12	AD
	I	R	P

Competency 2.1: Read to acquire meaning from written material and to apply the information to a task.

TPO: Presented with a reading activity, read to acquire meaning from written material and to apply the information to a task, complete the handout with 80% accuracy.

Descriptors:

2.1.1 Identify sources that provide relevant, valid written material
2.1.2 Extract relevant information from written materials
2.1.3 Apply written directions to achieve tasks
2.1.4 Analyze company resources to ascertain policies and procedures

BIL: Essential

EDU:	10	12	AD
	I	R	P

Competency 2.2: Apply active listening skills to demonstrate understanding of what is being said.

TPO: Through the use of a listening game, apply active listening skills to demonstrate understanding of what is being said with 80% of the message being passed accurately.

Descriptors:

2.2.1 Explain communication techniques that support and encourage a speaker
2.2.2 Use paraphrasing strategies
2.2.3 Summarize another person's key points
2.2.4 Probe to clarify speaker's thinking
2.2.5 Use body language to show interest in what a speaker is saying
2.2.6 Follow oral directions
2.2.7 Demonstrate active listening skills

BIL: Essential

EDU:	10	12	AD
	I	R	P

Competency 2.3: Apply verbal skills to obtain and convey information.

TPO: Given a blank phone memo form, apply verbal skills to obtain and convey information, with 100% of the needed information completed accurately.

Descriptors:

2.3.1 Explain the nature of effective verbal communications
2.3.2 Ask relevant questions
2.3.3 Interpret others' nonverbal cues
2.3.4 Provide legitimate responses to inquiries
2.3.5 Give verbal directions
2.3.6 Employ communication codes appropriate to target audience
2.3.7 Defend ideas objectively
2.3.8 Handle telephone calls in a businesslike manner
2.3.9 Participate in group discussions
2.3.10 Make oral presentations

BIL: Essential

EDU:	**10**	**12**	**AD**
		P	**R**

Competency 2.7: Communicate with co-workers and supervisors to clarify workplace objectives.

TPO: Through a class activity, communicate with co-workers and supervisors to clarify workplace objectives, with 80% accuracy.

Descriptors:

2.7.1 Explain the nature of staff communication
2.7.2 Choose appropriate channel for workplace communication
2.7.3 Participate in a staff meeting

Instructional Unit 3: Customer Relations

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 3.1: Foster positive relationships with customers to enhance company image.

TPO: With the use of a newspaper article, foster positive relationships with customers to enhance company image, listing five positive ways a customer can be assisted.

Descriptors:

3.1.1 Explain the nature of positive customer relations
3.1.2 Demonstrate a customer-service mindset

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 3.2: Respond appropriately to customers to foster positive relationships.

TPO: In a role-play situation, respond appropriately to customers to foster positive relationships, by listing 10 positive comments that can be made to a customer.

Descriptors:

3.2.1 Reinforce service orientation through communication
3.2.2 Respond to customer inquiries
3.2.3 Interpret business policies to customers/clients

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 3.3: Resolve conflicts with/for customers to encourage repeat business.

TPO: Given a list of skills, resolve conflicts with/for customers to encourage repeat business, by writing five positive ways to resolve a customer's complaint.

Descriptors:

3.3.1 Handle difficult customers

3.3.2 Handle customer/client complaints

BIL: Essential

EDU:	**10**	**12**	**AD**
	I	**P**	**R**

Competency 3.5: Explain management's role in customer relation.

TPO: After a class discussion, explain management's role in customer relations, writing three strategies used by management to resolve customer problems.

Descriptors:

3.5.1 Describe management's role in developing policies that will impact customer relations

3.5.2 Explain types of policies that affect customer relations

3.5.3 Describe techniques/strategies for rewarding employees for effective customer relationships

Instructional Unit 4: Economics

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 4.1: Explain fundamental economic concepts to obtain a foundation for employment in business.

TPO: Using information gathered, explain fundamental economic concepts to obtain a foundation for employment in business, with 80% accuracy.

Descriptors:

4.1.1 Distinguish between economic goods and services
4.1.2 Explain the concept of economic resources
4.1.3 Discuss the determination of income distribution, including poverty and discrimination
4.1.4 Explain how economics is a social science that draws conclusions based on hypotheses, theories, and data in order to understand human behavior
4.1.5 Describe the concepts of economic scarcity, choice, and economic activities
4.1.6 Determine economic utilities created by business activities

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 4.2: Discuss the interactions of supply, demand, and price.

TPO: With the use of overhead slides, discuss the interactions of supply, demand, and price with 90% accuracy.

Descriptors:

4.2.1 Explain how scarce resources are allocated
4.2.2 Describe how the markets for resources operate and how they determine wage rates, interest, and rent
4.2.3 Discuss the concepts of opportunity cost and the production possibility frontier
4.2.4 Explain how consumers make choices
4.2.5 Explain the principles of supply and demand
4.2.6 Discuss the impact of elasticity on demand
4.2.7 Describe the functions of prices in markets
4.2.8 Explain the concept of equilibrium
4.2.9 Describe how markets function

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 4.3: Describe the nature of business to show its contributions to society.

TPO: After a class discussion, describe the nature of business to show its contributions to society and list in writing five ways this can be accomplished.

Descriptors:

4.3.1 Explain the role of business in society
4.3.2 Describe types of business activities
4.3.3 Explain production theory
4.3.4 Discuss the costs of production

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 4.4: Differentiate among economic systems to understand the environments in which businesses function.

TPO: Given a worksheet, differentiate among economic systems to understand the environments in which businesses function, complete worksheet with 80% accuracy.

Descriptors:

4.4.1 Explain the types of economic systems
4.4.2 Explain the concept of private enterprise
4.4.3 Identify factors affecting a business's profit
4.4.4 Determine factors affecting business risk
4.4.5 Explain the concept of competition
4.4.6 Describe businesses' market structures

BIL: Recommended

EDU:	10	12	AD
			I

Competency 4.5: Discuss the impact of government on business activities to make informed economic decisions.

TPO: After a field trip to the Federal Reserve Bank, discuss the impact of government on business activities to make informed economic decisions and complete an assessment instrument with 80% accuracy.

Descriptors:

4.5.1 Determine the relationship between government and business
4.5.2 Describe the nature of taxes
4.5.3 Discuss the nature of monetary policy
4.5.4 Discuss the supply and demand for money
4.5.5 Explain the role of the Federal Reserve System
4.5.6 Explain the concept of fiscal policies
4.5.7 Discuss the development of aggregate demand and aggregate supply
4.5.8 Apply aggregate demand and aggregate supply
4.5.9 Describe the effects of fiscal and monetary policies
4.5.10 Discuss the effects of the federal government's budget deficit
4.5.11 Explain the concept of long run growth and policies that affect business growth

BIL: Essential

EDU:	**10**	**12**	**AD**
			I

Competency 4.6: Analyze cost/profit relationships to guide business decision-making.

TPO: Given a worksheet, analyze cost/profit relationships to guide business decision-making, complete with 80% accuracy.

Descriptors:

4.6.1 Explain the concept of productivity
4.6.2 Analyze the effects of government expenditures and tax policies on productivity
4.6.3 Analyze impact of specialization/division of labor on productivity
4.6.4 Explain the economic concepts of efficiency and equity
4.6.5 Explain the concept of organized labor and business
4.6.6 Explain the impact of the law of diminishing returns
4.6.7 Describe the concept of economies of scale
4.6.8 Describe the nature of cost/benefit analysis
4.6.9 Determine relationships among total revenue, marginal revenue, output, and profit

BIL: Recommended

EDU:	10	12	AD
		I	R

Competency 4.7: Explain economic indicators to measure economic trends and conditions.

TPO: With the aid of references, explain economic indicators to measure economic trends and conditions, complete assessment tool with 80% accuracy.

Descriptors:

4.7.1 Explain measures used to analyze economic conditions, including the level of income, the level of employment, the unemployment rate, the natural rate of unemployment, the price level, the inflation rate, productivity and the rate of interest
4.7.2 Describe the concept of price stability as an economic measure
4.7.3 Explain the basics of theories of macroeconomic instability
4.7.4 Discuss the measure of consumer spending as an economic indicator
4.7.5 Discuss the impact of a nation's unemployment rates
4.7.6 Describe the economic impact of inflation on business
4.7.7 Explain unemployment and inflation tradeoffs
4.7.8 Explain the economic impact of interest-rate fluctuations
4.7.9 Determine the impact of business cycles on business activities
4.7.10 Explain how monetary and fiscal policies can be used to regulate business cycles

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 4.8: Determine global trade's impact on business decision-making.

TPO: Given a magazine article, determine global trade's impact on business decision-making; complete a matching assessment with 80% accuracy.

Descriptors:

4.8.1 Explain the nature of global trade
4.8.2 Describe how to create comparative advantage
4.8.3 Explain the determinants of global trade flows
4.8.4 Describe the determinants of exchange rates and their effects on the domestic economy
4.8.5 Discuss the impact of cultural and social environments on world trade
4.8.6 Explain labor issues associated with global trade
4.8.7 Describe the impact of regional trade organizations on global trade
4.8.8 Apply economic reasoning to better understand and critically evaluate real world circumstances and events

Instructional Unit 5: Emotional Intelligence

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 5.1: Foster self-understanding to recognize the impact of personal feelings on others.

TPO: After reviewing handouts, foster self-understanding to recognize the impact of personal feelings on others, complete handout to 80% accuracy.

Descriptors:

5.1.1 Describe the nature of emotional intelligence
5.1.2 Explain the concept of self esteem
5.1.3 Recognize personal biases and stereotypes
5.1.4 Assess personal strengths and weaknesses

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 5.2: Develop personal traits to foster career advancement.

TPO: Through the use of a worksheet, develop personal traits to foster career advancement, with 80% accuracy.

Descriptors:

5.2.1 Identify desirable personality traits important to business
5.2.2 Exhibit self-confidence
5.2.3 Demonstrate interest and enthusiasm
5.2.4 Demonstrate initiative

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 5.3: Apply ethics to demonstrate trustworthiness in working with others.

TPO: Given various scenarios, apply ethics to demonstrate trustworthiness in working with others, answer ethically with 90% accuracy.

Descriptors:

5.3.1 Demonstrate responsible behavior
5.3.2 Demonstrate honesty and integrity
5.3.3 Demonstrate ethical work habits

BIL: Essential

EDU:	**10**	**12**	**AD**
	I	**P**	**R**

Competency 5.5: Identify with others' feelings, needs, and concerns to enhance interpersonal relations.

TPO: Using role play, identify with others' feelings, needs, and concerns to enhance interpersonal relations, in a three minute oral report.

Descriptors:

5.5.1 Respect the privacy of others
5.5.2 Show empathy for others
5.5.3 Exhibit cultural sensitivity

BIL: Essential

EDU:	**10**	**12**	**AD**
	I	**P**	**R**

Competency 5.8: Apply problem-solving techniques to obtain solutions to issues/questions.

TPO: Through the use of a handout, apply problem-solving techniques to obtain solutions to issues/questions, by responding with 80% accuracy.

Descriptors:

5.8.1 Explain the use of problem-solving techniques in business
5.8.2 Recognize that problems have multiple possible solutions
5.8.3 Describe how to select the optimal solution to a problem
5.8.4 Demonstrate problem-solving skills

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 5.10: Implement teamwork techniques to accomplish goals.

TPO: Given a team building activity, implement teamwork techniques to accomplish goals, with each team listing 5 steps to be taken to build consensus skills.

Descriptors:

5.10.1 Participate as a team member
5.10.2 Use consensus-building skills
5.10.3 Encourage team building
5.10.4 Motivate team members

Instructional Unit 6: Entrepreneurship

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.1: Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.

TPO: After viewing websites related to the topic, employ entrepreneurial discovery strategies to generate feasible ideas for business ventures, writing a two page report on a new business idea.

Descriptors:

6.1.1 Explain the need for entrepreneurial discovery
6.1.2 Discuss entrepreneurial discovery processes
6.1.3 Assess global trends and opportunities
6.1.4 Determine opportunities for venture creation
6.1.5 Assess opportunities for venture creation
6.1.6 Describe idea-generation methods
6.1.7 Generate venture ideas
6.1.8 Determine feasibility of ideas

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 6.3: Determine needed resources for a new business venture to contribute to its start-up viability.

TPO: After a guest speaker, determine needed resources for a new business venture to contribute to its start-up viability, listing 7 resources needed to start a new business.

Descriptors:

6.3.1 Distinguish between debt and equity financing for venture creation
6.3.2 Describe processes used to acquire adequate financial resources for venture creation/start-up

6.3.3 Select sources to finance venture creation/start-up
6.3.4 Explain factors to consider in determining a venture's human-resource needs
6.3.5 Explain considerations in making the decision to hire staff
6.3.6 Describe considerations in selecting capital resources
6.3.7 Acquire capital resources needed for the venture
6.3.8 Assess the costs/benefits associated with resources

BIL: Essential

EDU:	**10**	**12**	**AD**
	I	**P**	**R**

Competency 7.3: Manage personal finances to achieve financial goals.

TPO: Through the use of computer templates, manage personal finances to achieve financial goals, with 90% accuracy.

Descriptors:
7.3.1 Explain the nature of tax liabilities
7.3.2 Interpret a pay stub
7.3.3 Maintain financial records
7.3.4 Read and reconcile bank statements
7.3.5 Demonstrate the wise use of credit
7.3.6 Validate credit history
7.3.7 Protect against identity theft
7.3.8 Prepar***e*** personal income tax forms

Instructional Unit 9: Information Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 9.6: Demonstrate basic web-search skills to obtain needed information.

TPO: With the use of a given search engine, demonstrate basic web-search skills to obtain needed information, with 100% accuracy.

Descriptors:

9.6.1 Explain the importance of search engines in locating information
9.6.2. Locate specified topics on the web
9.6.3. Access specified topics through links on a web page
9.6.4 Download information to a disk

Instructional Unit 10: Marketing

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.1: Describe marketing's role and function in business to show command of its nature and scope.

TPO: After reading the related text chapter, describe marketing's role and function in business to show command of its nature and scope, complete a worksheet with 90% accuracy.

Descriptors:

10.1.1 Explain marketing and its importance in a global economy
10.1.2 Discuss the marketing concept
10.1.3 Describe marketing functions and related activities

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.2: Acquire foundational knowledge of customer/client/business behavior to understand what motivates customers' decision-making.

TPO: Through the use of a survey, acquire foundational knowledge of customers/client/business behavior to understand what motivates customers' decision-making, completing a graph showing the results of the survey.

Descriptors:

10.2.1 Identify factors that motivate customers/clients/businesses
10.2.2 Explain customer/client/business buying behavior
10.2.3 Discuss levers employees can use to motivate/inspire customer/client/ business decision making

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 10.3: Explain company's unique selling proposition to recognize what sets the company apart from its competitors.

TPO: After review a company's sales strategy, explain company's unique selling proposition to recognize what sets the company apart from its competitors, with 80% accuracy.

Descriptors:
10.3.1 Identify the company's unique selling proposition
10.3.2 Identify internal and external service standards

Instructional Unit 11: Operations

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 11.1: Adhere to health and safety regulations to support a safe work environment.

TPO: Through the use of videos and handouts, adhere to health and safety regulations to support a safe work environment, with 100% accuracy.

Descriptors:
11.1.1 Describe health and safety regulations in business
11.1.2 Report noncompliance with business health and safety regulations

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 11.3: Determine needed policies/procedures to protect employee and customer safety.

TPO: By means of a class discussion, determine needed policies/procedures to protect employee and customer safety, listing 15 policies/procedures common in a retail situation.

Descriptors:

11.3.1 Identify potential safety issues
11.3.2 Establish safety policies and procedures

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 11.4: Implement security policies/procedures to minimize chance for loss.

TPO: With the help of a guest speaker, implement security policies/procedures to minimize chance for loss, listing 15 common policies/procedures in a retail situation.

Descriptors:

11.4.1 Identify security risks
11.4.2 Explain routine security precautions
11.4.3 Follow established security procedures/policies
11.4.4 Protect company information and intangibles

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 11.5: Develop strategies to protect workplace security.

TPO: After a brainstorming session, develop strategies to protect workplace security, listing 15 common to a retail situation.

Descriptors:

11.5.1 Identify potential security issues
11.5.2 Establish policies to protect company information and intangibles
11.5.3 Establish policies to maintain a non-hostile work environment
11.5.4 Establish policies and procedures to maintain physical security of the work environment

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 11.8: Implement purchasing activities to obtain business supplies, equipment, and services.

TPO: After reading the chapter in the textbook on Purchasing, implement purchasing activities to obtain business supplies, equipment, and services, complete a test with 80% accuracy.

Descriptors:

11.8.1 Explain the nature and scope of purchasing
11.8.2 Place orders/reorders
11.8.3 Maintain inventory of supplies
11.8.4 Explain purchasing rules
11.8.5 Manage the bid process used in purchasing
11.8.6 Review legal documents involved in purchasing contracts
11.8.7 Select vendors
11.8.8 Evaluate vendor performance

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 11.11: Implement expense-control strategies to enhance a business's financial well being.

TPO: Upon completion of a spreadsheet template, implement expense-control strategies to enhance a business's financial well being, with 90% accuracy.

Descriptors:

11.11.1 Explain the nature of overhead/operating costs
11.11.2 Explain employee's role in expense control
11.11.3 Control use of supplies
11.11.4 Negotiate service and maintenance contracts
11.11.5 Negotiate lease or purchase of facility
11.11.6 Develop expense control plans
11.11.7 Use budgets to control operations

Instructional Unit 12: Professional Development

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.1: Acquire self-development skills to enhance relationships and improve efficiency in the work environment.

TPO: Through a class discussion, acquire self-development skills to enhance relationships and improve efficiency in the work environment, listing 10 ways to improve efficiency at a job site.

Descriptors:

12.1.1 Maintain appropriate personal appearance
12.1.2 Set personal goals

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.2: Utilize critical-thinking skills to determine best options/ outcomes.

TPO: After viewing videos, utilize critical-thinking skills to determine best options/outcomes, listing 10 ways to make decision and problem solve.

Descriptors:

12.2.1 Explain the need for innovation skills
12.2.2 Make decisions
12.2.3 Demonstrate problem-solving skills
12.2.4 Demonstrate appropriate creativity

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.3: Participate in career-planning to enhance job-success potential.

TPO: Upon completion of the lesson, participate in career-planning to enhance job-success potential, listing 10 techniques used to obtain and advance in a career.

Descriptors:

12.3.1 Assess personal interests and skills needed for success in business
12.3.2 Analyze employer expectations in the business environment
12.3.3 Explain the rights of workers
12.3.4 Identify sources of career information
12.3.5 Identify tentative occupational interest
12.3.6 Explain employment opportunities in business

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 12.4: Implement job-seeking skills to obtain employment.

TPO: After completion of a class project, implement job-seeking skills to obtain employment, completing a job application with 100% accuracy.

Descriptors:

12.4.1 Utilize job-search strategies
12.4.2 Complete a job application
12.4.3 Interview for a job
12.4.4 Write a follow-up letter after job interviews
12.4.5 Write a letter of application
12.4.6 Prepare a résumé
12.4.7 Develop correspondence appropriate to the job search
12.4.8 Use networking techniques

BIL: Recommended

EDU:	10	12	AD
	I	R	P

Competency 12.5: Utilize career-advancement activities to enhance professional development.

TPO: After role playing, utilize career- advancement activities to enhance professional development, listing 5 possible resources to obtain employment.

Descriptors:

12.5.1 Describe techniques for obtaining work experience (e.g., volunteer activities, internships)
12.5.2 Explain the need for ongoing education as a worker
12.5.3 Explain possible advancement patterns for jobs
12.5.4 Identify skills needed to enhance career progression
12.5.5 Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors)

Instructional Unit 13: Strategic Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 13.2: Utilize planning tools to guide organization's/department's activities.

TPO: Through the use of a template, utilize planning tools to guide organization's/department's activities, completed to 100% accuracy.

Descriptors:

13.2.1 Explain the nature of business plans
13.2.2 Develop company goals/objectives
13.2.3 Define business mission
13.2.4 Conduct an organizational SWOT
13.2.5 Explain external planning considerations
13.2.6 Develop action plans
13.2.7 Develop business plan

Instructional Unit 15: Marketing-Information Management

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 15.1: Discuss marketing-information management activities to show command of their nature and scope.

TPO: After a class discussion and worksheet, discuss marketing-information management activities to show command of their nature and scope, completing worksheet with 80% accuracy.

Descriptors:

15.1.1 Describe the need for marketing information
15.1.2 Explain the nature and scope of the marketing information management function
15.1.3 Explain the role of ethics in marketing-information management
15.1.4 Describe the use of technology in the marketing-information management function

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 15.2: Explain marketing-research activities to show command of their nature and scope.

TPO: After completion of a class project, explain marketing-research activities to show command of their nature and scope, completing 10 questions to be used in a survey.

Descriptors:

15.2.1 Explain the nature of marketing research
15.2.2 Explain types of primary marketing research
15.2.3 Identify sources of primary and secondary data
15.2.4 Explain research techniques
15.2.5 Recognize the marketing-research problem/issue
15.2.6 Identify research approaches (e.g., observation, survey, experiment) appropriate to the research problem
15.2.7 Identify the relationship between the research purpose and the marketing research objectives
15.2.8 Discuss sampling plans (i.e., who, how many, how chosen)
15.2.9 Describe types of rating scales (including Likert scales, semantic differential scales, behavior intention scales, etc.)
15.2.10 Explain the use of diaries (e.g., product, media-use, contact)
15.2.11 Explain qualitative research

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 15.3: Describe data-collection methods to evaluate their appropriateness for the research problem/issue.

TPO: Presented with a reading activity, describe data-collection methods to evaluate their appropriateness for the research problem/issue, completing worksheet with 90% accuracy.

Descriptors:

15.3.1 Identify information monitored for marketing decision making
15.3.2 Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners)

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 15.4: Interpret marketing information to test hypotheses and/or to resolve issues.

TPO: After reading the text, interpret marketing information to test hypotheses and/or to resolve issues, listing 7 ways to resolve issues.

Descriptors:

15.4.1 Describe techniques for processing marketing information

15.4.2 Interpret descriptive statistics for marketing decision making

Instructional Unit 16: Market Planning

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 16.2: Explain the concept of market and market identification to identify targeted audiences.

TPO: After reading the text, explain the concept of market and market identification to identify targeted audiences by completing a graph on how a common product can be segmented.

Descriptors:

16.2.1 Explain the importance of target markets to businesses.
16.2.2. Describe advantages and disadvantages of mass marketing.
16.2.3 Describe advantages and disadvantages of using market segments.
16.2.4 Explain why the use of market segments is increasing.
16.2.5 Describe demographic characteristics that are analyzed by marketers.
16.2.6 Explain the value of geographic segmentation.
16.2.7 Discuss the value of psychographic segmentation.
16.2.8 Describe types of behavioral segmentation.

BIL: Essential

EDU:	10	12	AD
		I	P

Competency 16.3: Employ marketing-information to develop a marketing plan.

TPO: Through the use of class notes, employ marketing-information to develop a marketing plan, completing the template with 100% accuracy.

Descriptors:

16.3.1 Identify market segments
16.3.2 Select target market
16.3.3 Explain the nature of marketing planning
16.3.4 Explain the nature of marketing plans
16.3.5 Explain the role of situational analysis in the marketing planning process
16.3.6 Conduct market analysis
16.3.7 Conduct SWOT analysis for use in the marketing planning process
16.3.8 Assess global trends and opportunities
16.3.9 Conduct competitive analysis
16.3.10 Explain the nature of sales forecasts
16.3.11 Forecast sales for marketing plan
16.3.12 Set marketing goals, objectives, and metrics
16.3.13 Set a marketing budget
16.3.14 Develop marketing plan

Instructional Unit 17: Pricing

BIL: Essential

EDU:	**10**	**12**	**AD**
	I	**P**	**R**

Competency 17.1: Explain pricing activities to show command of their role in marketing.

TPO: After reading the text and using a worksheet, explain pricing activities to show command of their role in marketing, complete worksheet with 80% accuracy.

Descriptors:

17.1.1 Explain the nature and scope of the pricing function
17.1.2 Describe the role of business ethics in pricing
17.1.3 Explain the use of technology in the pricing function
17.1.4 Explain legal considerations for pricing
17.1.5 Explain factors affecting pricing decisions (e.g., pricing standards, client attitudes, consumer purchase cycles [frequency and quantities purchased], brand positioning, competition, costs, etc.)

Instructional Unit 18: Product/Service Management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 18.1: Explain product/service management activities to show command of their nature and scope.

TPO: After a class discussion, explain product/service management activities to show command of their nature and scope, competing test with 80% accuracy.

Descriptors:

18.1.1 Explain the nature and scope of the product/service management function
18.1.2 Identify the impact of product life cycles on marketing decisions
18.1.3 Describe the use of technology in the product/service management function
18.1.4 Explain business ethics in product/service management

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 18.2: Generate product ideas to contribute to ongoing business success.

TPO: After picking an existing retail operation, generate product ideas to contribute to ongoing business success, listing 10 that could help improve business.

Descriptors:

18.2.1 Identify product opportunities
18.2.2 Identify methods/techniques to generate a product idea
18.2.3 Generate product ideas
18.2.4 Determine initial feasibility of product idea
18.2.5 Adjust idea to create functional product
18.2.6 Identify champion to push ideas through to fruition
18.2.7 Create processes for ongoing opportunity recognition

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 18.3: Apply quality assurances to enhance product/service offerings.

TPO: Given examples of products, apply quality assurances to enhance product/service offerings to, writing a warranty for each of five products.

Descriptors:

18.3.1 Describe the uses of grades and standards in marketing
18.3.2 Explain warranties and guarantees
18.3.3 Identify consumer protection provisions of appropriate agencies
18.3.4 Evaluate customer experience

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 18.4: Employ product-mix strategies to meet customer expectations.

TPO: With the use of a handout, employ product-mix strategies to meet customer expectations, complete handout with 80% accuracy.

Descriptors:

18.4.1 Explain the concept of product mix
18.4.2 Describe the nature of product bundling
18.4.3 Identify product to fill customer need
18.4.4 Plan product mix
18.4.5 Determine services to provide customers

Instructional Unit 19: Marketing Communications

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.1: Describe marketing-communications activities to show command of their nature and scope.

TPO: With the use of a newspaper article, describe marketing-communications activities to show command of their nature and scope, completing worksheet with 80% accuracy.

Descriptors:

19.1.1 Explain the role of marketing communications as a marketing function
19.1.2 Explain the types of marketing communications
19.1.3 Identify the elements of the marketing-communications mix
19.1.4 Describe the use of business ethics in marketing communications
19.1.5 Describe the use of technology in the marketing-communications function
19.1.6 Describe the regulation of marketing communications

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.2: Explain marketing communications channels used to communicate promotional messages to targeted audiences.

TPO: After a classroom activity, explain marketing communications channels used to communicate promotional messages to targeted audiences, listing 5 of the key factors involved in the activity.

Descriptors:

19.2.1 Explain the types of advertising media
19.2.2 Describe word-of-mouth channels used to communicate with targeted audiences
19.2.3 Discuss direct marketing channels
19.2.4 Identify communications channels used in sales promotion
19.2.5 Explain communications channels used in public-relations activities
19.2.6 Describe considerations in using databases in marketing communications

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.3: Explain components of advertisements

TPO: From workbook assignment, explain components of advertising, with 80% accuracy.

Descriptors:

19.3.1 Explain the purpose of each element in an advertisement
19.3.2. Describe the purpose of an ad's layout
19.3.3 Identify approaches businesses can use with headlines to achieve the ad's objectives.
19.3.4 Explain ways businesses can use illustrations in advertisements to focus reader's attention on the product.
19.3.5 Describe copy techniques that businesses can use to create desire for a product in a print advertisement.
19.3.6 Identify types of information contained in the identification element of advertisements.
19.3.7 Explain the importance of coordinating the elements in advertisements.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 19.4: Explain public-relations activities

TPO: After showing examples of both public-relations and advertisements, explain public-relations activities, listing 5 traits common to public relations and 5 traits common to advertising.

Descriptors:

19.4.1 Identify types of public-relations activities
19.4.2 Explain the importance of public relations
19.4.3 Discuss internal and external audiences for public-relations activities

Instructional Unit 20: Selling

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.1: Describe sales activities to show command of their nature and scope.

TPO: After reading the text, describe sales activities to show command of their nature and scope, list the 7 steps needed to complete a sale with 80% accuracy.

Descriptors:

20.1.1 Explain the nature and scope of the selling function
20.1.2 Explain the role of customer service as a component of selling relationships
20.1.3 Explain key factors in building a clientele
20.1.4 Explain company selling policies
20.1.5 Explain business ethics in selling
20.1.6 Describe the use of technology in the selling function
20.1.7 Describe the nature of selling regulations

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.2: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

TPO: After a class discussion, acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer, list 5 ways to determine what products to offer a customer.

Descriptors:

20.2.1 Acquire product information for use in selling
20.2.2 Analyze product information to identify product features and benefits

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.3: Differentiate between consumer and business buying behavior.

TPO: Given an article from a magazine, differentiate between consumer and business buying behavior, completing the handout with 90% accuracy.

Descriptors:

20.3.1 Discuss motivational theories that impact buying behavior.

20.3.2 Compare factors that influence consumer buying behavior with those influencing business buying behavior.

BIL: Essential

EDU:	10	12	AD
	I	P	R

Competency 20.4: Explain sales processes and techniques used to enhance customer relationships and to increase the likelihood of making sales.

TPO: After reading the text, explain sales processes and techniques used to enhance customer relationships and to increase the likelihood of making sales, listing the 7 steps in the sales process with 100% accuracy.

Descriptors:

20.4.1 Explain the selling process

20.4.2 Discuss the impact of the product on the selling process.

Instructional Unit 31: Marketing-Information Management

BIL: Recommended

EDU:	10	12	AD
	I	P	R

Competency 31.1: Plan marketing-research activities to ensure appropriateness and adequacy of data-collection efforts.

TPO: After a class discussion, plan marketing-research activities to ensure appropriateness and adequacy of data- collection efforts, listing 5 activities useful to selling that product.

Descriptors:

31.1.1 Explain types of primary market research
31.1.2 Analyze media research tools
31.1.3 Select appropriate research techniques
31.1.4 Design qualitative research study

BIL: Recommended

EDU:	10	12	AD
		I	P

Competency 31.2: Collect marketing information to ensure accuracy and adequacy of data for decision-making.

TPO: After a class project, collect marketing information to ensure accuracy and adequacy of data for decision-making, graph data with 80% accuracy.

Descriptors:

31.2.1 Gather brand information
31.2.2 Conduct pre-campaign testing
31.2.3 Track performance of marketing communications campaign
31.2.4 Track trends (e.g., social, buying, media, advertising agency, etc)
31.2.5 Analyze consumer behavior (e.g., media-consumption, buying, etc)
31.2.6 Conduct idea-generation session
31.2.7 Moderate research groups

BIL: Recommended

EDU:	**10**	**12**	**AD**
		P	**R**

Competency 31.3: Process marketing information to test hypotheses and/or to resolve issues.

TPO: Using a graph developed from completed surveys, process marketing information to test hypotheses and/or to resolve issues, by listing 5 resolutions.

Descriptors:

31.3.1 Interpret qualitative research findings

STUDENT ASSESSMENT POLICY
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS
SCHOOL DISTRICT

The student shall perform competencies and competency builders in a manner acceptable to the business community. The standards set for these competencies are recommended by the advisory committee members and employers in various retail businesses and evaluated by the teacher following these guidelines. Competencies will be identified which must be mastered in order to receive credit for the course.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following assessment procedures will be used:

- Pretests
- Post tests
- Teacher observation and evaluations
- Self evaluations
- Class discussions and demonstrations
- Projects Development and Construction
- Oral Tests
- Daily Grades
- Lab and Related Class performance
- Training Plan
- Board Adopted rules and regulations
- Work/field experiences, business partnership evaluations
- Final Exam

Measurement of learning will be an ongoing activity and competency improvement. Assessment will be accomplished through pre-assessment of student skills, frequent formative assessment, both orally and written, and summative assessment to determine appropriate grades consistent with both the schools grading system and school district policy. When a student, grades nine through twelve, accumulates six unexcused absences or fifteen excused and/or unexcused absences in a class at any time during the semester, the student automatically receives a grade of "FA" to indicate failure due to absence.

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 - 0 = F

At the completion of the program each student will receive a Career Passport indicating competencies in which student is proficient.