

**Mississippi Department of Education
Office of Curriculum and Instruction**

Course Title: **Marketing Essentials**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

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Marketing Essentials

Unit 1: Introduction to Marketing

Competency 1: Explain the role of marketing in everyday business functions.

Suggested Enduring Understandings

1. Marketing is important in a global economy.
2. All functions of marketing play a major role in the global economy.

Suggested Essential Questions

1. Why is marketing so important in the global economy?
2. How do the functions of marketing contribute to the global economy?

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

Students are to complete a Blackboard created test on the Marketing LAP 1: Work the Big Six that covers the Marketing Functions.

Evaluate research for content and appearance.

Students are to prepare a political campaign for a student organization office. They are to include all of the six functions of marketing and will present their speeches to the class. They may work in teams of two to three, but each team member must do his or her part in running the campaign.

Evaluate students' Wiki/discussion board postings for correctness.

Competency 2: Compare and contrast customer, client, and business behavior.

Suggested Enduring Understandings

1. Customers, clients, and businesses have different types of behaviors.
2. Employees can implement different actions or procedures in order to achieve a desired result.
3. Company actions can affect the results of customer, client, and business behaviors.

Suggested Essential Questions

1. What kinds of behaviors are shown in customers, clients, and businesses?
2. What type of actions or procedures can employees implement in order to achieve a desired result?
3. How can a company's actions affect the results of customers, clients, and business behaviors?

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

order to achieve a desired result.	information and industry trends. Include direct experience, written publications, other people, and formal training. Also include trade magazines and <i>Standard and Poor's</i> .	
c. Relate how company actions affect results.	<p>c. Define effectiveness and efficiency of businesses. Include how to attain effectiveness to include marketing-information management, studying buying habits, testing new products, and adding features to existing products. Also include how to attain efficiency to include specialization of effort, better technology, and innovation and reorganization of work activities.</p> <p>Have students evaluate the efficiency and effectiveness of the classroom. Using presentation software, students are to present methods of increasing the efficiency and effectiveness of their current marketing and economics classroom. Students will be evaluated based on the presentation rubric.</p>	c. Monitor class activity to ensure that all students participate.

References

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

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

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

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

Marketing Essentials

Unit 2: Pricing

Competency 1: Explain the pricing function.

Suggested Enduring Understandings

1. The role of business ethics is important in the process of effective pricing.
2. There are legal considerations in pricing.

Suggested Essential Questions

1. Why is ethics important in pricing?
2. What is the legal consideration for pricing?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze the process involved in effective pricing.	<p>a. Remediate the core concepts from last year with the students concerning pricing strategies, pricing techniques, psychological pricing strategies, and so forth. Discuss with students the effect that supply and demand has on pricing. Use chapter 26, which covers strategies in the pricing process, of <i>Marketing Essentials</i> textbook, 2006 ed., the <i>Business Principles and Management</i> textbook, or the textbook of your choice.</p> <p>Have students brainstorm ways that psychological pricing strategies affect them. (When there is a two for \$1 sale, people buy two even if they do not need two and \$3.98 vs. \$4.00, etc.)</p>	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Describe the role of business ethics in pricing.	b. Introduce the terms bait and switch pricing, loss leader pricing, price matching, quantity discounts, competitive pricing, price fixing, price discrimination, minimum price laws, and unit pricing.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Explain the use of technology in the pricing function.	c. Lead a class discussion, and have students brainstorm the ways that the new and more modern technological advances have affected the pricing function.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Research legal considerations for pricing.	<p>d. After discussing laws concerning price, have students analyze scenarios to determine if price law had been broken.</p> <p>Have students visit commerce Web sites, such as http://www.nolo.com/legal-encyclopedia/article-29641.html, to determine if given scenarios were illegal, unethical, or both.</p>	d. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Explain the factors that affect pricing decisions and calculate prices.

Suggested Enduring Understandings

Suggested Essential Questions

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| <ol style="list-style-type: none"> 1. Describe and explain product mix pricing strategies for products and services. 2. Calculate and identify basic rules for setting prices. 3. Be able to determine the cost of products. | <ol style="list-style-type: none"> 1. What is product mix pricing? 2. What are the basic rules for calculating and setting prices? 3. How can you determine the cost of products? |
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Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe strategies for pricing products and services.	a. Discuss strategies for pricing to include price lining, optional product, captive product, by-product, bundle pricing, geographical pricing, and international pricing. Discuss the segmented pricing strategies to include buyer identification, product design, purchase location, and time of purchase. List the psychological pricing strategies to include odd-even pricing, prestige pricing, multiple-unit pricing, and everyday low price. Discuss promotional pricing to include loss leader, special event, and rebates and coupons. Discuss discounts and allowances to include cash discounts, quantity discounts, trade discounts, seasonal discounts, and allowances.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a written assessment.
b. Explain product-mix pricing strategies.	b. Discuss the fact that businesses cannot offer every product that a consumer wants. They must plan their product mix very carefully. This has a profound effect on the price that is charged for these products. This concept is discussed briefly in the <i>Marketing Essentials</i> , 2006 ed., chapter 30, and section 1. Pricing strategies are also discussed in the textbook in chapters 25 and 26.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Identify the basic rules for setting prices.	c. Have students define basic pricing terms such as gross profit, maintained markup, profit, loss, markup equivalents tables, employee discounts, cash discounts, trade discounts, quantity discounts, promotional discounts, seasonal discounts, and so forth.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Calculate and identify problems to determine price.	d. Using marketing resources and/or the Internet, have students research different pricing strategies and methods that different companies use for setting their prices.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Determine the cost of product.	e. List and discuss the steps in determining prices to include establishing pricing objectives, determining costs, estimating demand, studying competition, deciding on a pricing strategy, and setting pricing.	e. Assess student understanding by observing contributions to class discussions and participation in activities.

References

- ARMA filing rules presentation*. (n.d.). Retrieved December 12, 2007, from faculty.spokanefalls.edu/InetShare/AutoWebs/loud/ARMA%20Filing%20Rules.ppt
- ARMA international: Establishing alphabetic, numeric, and subject filing systems*. (2005). Retrieved December 12, 2007, from <http://www.arma.org/bookstore/productdetail.cfm?ProductID=1518>
- Bailey, L. J. (2006). *Working* (4th ed.). Mason, OH: Thomson.
- Barrett, C., Kimbrell, G., & Odgers, P. (2003). *Office skills* (3rd ed.). Mason, OH: Thomson.
- Burrow, J. L., Kleindl, B., & Everard, K. E. (2008). *Business principles and management* (12th ed.). Mason, OH: Thomson.
- Kaliski, B. S., Passalacqua, D., & Schultheis, R. A. (2006). *Keeping financial records for business* (4th ed.). Mason, OH: Thomson.
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Marketing Essentials

Unit 3: Promotion

Competency 1: Explain promotion as a marketing function.

Suggested Enduring Understandings

1. In promoting a product, one must be able to communicate its features.
2. Promotion is used as a marketing function.
3. There is a difference between the types of promotions and the elements of promotional mix.
4. Inappropriate business ethics can have a negative impact on the promotion of a business's product.

Suggested Essential Questions

1. Why is the ability to communicate important in the promotion of a product?
2. What is a marketing function?
3. What are the elements of promotional mix?
4. What impact does unethical behavior have on the success or failure of a company?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Apply the communication process used in promotion.	a. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising.	a. Evaluate student presentations using the Presentation Rubric.
b. Identify the roles of promotion as a marketing function.	b. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising.	b. Evaluate student presentations using the Presentation Rubric. Evaluate advertisement for correctness. Evaluate new products for correctness.
c. Differentiate among the types of promotion.	c. Discuss with students the ways that promotion is used as a marketing function, such as publicity, to improve the company image, to sell products/services, or to inform the public.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Identify the elements of the promotional mix.	d. Have students define the promotional mix. Give students examples/scenarios of the different types of promotion from objective 3, and have them explain whether it is an example of personal selling, advertising, sales promotion, or public relations.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Recognize the impact of unethical	e. Have students discuss the two basic questions that help businesses make the right ethical	e. Assess student understanding by

promotional practices in business.	choice: 1. Is the practice right, fair, and honest? 2. What would happen if the product were marketed differently?	observing contributions to class discussions and participation in activities.
What practice will result in the greatest good for the greatest number of people? Have students discuss different businesses and the practices they use to ensure that their promotional activities are ethical.		

Competency 2: Explain the role of advertising as part of a promotional mix.

Suggested Enduring Understandings

1. Advertising via the media is a good way to promote products.
2. It is important to identify and use the components of advertising.
3. Select the most effective advertising methods reinforces the loyalty of customers.
4. It is important to be able to calculate the cost of the media.

Suggested Essential Questions

1. What advertising methods are effective in promoting a product?
2. How does advertising promote loyalty in a customer?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the types of advertising media.	a. Assign students a project in which they promote a product and/or business using various techniques. Allow them to choose whether to create a TV commercial, radio spot, flyer, brochure, magazine ad, banner ad, billboard, or specialty media product to demonstrate how the communication process is used in promotion/advertising.	a. Assess students' knowledge through a written assessment.
b. Identify and use the components of advertising.	b. Have students analyze and differentiate between the different types of promotion including personal selling, advertising, sales promotion, and public relations. Have them discuss the pros and cons of each type.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Critique and select the most effective direct advertising methods.	c. Define direct marketing, and explain that it is an interactive method designed to generate a measurable response or transaction. It is intended to close a sale, identify prospects for future contacts, or reinforce a customer's brand loyalty.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Calculate media costs.	d. Have students discuss and analyze the media rates and rate cards for the various types of media in their textbooks. Then, after they have a basic understanding of media rates, have them use the Internet to research various large newspaper, television, and radio station Web sites to find out their rate information for various advertising spots.	d. Assess students' knowledge through a written assessment.

	Have students use this information to complete math problems pertaining to advertising costs.	
e. Explain the components of advertisements.	e. Have students brainstorm, list, and discuss the positive and negative features of each type of advertising and which types are most effective for the various target markets.	e. Evaluate advertisement for correctness.
f. Evaluate effectiveness of advertising.	f. Have students visit Web sites on the Internet to see how many hits sites have had. Also have students analyze newspaper advertisements, TV commercials, flyers, brochures, billboards, radio spots, direct mail pieces, and so forth to decide which they feel are most effective and why.	f. Evaluate advertisement for correctness.
g. Develop promotional mix for a product.	g. Have students design their own magazine advertisements using a teacher-created grading rubric as their guide.	g. Evaluate advertisement for correctness. Evaluate a new product for correctness.
h. Prepare a promotional budget.	h. Have students complete a 1-week ad campaign and budget for their business plan (hypothetical) using a teacher-created rubric as their guide.	h. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 3: Explain the role of sales promotion as part of a promotional mix.

Suggested Enduring Understandings

1. There are different types of sales and specialty promotions.
2. The effectiveness of the sales promotion plan has advantages and disadvantages.

Suggested Essential Questions

1. What are the different types of sales and specialty promotions that can be advertised?
2. What is an effective sales promotion plan?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. List and define the types of sales and specialty promotions.	a. Have students use <i>Marketing Essentials</i> , 2006 Ed., chapter 17, section 2 types of promotion as a guide for this objective. Have them define and discuss the different types of trade promotions and consumer promotions to include promotional allowances, cooperative advertising, slotting allowances, trade shows and conventions, coupons, premiums, deals, incentives, product samples, sponsorship, promotional tie-ins, cross promotion, cross selling, product placement, loyalty marketing programs, online loyalty marketing, point-of-purchase displays, and so forth. Discuss with students the different types of sales to include seasonal/holiday sales, half-off sales, buy-one-get-one-free sales, year-end closeout sales, and so forth.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a

written assessment.

b. Analyze the effectiveness of a sales promotion plan.

b. Explain the types of promotion, and discuss the advantages and disadvantages of the different types of promotional activities.

b. Assess student understanding by observing contributions to class discussions and participation in activities.

Have students analyze the effectiveness of a sales promotion plan by having each student or team of students choose a local business and meet with the store owner/manager to discuss what the store's pre-advertising sales and post-advertising sales for a particular sale. This will help students see the figures for the effectiveness of advertising. This will also help students understand why people advertise, and they will see the need for very effective and competitive advertising.

Assess students' knowledge through a written assessment.

Competency 4: Explain the role of publicity/public relations as part of a promotional mix.

Suggested Enduring Understandings

1. There is a distinct difference between advertising and publicity.
2. There are positive and negative effects involving public relations.
3. Publicity is necessary in the success of a business.
4. Public relations is important in keeping the community informed on advertising of products and their usefulness.

Suggested Essential Questions

1. What is the difference between advertising and publicity?
 2. What are the effects of public relations?
 3. What is the necessity of publicity?
 4. How is the community involved in advertising?
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Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Differentiate between advertising and publicity.	<p>a. Have students define both advertising and publicity. Discuss the differences in the two and the fact that publicity is free but businesses have very little control over what is said about them. Advertising is paid, and the businesses get to say when, where, and how often their ads appear, and they have total control over what is said in their ads.</p> <p>Have students research and find examples of publicity and advertising using magazines, newspapers, and the Internet. Also have them discuss local radio and cable TV stations and how they frequently post free public service announcements for schools and nonprofit entities.</p> <p>Have students create a new, unique cereal (or product of choice). Have them design a cereal box (or package of choice) representing their new product. These plans should include writing a news release to introduce their new product, conducting a press conference on their product, and answering questions about their product.</p>	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Evaluate the impact of public relations.	b. Have students evaluate the effectiveness of several different public relations examples and discuss the positive and negative aspects of each.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Write a publicity release.	<p>c. Have students write a publicity release for their imaginary business that they have created for their business plan. Give them a teacher-created rubric to use as a guide for writing their release.</p> <p>Have students choose their favorite music/movie star and write a publicity release for him or her.</p>	<p>c. Evaluate publicity release for correctness.</p> <p>Evaluate students' news releases using rubric.</p>
d. Develop a public relations plan.	d. Have students brainstorm ways that public relations could be used in a business. Remind them that the community needs to see them giving back. Ask them to think of ways that they remember public relations being used in their local communities during the last year or so.	d. Assess student understanding by observing contributions to class discussions and participation in activities.

References

ARMA filing rules presentation. (n.d.). Retrieved December 12, 2007, from faculty.spokanefalls.edu/InetShare/AutoWebs/loud/ARMA%20Filing%20Rules.ppt

ARMA international: Establishing alphabetic, numeric, and subject filing systems. (2005). Retrieved December 12, 2007, from <http://www.ama.org/bookstore/productdetail.cfm?ProductID=1518>

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Marketing Essentials

Unit 4: Selling

Competency 1: Explain the factors that impact the selling function.

Suggested Enduring Understandings

1. Customer service is important in maintaining a solvent business.
2. Building a good clientele is important in business success.
3. Stores allow customers to buy on credit using various types of payment methods.
4. Business ethics have a significant impact on selling.
5. Technology is widely used in the promotion of selling products.

Suggested Essential Questions

1. What part does customer satisfaction play in maintaining business success?
2. What is the importance of having a good clientele in business?
3. How important is credit?
4. What is the significance of maintaining business ethics?
5. How does technology play a part in the success of businesses?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the importance of customer service as a component of selling. (DOK2)	a. Have students complete activities from chapter 15 of the <i>Marketing Essentials</i> , 2006 ed. on closing the sale. This is the final step in the selling process. Section 2 covers customer satisfaction and retention.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Identify the key factors in building a clientele.	b. Have students brainstorm and discuss ways that businesses have targeted them and tried to build them into their clientele.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Evaluate the effectiveness of store selling policies.	c. Review the concept of possession utility and how businesses choose to allow their customers to take possession of the goods and services that they sell. Discuss credit cards, debit cards, cash handling policies, check acceptance policies, return policies, and so forth that various companies offer. Discuss the pros and cons of each type of possession utility and store policies that help or hinder the customer and what effect the policies have on their sales.	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Recognize the impact of business ethics on selling.	d. Explain to students that business ethics has a profound impact on selling. Have students define and discuss prospecting, employer leads, directories, newspapers, commercial lists, customer referrals, and cold canvassing, business-to-business selling, retail selling, company policies and training, sales quotas, and so forth.	d. Assess student understanding by observing contributions to class discussions and participation in activities.

	Have students discuss the difference between ethical and unethical behaviors as they relate to sales.	
	Have students identify illegal activities that salespeople should avoid and give examples of questionable sales activities involving customers, competitors, employers, co-workers, and a salesperson's personal code of ethics.	
e. Explain the impact of technology in the selling function.	e. Discuss with students the impact technology has had on the selling function. Have students give examples of the impact various technologies have had on the selling function (i.e., cash registers, the Internet, cell phones, PDAs, GPS software, etc.).	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Explain the purpose of selling regulations.	f. Explain to students the impact that business ethics has on selling. Have students define and discuss prospecting, employer leads, directories, newspapers, commercial lists, customer referrals, and cold canvassing, business-to-business selling, retail selling, company policies and training, sales quotas, and so forth.	f. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Understand the need for development of product knowledge.

Suggested Enduring Understandings

1. There are several methods used in acquiring product information for use in selling.
2. Charts are used in developing products.

Suggested Essential Questions

1. What methods should be used selling products?
2. What can charts and graphs show in the developing of products?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and apply methods to acquire product information for use in selling.	a. Discuss with students about product labels and the information that they contain. Have students list items that have labels in or on them and what all information they find there. Discuss surveys, questionnaires, and so forth with the students and how marketers use the information they gather to produce and sell their products.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Develop feature benefits charts.	b. Using the knowledge gained and examples from the previous activity, have students choose any product and create a feature-benefit chart for their product. Some examples might include a cell phone, an MP3, a PDA, a GPS, a video game system, vehicles, clothes, shoes, sports equipment, cosmetics, and so forth. Give students a teacher-created rubric to use as a guide when creating their	b. Evaluate chart for correctness. Assess students' knowledge through a written assessment.

feature-benefit chart.

Competency 3: Explain the selling process, and demonstrate sales techniques.

Suggested Enduring Understandings

1. It is important to know the seven steps of selling.
2. Effective presentations are important in selling products.
3. Having good customer relations is important to the viability of a success business.

Suggested Essential Questions

1. What are the seven steps of selling one's product?
2. How can effective presentation add to the ability to sell your product?
3. How important is good relations in the success of business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify and define the components of the selling process.	<p>a. Have students list the seven steps of the selling process and discuss the importance of each step and what would happen if a step was skipped or carried out in the wrong order</p> <p>Demonstrate the seven steps of the selling process in front of the classroom using a vacuum cleaner, cell phone, or digital camera.</p>	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Prepare for a sales presentation.	<p>b. Using the previous demonstration as a guide, have students choose a product, and have each student act out the steps of the selling process for his or her product. It is also fun to have the students sell the same product with each student acting out a different step and then trading steps and acting them out again. Have students stop in between the steps and critique one another as to what the strong and weak points were of their step and how they could improve on that step with the next customer. Discuss such things as gestures, voice, eye contact, dress, posture, confidence, and so forth.</p>	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Understand the impact of developing client/customer relationships.	<p>c. Define and discuss Customer Relationship Management (CRM) with students. Have students brainstorm ways that businesses have tried to build a relationship with them and/or their parents. Also discuss how computers are used in CRM and how building CRM leads to customer loyalty and repeat business.</p>	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Demonstrate the methods of determining customer/client needs.	<p>d. Discuss observing, listening, and questioning techniques with students. Have them demonstrate all three techniques in role-play situations with a customer. Have students discuss which types of businesses/salespeople use which techniques in a successful way. This is a great way to tie-in nonverbal and verbal communication skills with students.</p>	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Identify customers' buying motives for use	<p>e. Have students define needs, wants, motive, physical motives, psychological motives, rational</p>	e. Assess student understanding by

in the sales process.	motives, emotional motives, social influences, psychological influences, and situational influences as well as how these affect customers' purchases.	observing contributions to class discussions and participation in activities.
f. Apply methods of facilitating customers' buying decisions.	f. Have students practice role-playing with one another as they apply methods of facilitating customers' buying decisions and turning them into selling points.	f. Assess student understanding by observing contributions to class discussions and participation in activities.
g. Differentiate between consumer and organizational buying.	g. Discuss with students the differences between selling to a consumer and to another business.	g. Assess student understanding by observing contributions to class discussions and participation in activities.
h. Demonstrate methods of recommending specific products.	h. Give students situations, and ask them how they would suggest selling to that customer. Have students practice asking questions of customers.	h. Assess student understanding by observing contributions to class discussions and participation in activities.
i. Apply techniques for demonstrating products.	i. This would tie-in with suggestion selling and feature/benefit charts. Have students practice questioning and then recommending specific products to customers. Stress the importance of product knowledge and how they can use this to reinforce their recommendations.	i. Assess student understanding by observing contributions to class discussions and participation in activities.
j. Demonstrate the process of prescribing solutions to customers' needs.	j. Use the above chapters from the above textbooks, and have students practice closing the sale. Explain that if the customer does not purchase the item that the sale has not been closed. It is critical that all other steps come together and that the sale is actually made or businesses lose money and eventually close down.	j. Assess student understanding by observing contributions to class discussions and participation in activities.
l. Use methods to convert customers'/clients' objections into selling points.	l. Show videos that show effective sales closings.	l. Assess student understanding by observing.
m. Demonstrate an effective sales closing.	m. Have salespeople come in and meet with students about effective sales closings.	m. Assess student understanding by observing contributions to class discussions and participation in

n. Apply suggestion selling techniques.	n. Have students watch movies and TV commercials and observe for techniques of suggestion selling.	n. Assess students through use of Guest Speaker Evaluation Form.
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Competency 4: Demonstrate support activities related to selling.

Suggested Enduring Understandings

1. Mathematical calculation is used to solve reading problems.
2. Methods of prospecting are used in various techniques for using different references.
3. Writing effective sales letters are important in being able to sell products.

Suggested Essential Questions

1. Why is it important to know math calculations in selling?
2. What are the methods of prospecting?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Calculate mathematical problems related to selling.	a. Use various Internet Web sites to search for selling math problems. Have students complete sales slips and calculate sales tax, discounts, and so forth.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Demonstrate methods of prospecting.	b. Have students practice prospecting techniques on one another using telephone books, Internet, other salespeople, employer leads, customer referrals, and so forth.	b. Evaluate the business letter using the Business Letter Assessment Rubric.
c. Create an effective sales letter.	c. Review with students the formatting guidelines for typing business letters. Have them practice typing a simple block style business letter using a sample letter from the teacher as a guide. Have students use word processing and/or desktop publishing software and computers to create an effective sales letter for a product/company of their choice.	c. Evaluate a business letter using the Business Letter Assessment Rubric.

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

Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

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

Comments:

Business Plan Worksheet

NAME: _____

DATE: _____

PERIOD: _____

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

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

NAME:

DATE:

PERIOD:

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

Comments:

Electronic Slide Presentation Rubric

NAME: _____

DATE: _____

PERIOD: _____

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

Comments:

Group Work Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

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

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

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

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

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

2. Please rate the guest speaker:

____ Extraordinary ____ Excellent ____ Good ____ Fair ____ Poor

Additional Comments:

3. What was your favorite element of the presentation?

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

5. What was your favorite part of the presentation?

6. How would you improve or change it?

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

Interview Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

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

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

Listening Skills Questionnaire (Cont.)

5. How was the conflict resolved?

6. What was your favorite part of the story?

Poster Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

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

Comments:

Presentation Assessment Rubric

NAME: _____ DATE: _____ PERIOD: _____

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

Comments:

Reflection

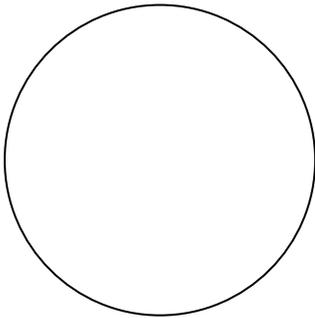
NAME:

DATE:

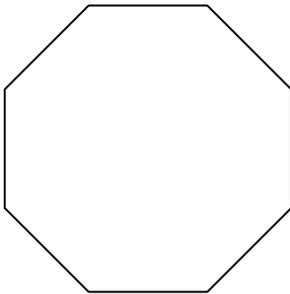
PERIOD:



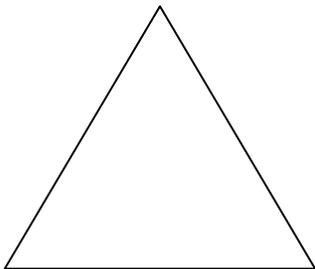
Something I learned that SQUARED with my beliefs:



A question going AROUND in my mind:



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



Three important POINTS to remember are:

Resume Assessment Rubric

NAME:

DATE:

PERIOD:

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

Comments:

Role-Play or Skit Assessment Rubric

NAME:

DATE:

PERIOD:

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

Comments:

Safety Presentation Assessment Rubric

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

CTESO Presentation Assessment Rubric

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

Web Page Evaluation Checklist

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

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

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

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

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

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

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

Web Page Evaluation Checklist (Cont.)

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

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

Written Report Assessment Rubric

NAME:

DATE:

PERIOD:

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

Comments:

