

Bath County High School Business Dept.

Course Name: Retail Marketing

Unit Title: Economic Principles

Length: 12
(Number of Days)

Unit Overview: Students should know the occupational skills of several economic principles and concepts		
Learning Targets:	Instructional Activities and Common Assessments	Critical Resources and Materials
<p>OA1 Distinguish between economic goods and services OA5 Explain the principles of supply and demand</p>	<p>Brainstorm various local businesses to discuss what they offer. Classify their offerings into goods and services. Discuss merchandise. Use Venn diagram for separate activity. Supply and demand vocab activity and finance software</p>	<p>Brainstorming will be done using a shared document on a website. Computers will be necessary. Electronic Venn Diagram Students will use retail software to learn the concepts of supply and demand. In depth discussion upon completion</p>
<p>OA2 Explain the concepts of economic resources (e.g., land, labor, capital, entrepreneurship) EJ1 Define profit and evaluate the cost of conducting business EM3 Select appropriate technological resources to accomplish work</p>	<p>Use car example to brainstorm all resources needed in making/building a car. Classify the resources/factors of production. Analyze the various resources and their costs. Use Excel to calculate costs. https://civics.sites.unc.edu/files/2012/05/FactorsofProduction.pdf</p>	<p>https://civics.sites.unc.edu/files/2012/05/FactorsofProduction.pdf Excel</p>
<p>OA3 Describe the concepts of economics and economic activities</p>	<p>This ties into the lesson above (OA2) Activities taken from this resource: http://www.teachingeconomics.org/content/docs/TEAIPM_2005_lesson1.pdf</p>	<p>http://www.teachingeconomics.org/content/docs/TEAIPM_2005_lesson1.pdf</p>
<p>OA4 Determine forms of economic utility (e.g., time, place, possession) created by marketing activities</p>	<p>Use Quizlet to review the types of economic utility Additional activities taken from https://www.txcte.org/sites/default/files/resources/documents/Economics--Economic%20Utility_1_0_5_0.docx</p>	<p>https://quizlet.com/36090168/5-economic-utilities-flash-cards/ https://www.txcte.org/sites/default/files/resources/documents/Economics--Economic%20Utility_1_0_5_0.docx</p>

<p>OA14 Explain measures used to analyze economic conditions (e.g., gross domestic product, inflation, employment rate)</p>	<p>Activities taken from https://learning.blogs.nytimes.com/2012/03/28/on-the-road-to-recovery-analyzing-economic-indicators/ and from VB Retailing</p>	<p>Online resources and VB Retailing</p>
<p>Connections to the Kentucky Academic Standards, Core Content, ACT, Program of Studies, and/or Skills Standards</p>	<p>This unit addresses several OA skills required for the Retail Services pathway. Apply economic concepts like supply and demand, competition, scarcity, and opportunity costs. Also, Apply math and communication skills within the technical content. Utilize computers and electronic equipment, business software, web software, and other kinds of technology to collect, organize, and communicate information and ideas. Develop spreadsheets and utilize other computer software for the purpose of measuring sales and making decisions from information gathered.</p>	
<p>Literacy, Arts and Humanities, World Language, and/or Career Studies Standards</p>		

Bath County High School Business Dept.

Course Name: Retail Marketing

Unit Title: Intro. to Business

Length: 14
(Number of Days)

Unit Overview: Students will learn and/or review necessary business concepts, including organizations, systems, structures, and climate		
Learning Targets:	Instructional Activities and Common Assessments	Critical Resources and Materials
OA7 Explain the types of economic systems (e.g., capitalism, socialism, communism)	Most activities will come from this resource https://civics.sites.unc.edu/files/2012/05/ComparingEconomicSystems10.pdf	https://civics.sites.unc.edu/files/2012/05/ComparingEconomicSystems10.pdf
OA8 Determine the role of government (e.g., regulator, provider of services, competitor, and supporter) in business	This learning target is included in the activities above. (As types of systems are discussed, governments are discussed, as well) Special emphasis will be placed on the market economy and its positive contributions	
OA9 Explain the concept of private enterprise	This is included in the above activities, as well, while we are discussing free/private enterprise.	
OA10 Identify factors (e.g., economics, human, nature) affecting a business's profit OA13 Explain the concept of productivity	These concepts will actually be taught throughout the course as we use the retail software provided by Virtual Business. We will begin with the first lessons, where students learn valuable business concepts and vocabulary. They will next be looking at business expenses and productivity.	Virtual Business Retail program.
OA11 Determine factors affecting business risk	Students will be identifying advantages and disadvantages and risks associated with different types of businesses and retailers: e-commerce, brick and mortar, etc. Activities from https://www.txcte.org/sites/default/files/resources/documents/Lesson%20Plan%20Retailers%20in%20a%20Private%20Enterprise%20System.docx	E-commerce activities: http://ctaeir.org/Unit%20Plan/Financial%20Management-Services/Banking%20and%20Investing/BCS_BI_5/B_C_S_BI_5_UNITPLAN_Ecommerce1.doc

<p>OA12 Describe ways competition affects business decisions</p>	<p>Intro activity of competition in sports, academics, etc. Positives and negatives of those competitions (discussion). Brainstorm products or services needed in local area. Brainstorm products or services that are limited. Lead into business competition and how it affects a variety of business decisions.</p>	<p>http://hrlibrary.umn.edu/edumat/sustecon/lessons/lesson5.html</p>
<p>Connections to the Kentucky Academic Standards, Core Content, ACT, Program of Studies, and/or Skills Standards</p>	<p>Identify positive contributions of selling in our market-oriented economy. Identify types of retailers such as brick-and-mortar and e-commerce. Identify and determine business risk factors.</p>	
<p>Literacy, Arts and Humanities, World Language, and/or Career Studies Standards</p>		

Bath County High School Business Dept.

Course Name: Retail Marketing

Unit Title: Intro. to Retailing

Length: 4-5
(Number of Days)

Unit Overview: This unit focuses on the specifics of just a retail business. Students are introduced to retailing vocabulary and concepts.

Learning Targets:	Instructional Activities and Common Assessments	Critical Resources and Materials
Identify successful retail businesses AG1 Use technology appropriately to enhance professional presentations AA1 Utilize effective verbal and non-verbal communication skills OB2 Explain the rationale for various company return policies	Brainstorm ideas. Discuss the following article https://www.forbes.com/sites/nicoleleinbacher/2014/07/08/five-habits-successful-retailers/#4976695e223f Relate it to the school store. Student activity where students will analyze their favorite retail store and the reasons why it is a success. Include return policies of store. Present to class	Internet and computers
Analyze and identify emerging trends in retailing.	Using the businesses discussed in the previous activity, students will identify trends. Students will also predict trends. Discussion of why Cats Corner chose particular furniture/look of store. Students will locate online article about trends of retailing and share out in class.	Possible article: https://www.vendhq.com/retail-trends-and-predictions
Compare products and services based on price, quality, features, warranties OB1 Compare and contrast warranties/guarantees	Using the VB Retail software, students will complete activities on consumer decision making. Students will use the following article to complete an activity https://conversionxl.com/blog/9-things-to-know-about-influencing-purchasing-decisions/	VB Retail
Connections to the Kentucky Academic Standards, Core Content, ACT, Program of Studies, and/or Skills Standards	Investigate successful retailers of the past and present. Formulate awareness and understanding of emerging trends and globalization in retailing. Compare products and services based on price, quality, features, and warranties to understand consumer decision making.	

Literacy, Arts and Humanities, World Language, and/or Career Studies Standards	
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Bath County High School Business Dept.

Course Name: Retail Marketing

Unit Title: Marketing Mix and Marketing Research

Length: 14-18
(Number of Days)

Unit Overview: Students will be exploring all of the parts of the promotional mix and market research. They will be developing a promotional plan for Cats Corner and a research tool.

Learning Targets:	Instructional Activities and Common Assessments	Critical Resources and Materials
Identify the four "Ps" in the marketing mix--Product, Price, Place, and Promotion	Students will complete various activities using the VB Retailing software to learn about the 4ps of marketing, with extra instruction on advertising and promotion. Additional activities taken from http://mybusinessclassroom.weebly.com/uploads/2/3/2/4/23243762/lesson_plan_the_marketing_mix.docx	VB Retail software http://mybusinessclassroom.weebly.com/uploads/2/3/2/4/23243762/lesson_plan_the_marketing_mix.docx
<p>OC4 Identify the elements of the promotional mix (i.e., advertising, publicity, sales promotion, personal selling)</p> <p>OC5 Explain the types of advertising (e.g., radio, tv, direct mail, outdoor, newspaper, Internet, social media)</p> <p>AG3 Identify ways social media can be used as marketing, advertising, and data gathering tools</p> <p>OC1 Identify the impact of advertising and promotions on sales</p> <p>OC2 Identify various forms of sales promotion (e.g., sweep stakes, coupons, contests, specialty products)</p> <p>OC3 Initiate/create special promotions</p> <p>OC6 Explain components of advertisements (e.g., headline, copy, illustration, price, signature, logo)</p>	<p>Promotion and advertising activities through VB Retail. Students will also be viewing ads through the Internet, social media, YouTube, etc. and analyzing ads. Students will be looking at different sales promotions offered throughout the years by different companies. Students will be designing a sales promotion for the Cats Corner.</p> <p>Students will analyze ads from various media--print, online, radio, billboard, etc.</p> <p>Students will design a minimum of one ad for the Cats Corner</p>	<p>VB Retail</p> <p>https://optinmonster.com/sales-promotion-examples/</p> <p>https://thrivehive.com/sales-promotion-examples/</p> <p>https://www.targetmarketingmag.com/article/the-6-most-important-design-components-of-next-level-print-ads/all/</p> <p>Various types of software will be used for the promotional plan, including Canva, PowerPoint, video editing software, etc.</p>

<p>Explain the factors affecting pricing decisions including legal considerations and competition</p>	<p>Pricing--students will use VB Retailing to see how fluctuating prices affect consumer decisions. Discussion and activity on illegal price advertising. Students will research to see if they can find any examples. Students will analyze how competition affects pricing. They will be using examples from technology, as well. This will be a review from the economics unit.</p>	<p>VB Retailing software https://courses.lumenlearning.com/boundless-marketing/chapter/pricing-legal-concerns/</p>
<p>OB1 Compare and contrast warranties/guarantees OB2 Explain the rationale for various company return policies</p>	<p>As students are examining the product component of the marketing mix, they will examine things like packaging, warranties, and the return policy of the stores or manufacturers. Students will analyze various packaging and strategies and then design their own package from a chosen product list. Student will discuss types of warranties and how they influence buyers. (specifically technical products) Students will look at examples of company return policies and develop one for the Cats Corner</p>	<p>https://static1.squarespace.com/static/54c816abe4b008868398e9c0/t/563d13e8e4b03259f234711d/1446843368803/Lesson+Plan+-+Product+Package+Design.pdf</p>
<p>Develop a research tool as a part of a marketing research project.</p>	<p>Students will examine trending research tools and develop their own. Emphasis will be given on social media tools.</p>	<p>https://blog.hubspot.com/marketing/market-research-tools-resources</p>
<p>Connections to the Kentucky Academic Standards, Core Content, ACT, Program of Studies, and/or Skills Standards</p>	<p>Utilize computers and electronic equipment, business software, web software, and other kinds of technology to collect, organize, and communicate information and ideas. Identify aspects of product and service planning like packaging, warranties, and selecting the right product mix. Explain the factors affecting pricing decisions including legal considerations and competition. Develop a research tool as a part of a marketing research project. Develop a promotion plan after examining each part of the promotional mix. Apply math and communication skills within the technical content.</p>	
<p>Literacy, Arts and Humanities, World Language, and/or Career Studies Standards</p>		

Bath County High School Business Dept.

Course Name: Retail Marketing

Unit Title: Operating a Retail Store

Length: 21
(Number of Days)

Unit Overview: Students will be learning about the day-to-day operations of a retail store and putting their prior knowledge into practice. They will get actual experience with Cats Corner.
Note: Assessments throughout each unit will include formative and summative. With this particular unit, students will also be assessed using a workplace/employee evaluation instrument.

Learning Targets:	Instructional Activities and Common Assessments	Critical Resources and Materials
AB1 Locate and interpret written information AB2 Read and interpret workplace documents AB3 Identify relevant details, facts, and specifications	Students will be given a copy of the Cats Corner Employee Handbook. They will have to understand the handbook and answer questions.	Cats Corner Handbook
AH1 Select and use appropriate devices, services, and applications to complete workplace tasks	Students will be trained on cash registers, inventory software, etc.	
EA1 Demonstrate enthusiasm and confidence about work and learning new tasks EA2 Demonstrate consistent and punctual attendance EA3 Demonstrate initiative in assuming tasks EA4 Exhibit dependability in the workplace EA5 Take and provide direction in the workplace EA6 Accept responsibility for personal decisions and actions EB INTEGRITY EB1 Abide by workplace policies and procedures EB2 Demonstrate honesty and reliability EB3 Demonstrate ethical characteristics and behaviors EB4 Maintain confidentiality and integrity of	Students will be expected to demonstrate various employability skills while working at Cats Corner	

<p>sensitive company information EB5 Demonstrate loyalty to the company EC1 Demonstrate appropriate dress and hygiene in the workplace EC2 Use language and manners suitable for the workplace EC3 Demonstrate polite and respectful behavior toward others EC4 Demonstrate personal accountability in the workplace EC5 Demonstrate pride in work ED TIME, TASK, AND RESOURCE MANAGEMENT ED1 Plan and follow a work schedule ED2 Work with minimal supervision ED3 Work within budgetary constraints ED4 Demonstrate ability to stay on task to produce high quality deliverables on time EF TEAMWORK EF1 Recognize the characteristics of a team environment and conventional workplace EF2 Contribute to the success of the team EF3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)</p>		
<p>AA4 Communicate effectively with customers and co-workers. EI1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients EI2 Identify and address needs of customers/clients 5 Retail Services EI3 Provide helpful, courteous, and knowledgeable service EI4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website) EI5 Identify techniques to seek and use customer/client feedback to improve company services EI6 Recognize the relationship between customer/client satisfaction and company success</p>	<p>Students will work with customers and demonstrate appropriate customer service skills.</p>	

<p>OE1 Explain the process and procedures of receiving merchandise (e.g., receiving, checking, marking) OE2 Identify various price marking methods (e.g., gum label, hang tag, shelf label) OE3 Describe stock and re-stock procedures (e.g., LIFO, FIFO, rotation) for merchandise and operating supplies OE4 Compare and contrast inventory processes (i.e., physical or perpetual) OF INVENTORY MANAGEMENT OF1 Explain the process of preparing returned merchandise for resale OF2 Explain the procedures for returning inventory to manufacturer/vendor OF3 Initiate and/or respond to requests for merchandise transfer OG1 Identify the importance of loss prevention and its effect on business OG2 Describe loss prevention methods (e.g., security cameras, ink tags) OG3 Explain stock shrinkages and the importance of reporting OG4 Differentiate various types of security violations (e.g., shoplifting, pilferage, fraud, robbery, burglary) OG5 Demonstrate the ability to follow store policy regarding security violations (e.g., shoplifting, pilferage, fraud)</p>	<p>Students will learn about the different types of inventory control systems and will be trained on all aspects of inventory with the Cats Corner. They will also be involved in the prevention of shrinkage through customers and employees</p>	
<p>Connections to the Kentucky Academic Standards, Core Content, ACT, Program of Studies, and/or Skills Standards</p>	<p>Explain when and how to buy merchandise for a retail store. Conduct a physical inventory of a school-based enterprise, marketing department, or local retail store. Develop spreadsheets and utilize other computer software for the purpose of controlling and tracking inventory. Develop customer-service skills and practice in role play situations. Demonstrate the selling process including open the sale, question, handle objections, present features and benefits, suggestive selling, close, and follow-up. Develop spreadsheets and utilize other computer software for the purpose of measuring sales and making decisions from information gathered. Identify risk management techniques related to employees, safety, security, and loss prevention. Identify individual work habits and ethics including individual and team skills, confidentiality, problem solving, and punctuality. Explain their importance in the workplace.</p>	
<p>Literacy, Arts and Humanities, World Language, and/or Career Studies Standards</p>		

Bath County High School Business Dept.

Course Name: Retail Marketing

Unit Title: Career & Financial Planning

Length: 10
(Number of Days)

Unit Overview: Students will research careers in the retail industry, match career goals with personal goals, and plan their financial goals for the future.

Learning Targets:	Instructional Activities and Common Assessments	Critical Resources and Materials
<p>EK2 Define jobs associated with a specific career path or profession AA1 Utilize effective verbal and non-verbal communication skills</p>	<p>Discuss jobs held while participating in the Cats Corner workplace. Research other available jobs in retail, wholesale, manufacturing and service. Students will look at their personal goals and select a specific career to conduct in-depth research. Present career research to the class.</p>	<p>Presentation software Internet</p>
<p>EK4 Prepare a resume, letter of application, and job application</p>	<p>Students will create an electronic career portfolio that will include a resume, letters of recommendation or references, industry certifications or other training/certificates, samples of their work, and cover letter.</p>	<p>Google drive</p>
<p>AE1 Locate, evaluate, and apply personal financial information AE2 Identify the components of a budget and how one is created AE3 Set personal financial goals and develop a plan for achieving them AE4 Use financial services effectively</p>	<p>Students will research the pay of their chosen career. Students will create a budget based on their career's net pay. Students will set goals and savings to achieve financial goals. They will also be doing activities with financial services--checking, savings, investing, & credit</p>	<p>Internet PowerPoint Excel Personal Finance software</p>
<p>Connections to the Kentucky Academic Standards, Core Content, ACT, Program of Studies, and/or Skills Standards</p>	<p>Identify career opportunities available in the four major employment areas of sales: retail, wholesale, manufacturing and service. Research career choices in retailing and match with personal goals. Create a career portfolio including a resume, letters of reference, certifications of training, and samples of work. Demonstrate skills needed for effective personal financial planning including budgeting, investing, consumerism, and credit management</p>	
<p>Literacy, Arts and Humanities, World Language, and/or Career Studies Standards</p>		

