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| **COURSE INTRODUCTION:**  **An instructional program that prepares individuals to apply marketing skills in retail establishments. Principles, practices and procedures are taught as related to the field of retailing.** |

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| **UNIT DESCRIPTION:**  Students will explore careers in retailing. | | | | **SUGGESTED UNIT TIMELINE: 4 WEEKS**  **CLASS PERIOD (min.): 50 MINUTES** | | | | |
| **ESSENTIAL QUESTIONS:**  **1. What career opportunities and skills are required for a career in retailing?** | | | | | | | | |
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| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES** | | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | **CROSSWALK TO STANDARDS** | | | | | |
| **GLEs/CLEs** | | **PS** | **CCSS** | **MBA Research Standards** | **DOK** |
| 1. Describe career opportunities in retailing | |  |  | |  | **RST 11-12.2** | **Understands tools, techniques and systems that affect a business’ ability to plan, control and organize and organization / department.** | **2** |
| 1. Describe ways to prepare for a retail career | |  |  | |  | **RST 11-12.2** | **Understands tools, strategies and systems needed to access, process, maintain, evaluate and disseminate information to assist business decision - making** | **2** |
| 1. Create a resume | |  |  | |  | **W11-12.2** | **Understands concepts tools and strategies used to explore, obtain and develop in a business career** | **4** |
| 1. Perform an interview | |  |  | |  | **SL11-12.1** | **Understands concepts tools and strategies used to explore, obtain and develop in a business career** | **4** |
| 1. Describe how to foster positive working relationships | |  |  | |  | **W 11-12.4** | **Understands concepts tools and strategies used to explore, obtain and develop in a business career** | **4** |
| **ASSESSMENT DESCRIPTIONS\*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )**  **Summative assessments with scoring guides are included in the files.**  **\*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)** | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** | | | | | | | |
| 1 & 2 | 1. Teacher will give lecture on jobs in the Marketing area. (www.nrffoundation.com) | | | | | | | |
| 3 | 1. Teacher will give a PowerPoint presentation on resume writing. | | | | | | | |
| 4 | 1. Teacher will discuss with students the importance of interviews and how to improve their effectiveness. | | | | | | | |
| 5 | 1. Teacher will discuss the “8 ways to foster a positive work environment” (www.workawesome.com) | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** | | | | | | | |
| 1 & 2 | 1. Students will access on-line information for career development choices and determine which careers fit their interests most (Retail 4.1: Careers in Retailing and Ways to Prepare) | | | | | | | |
| 3 | 1. Students will write out their job history, education, awards and club affiliations and develop a resume with the information. (Retail 4.2: Resume Writing Exercise) | | | | | | | |
| 4 | 1. Student will conduct and interview and be interviewed by a classmate for a job. Students will grade each other on completeness and effectiveness of the answer (Retail 4.3: Interviewing Exercise) | | | | | | | |
| 5 | 1. Students will write a one-page paper about the importance of positive working environment after a classroom discussion on the subject. (Retail 4.4: Positive Work Environment Exercise) | | | | | | | |
| **UNIT RESOURCES: (include internet addresses for linking),**  **Glencoe Retailing Text (McCalia, Pricilla. 2005)**  **Glencoe Marketing Essentials (Farese, Lois, Grady, Kimbrell & Woloszyk, Carl. 2009)**  [**www.workawesome.com**](http://www.workawesome.com)  [**www.nrffoundation.com**](http://www.nrffoundation.com)  **C&E 13.0000 G42.12 - Manufacturing: Retail/Wholesale Sales & Service,** Glencoe/McGraw-Hill, WOODLAND HILLS, CA, GLENCOE/MCGRAW-HILL, 2003. Career Cluster Workbooks are designed to guide students through 16 career pathways as outlined by the US Department of Education. Contained in 10 workbooks, each is a complete research process that allows students to understand all of the opportunities available within each career cluster. This workbook contains a variety of reviews, application exercises, critical thinking processes, technology-related activities, workplace safety features, and legal and ethical topics. | | | | | | | | |