

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Retail Store

Course Code: 040006 CIP Code: 52. 1802

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.

UNIT DESCRIPTION:

The Retail Store

SUGGESTED UNIT TIMELINE: 4 WEEKS

CLASS PERIOD (min.): 50 MINUTES

ESSENTIAL QUESTIONS:

1. How do you operate a retail store?



ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Explain the importance of store image and design				WHST.11-12.7	Understands the concepts, strategies and systems used to obtain and convey ideas and information	3
2. Define visual merchandising				WHST.11-12.7	Understands the tools techniques and systems that businesses use to create exchanges and	3

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					satisfy organizational objectives	
3. Define the promotional mix				WHST.11-12.1	Understands the concepts and strategies needed to communicate information about products, services, images and/or ideas to achieve desired outcome	2
4. Define customer buying motives and needs				WHST.11-12.1	Understands techniques, strategies and systems used to foster self-understanding and enhance relationships with others	1
5. Describe the customer service expectations				WHST.11-12.1	Understands techniques, strategies and systems used to foster self-understanding and enhance relationships with others	2

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6. Describe the role of the store manager				WHST.11-12.4	Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning	2
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>*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 #.)</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
1	1. Teacher will explain the concept of Brand and Brand Image					
2	2. Teacher will explain the concept of visual merchandising					
3	3. Teacher will explain the elements in the Promotional Mix. Teacher will show examples of each element.					
4	4. Teacher will discuss Rational and Emotional buying Motives					
5	5. Teacher will discuss customer service expectations. Teacher will present different situations and ask students what they would expect from a store clerk, waitress or store manager.					
6	6. Teacher will present responsibilities of the store manager.					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					

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1	1. Students will view various brands and discuss the image they project. (Retail 3.1 Site Location and Store Design)
2	2. Students will redesign the visual merchandising elements of their favorite store. (Retail 3.2 Visual Merchandising)
3	3. Students will diagram the promotional mix using appropriate software. (Retail 3.3 Diagram Promo Mix)
4	4. Students will view various buying motives and decide whether they are emotional or rational. (Retail 3.4 Customer Buying Motives)
5	5. Students will explain how they can offer customer service in a retail environment (Retail 3.5 Customer Service Activity)
6	6. Students will create a table with five categories of a store manager’s responsibilities. For each category, students will list ways for managers to carry out these responsibilities (Retail 3.6 Role of the Store Manager)
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Glencoe Retailing Text (McCalla, Priscilla. 2005)</p> <p>Glencoe Marketing Essentials (Farese, Lois, Grady, Kimbrell & Woloszyk, Carl. 2009)</p> <p>Missouri Marketing Listserve – Resources for Marketing Activities</p> <p>MCE DVD ROM 12 - Buy-ology: The Science of Buying and Selling How They Sell - Films for the Humanities & Sciences, PRINCETON, NJ, FILMS FOR THE HUMANITIES & SCIENCES, 2004. Shopping, once simply a basic task, now vies with television as America's most popular leisure activity. How are retailers cashing in on all that discretionary spending? From the Turkish bazaar to the Mall of America, this program reveals the strategies being used to ensure that wallets and purses remain open for business. Retail anthropologist Paco Underhill, shopping center architect Eric Kuhne, retail analyst Claire Williams, Amazon.com's Jeff Bezos, and Geoff Burch, "the world's most persuasive man," share their insights into the importance of advertising, store design, product placement, and buyer behavior analysis--all underlying aggressive new approaches that have redefined consumers as targets. 51 minutes</p> <p>MCE 13.1310 MERC 1 – Promotion - Marketing Education Resource Center, COLUMBUS, OHIO, MARKETING EDUCATION RESOURCE CENTER, 2003. Leadership, Attitude, and Performance Module. This instructional module contains student booklets and teaching guides with comprehensive lesson plans/teaching guides. This instructional module contains www site Promotion, Planning Your Web Site, Email as a Marketing Tool, Selecting Advertising Media, Ad-quipping Your Business, Promotion, and Promotional Mix.</p> <p>BE VIDEO 104 - Marketing and Customer Service - Princess Co, Ltd., VANCOUVER, WA, THE SCHOOL COMPANY, 2005. Good listening and</p>	

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speaking skills for dealing with customers are highlighted in this video. The difference between hearing and listening and how to ask the right questions to get the information needed from the customer are presented. The importance of writing and filling out customer service reports and writing letters to clients is also stressed. Grades middle school to Adult. 17:42 minutes.