



Everett Public Schools Business and Marketing I Framework

Course: Business and Marketing I	Total Framework Hours up to: 180 Hours
CIP Code: 521400 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 12/03/2015
Career Cluster: Marketing	Cluster Pathway: Marketing Management

COMPONENTS AND ASSESSMENTS

Performance Assessments: Precision Exam: Marketing I (401) (pre-test) and Apprentice Challenge I (MBA Research Standards)

Leadership Alignment:

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Working Creatively with Others

1.B.1: Develop, implement and communicate new ideas to others effectively

1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Collaborate with Others

3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Work Effectively in Diverse Teams

9.B.2 Respond open-mindedly to different ideas and values

Produce Results

10.B.1.f : Collaborate and cooperate effectively with teams

10.B.1.h: Be accountable for results

DECA Alignment

DECA Cluster Exam

Virtual Business

Standards and Competencies

Standard/Unit: Marketing - Students will be introduced to the world of marketing.

Competencies

Total Learning Hours for Unit: 30

<p><u>Precision Exam: Marketing I (401)</u></p> <p>Objective 1: Understand that marketing is all around us.</p> <ol style="list-style-type: none"> 1. Define the term “marketing” 2. Identify the functions of marketing <p>Objective 2: Understand the concept of private enterprise.</p> <ol style="list-style-type: none"> 1. Explain the importance of marketing in a global economy 2. Identify types of economic systems (tradition, command, market, mixed) 3. Understand the four pillars of the free enterprise system (Private Property, Price System, Competition, Entrepreneurship) 4. Understand the role of entrepreneurs, businesses, government, and consumers in the free enterprise system <p>Objective 3: Understand the marketing mix, or 4P’s of marketing.</p> <ol style="list-style-type: none"> 1. Identify the four elements of the marketing mix (4P’s of marketing -Product, Price, Place, Promotion) 2. Discover how each element is strategically used to make marketing decisions <p>Objective 4: Students will understand how DECA integrates into the marketing classroom.</p>	<p><u>MBA Research Standards</u></p> <p>Describe marketing functions and related activities (MK:002, LAP-MK-001) (CS)</p> <p>Explain factors that influence customer/client/business buying behavior (MK:014, LAP-MK-006) (SP)</p> <p>Discuss actions employees can take to achieve the company’s desired results (MK:015,LAP-MK-002) (SP)</p> <p>Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (MK:019, LAP-MK-003) (SP)</p>
Aligned Washington State Standards	
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	
Reading Standards for Informational Text 6–12	
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing Standards 6-12	
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.
Speaking and Listening Standards 6-12	
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics	
Number and Quantities: Quantities	Reason quantitatively and use units to solve problems.

COMPONENTS AND ASSESSMENTS		
Performance Assessments: Precision Exam: Marketing I (401) (pre-test) and Apprentice Challenge I (MBA Research Standards)		
Leadership Alignment: 21st Century Skills Alignment <u>Thinking Creatively</u> 1.A.1: Use a wide range of idea creation techniques (such as brainstorming) <u>Working Creatively with Others</u> 1.B.1: Develop, implement and communicate new ideas to others effectively 1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <u>Communicate Clearly</u> 3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <u>Collaborate with Others</u> 3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member <u>Work Effectively in Diverse Teams</u> 9.B.2 Respond open-mindedly to different ideas and values <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results		DECA Alignment DECA Cluster Exam DECA Market Planning Role Play Virtual Business
Standards and Competencies		
Standard/Unit: Marketing Planning - Students will understand the concepts and strategies utilized to determine and target marketing strategies to a select audience.		
Competencies		Total Learning Hours for Unit: 20
Precision Exam: Marketing I (401) Objective 1: Understand the concept of market and market identification 1. Define the term “market” 2. Define the term “target market” 3. Understand how to identify an appropriate target market 4. Understand the difference between B2B marketing and B2C marketing 5. Explain the role of situational analysis in the marketing planning process Objective 2: Understand the concept of market segmentation. 1. Define the term market segmentation. 2. Understand common methods used to segment a market (demographic, psychographic, geographic, and behavioral). Objective 3: Understand the importance of evaluating marketing plans. 1. Define Return on Marketing Investment (ROMI). 2. Explain methods to monitor and evaluate performance of marketing plans.		MBA Research Standards Explain the concept of market and market identification (MP:003, LAP-MP-003) (CS) Conduct market analysis (market size, area, potential, etc.) (MP:009) (MN) Set marketing goals and objectives (MP:015) (MN) Set marketing budget (MP:017) (MN) Develop marketing plan (MP:018) (MN) Monitor and evaluate performance of marketing plan (MP:022) (MN)
Aligned Washington State Standards		
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects		
Reading Standards for Informational Text 6–12		
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	

Writing Standards 6-12	
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.
Speaking and Listening Standards 6-12	
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics	
Number and Quantities: Quantities	Reason quantitatively and use units to solve problems.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Precision Exam: Marketing I (401) (pre-test) and Apprentice Challenge II (MBA Research Standards)	
Leadership Alignment: 21st Century Skills Alignment <u>Thinking Creatively</u> 1.A.1: Use a wide range of idea creation techniques (such as brainstorming) <u>Working Creatively with Others</u> 1.B.1: Develop, implement and communicate new ideas to others effectively 1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <u>Implement Innovations</u> 1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur <u>Communicate Clearly</u> 3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <u>Collaborate with Others</u> 3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member <u>Solve Problems</u> 2.D.1: Solve different kinds of non-familiar problems in both conventional and innovative ways 2.D.2: Identify and ask significant questions that clarify various points of view and lead to better solutions <u>Use and Manage Information</u> 4.B.1: Use information accurately and creatively for the issue or problem at hand 4.B.2: Manage the flow of information from a wide variety of sources 4.B.3: Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information <u>Work Effectively in Diverse Teams</u> 9.B.2 Respond open-mindedly to different ideas and values	DECA Alignment DECA Cluster Exam DECA Marketing Information Role Play Virtual Business

<u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results	
Standards and Competencies	
Standard/Unit: Marketing Information Management - Students will understand the concepts needed to gather and evaluate Information or use in making business decisions.	
Competencies	Total Learning Hours for Unit: 20
<u>Precision Exam: Marketing I (401)</u> Objective 1: Describe the need for marketing information. Objective 2: Understand marketing-research activities. 1. Explain the nature of marketing research. 2. Identify sources and types of primary and secondary research. 3. Explain importance of determining the marketing-research problem. 4. Understand the need to interpret, assess, and evaluate marketing information.	<u>MBA Research Standards</u> Describe the need for marketing data (IM:012, LAP-IM-012) (CS) Identify data monitored for marketing decision making (IM:184, LAP-IM-011) (SP) Explain the nature and scope of the marketing information management function (IM:001,LAP-IM-002) (SP) Explain the role of ethics in marketing-information management (IM:025) (SP) Describe the use of technology in the marketing-information management function (IM:183) (SP) Describe the regulation of marketing-information management (IM:419) (SP)
Aligned Washington State Standards	
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	
Reading Standards for Informational Text 6–12	
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing Standards 6-12	
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.
Speaking and Listening Standards 6-12	
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics	
Number and Quantities: Quantities	Reason quantitatively and use units to solve problems.
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Precision Exam: Marketing I (401) (pre-test) and Apprentice Challenge II (MBA Research Standards)	
Leadership Alignment: <u>21st Century Skills Alignment</u> Thinking Creatively	<u>DECA Alignment</u> DECA Cluster Exam DECA Pricing Role Play

1.A.1: Use a wide range of idea creation techniques (such as brainstorming) <u>Working Creatively with Others</u> 1.B.1: Develop, implement and communicate new ideas to others effectively 1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <u>Implement Innovations</u> 1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur <u>Communicate Clearly</u> 3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <u>Collaborate with Others</u> 3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member <u>Solve Problems</u> 2.D.1: Solve different kinds of non-familiar problems in both conventional and innovative ways 2.D.2: Identify and ask significant questions that clarify various points of view and lead to better solutions <u>Use and Manage Information</u> 4.B.1: Use information accurately and creatively for the issue or problem at hand 4.B.2: Manage the flow of information from a wide variety of sources 4.B.3: Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information <u>Work Effectively in Diverse Teams</u> 9.B.2 Respond open-mindedly to different ideas and values <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results	Virtual Business
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Standards and Competencies

Standard/Unit: Pricing - Students will understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

Competencies

Total Learning Hours for Unit: 20

Precision Exam: Marketing I (401) Objective 1: Explain the nature and scope of the pricing function. 1. Understand the concept of break-even point. Objective 2: Understand how basic economic principles affect pricing. 1. Explain the principles of supply and demand. 2. Identify factors affecting a business's profit. 3. Explain the concept of competition.	<u>MBA Research Standards</u> Explain the nature and scope of the pricing function (PI:001, LAP-PI-002) (SP) Describe the role of business ethics in pricing (PI:015) (SP) Explain the use of technology in the pricing function (PI:016) (SP) Explain legal considerations for pricing (PI:017) (SP) Explain factors affecting pricing decisions (PI:002, LAP-PI-003) (SP)
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Aligned Washington State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Informational Text 6–12

Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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Writing Standards 6-12

Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.
Speaking and Listening Standards 6-12	
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Mathematics	
Number and Quantities: Quantities	Reason quantitatively and use units to solve problems.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Precision Exam: Marketing I (401) (pre-test) and Channel Management Project (MBA Research Standards)	
Leadership Alignment: 21st Century Skills Alignment <u>Thinking Creatively</u> 1.A.1: Use a wide range of idea creation techniques (such as brainstorming) <u>Working Creatively with Others</u> 1.B.1: Develop, implement and communicate new ideas to others effectively 1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work <u>Implement Innovations</u> 1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur <u>Communicate Clearly</u> 3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <u>Solve Problems</u> 2.D.1: Solve different kinds of non-familiar problems in both conventional and innovative ways 2.D.2: Identify and ask significant questions that clarify various points of view and lead to better solutions <u>Use and Manage Information</u> 4.B.1: Use information accurately and creatively for the issue or problem at hand 4.B.2: Manage the flow of information from a wide variety of sources 4.B.3: Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results	DECA Alignment DECA Cluster Exam DECA Channel Management Role Play Virtual Business
Standards and Competencies	
Standard/Unit: Channel Management - Students will understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels.	

Competencies		Total Learning Hours for Unit: 20
<p>Precision Exam: Marketing I (401)</p> <p>Objective 1: Explain the nature and scope of channel management.</p> <ol style="list-style-type: none"> 1. Define sales channel. 2. Identify members of a sales channel. <p>Objective 2: Explain the nature of channels of distribution.</p> <ol style="list-style-type: none"> 1. Define channel of distribution. 2. Understand the role of intermediaries. 3. Understand exclusive, selective, and intensive distribution. 	<p>MBA Research Standards</p> <p>Explain the nature and scope of channel management (CM:001, LAP-CM-002) (CS)</p> <p>Explain the relationship between customer service and channel management (CM:002) (CS)</p> <p>Explain the nature of channels of distribution (CM:003, LAP-CM-001) (CS)</p> <p>Describe the use of technology in the channel management function (CM:004) (CS)</p> <p>Coordinate channel management with other marketing activities (CM:007) (SP)</p> <p>Explain the nature of channel-member relationships (CM:008) (SP)</p> <p>Select channels of distribution (CM:010) (MN)</p> <p>Evaluate channel members (CM:011) (MN)</p>	

Aligned Washington State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Informational Text 6–12

Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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Writing Standards 6-12

Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.

Speaking and Listening Standards 6-12

Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Precision Exam: Marketing I (401) (pre-test) and Apprentice Challenge III (MBA Research Standards)

<p>Leadership Alignment:</p> <p><u>21st Century Skills Alignment</u></p> <p><u>Thinking Creatively</u></p> <p>1.A.1: Use a wide range of idea creation techniques (such as brainstorming)</p> <p><u>Implement Innovations</u></p> <p>1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur</p> <p><u>Communicate Clearly</u></p> <p>3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</p>	<p><u>DECA Alignment</u></p> <p>DECA Cluster Exam</p> <p>DECA Promotion Role Play</p> <p>DECA Promotional Activities</p> <p>Virtual Business</p>
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<p><u>Collaborate with Others</u> 3.B.3: Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</p> <p><u>Solve Problems</u> 2.D.1: Solve different kinds of non-familiar problems in both conventional and innovative ways 2.D.2: Identify and ask significant questions that clarify various points of view and lead to better solutions</p> <p><u>Analyze Media</u> 5.A.1: Understand both how and why media messages are constructed, and for what purposes 5.A.2: Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors 5.A.3: Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media</p> <p><u>Create Media Products</u> 5.B.1: Understand and utilize the most appropriate media creation tools, characteristics and conventions 5.B.2: Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments/behaviors</p> <p><u>Work Effectively in Diverse Teams</u> 9.B.2 Respond open-mindedly to different ideas and values</p> <p><u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results</p>	
Standards and Competencies	
Standard/Unit: Promotion - Students will understand the concepts and strategies needed to communicate information about products, services, images, and/or idea to achieve a desired outcome.	
Competencies	Total Learning Hours for Unit: 40 Hours
<p><u>Precision Exam: Marketing I (401)</u> Objective 1: Understand the nature and scope of promotion.</p> <ol style="list-style-type: none"> 1. Explain the role of promotion as a marketing function. 2. Identify elements of the promotional mix (advertising, public relations, personal selling, sales promotion). 3. Explain the nature of a promotional plan. 4. Explain the importance of coordinating activities in the promotional mix. <p>Objective 2: Understand promotional channels used to communicate with the targeted audiences.</p> <ol style="list-style-type: none"> 1. Explain types of advertising media used to communicate with target audiences. 2. Understand the use of public-relations activities to communicate with targeted audiences. 3. Identify methods personal selling is used to communicate with targeted audiences. 4. Identify and explain communication methods used in sales promotions. 5. Understand the use of social media tools to communicate with targeted audiences. 6. Identify metrics used to assess results of promotional efforts. 	<p><u>MBA Research Standards</u> Explain the role of promotion as a marketing function (PR:001, LAP-PR-002) (CS) Explain the types of promotion (PR:002, LAP-PR-004) (CS) Identify the elements of the promotional mix (PR:003, LAP-PR-001) (SP) Explain types of advertising media (PR:007, LAP-PR-003) (SP) Identify communications channels used in sales promotion (PR:249) (SP) Explain communications channels used in public-relations activities (PR:250) (SP) Explain the components of advertisements (PR:014) (SP) Identify types of public-relations activities (PR:252) (SP) Explain the importance of coordinating elements in advertisements (PR:251) (SP)</p>

Aligned Washington State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Informational Text 6–12

Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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Writing Standards 6-12

Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.

Speaking and Listening Standards 6-12

Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Precision Exam: Marketing I (401) (post-test) and Sales Demonstration (MBA Research Standards)

<p>Leadership Alignment: ;</p> <p><u>21st Century Skills Alignment</u></p> <p><u>Thinking Creatively</u></p> <p>1.A.1: Use a wide range of idea creation techniques (such as brainstorming)</p> <p><u>Working Creatively with Others</u></p> <p>1.B.1: Develop, implement and communicate new ideas to others effectively</p> <p>1.B.2: Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</p> <p><u>Implement Innovations</u></p> <p>1.C.1: Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur</p> <p><u>Communicate Clearly</u></p> <p>3.A.1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</p> <p><u>Use and Manage Information</u></p> <p>4.B.1: Use information accurately and creatively for the issue or problem at hand</p> <p>4.B.2: Manage the flow of information from a wide variety of sources</p> <p>4.B.3: Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p> <p><u>Produce Results</u></p> <p>10.B.1.f : Collaborate and cooperate effectively with teams</p> <p>10.B.1.h: Be accountable for results</p>	<p><u>DECA Alignment</u></p> <p>DECA Cluster Exam</p> <p>DECA Selling Role Play</p> <p>Virtual Business</p>
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Standards and Competencies	
Standard/Unit: Selling - Students will understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.	
Competencies	Total Learning Hours for Unit: 30
<p>Precision Exam: Marketing I (401)</p> <p>Objective 1: Acquire a foundational knowledge of selling to understand its nature and scope.</p> <p>1. Explain the nature and scope of the selling function</p> <p>2. Explain the role of customer service as a component of selling relationships.</p> <p>Objective 2: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.</p> <p>1. Identify methods to acquire product information for use in selling.</p> <p>2. Analyze product information to identify product features and benefits.</p> <p>Objective 3: Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.</p> <p>1. Explain the selling process.</p> <p>2. Discuss motivational theories that impact buying behavior.</p>	<p>MBA Research Standards</p> <p>Explain the nature and scope of the selling function (SE:017, LAP-SE-117) (CS)</p> <p>Explain the role of customer service as a component of selling relationships (SE:076, LAP-SE-130)(CS)</p> <p>Analyze product information to identify product features and benefits (SE:109, LAP-SE-113) (SP)</p> <p>Explain the selling process (SE:048, LAP-SE-126) (CS)</p>
Aligned Washington State Standards	
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	
Reading Standards for Informational Text 6–12	
Integration of Knowledge and Ideas	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing Standards 6-12	
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Research to Build and Present Knowledge.
Speaking and Listening Standards 6-12	
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
21 st Century Skills	
Check those that students will demonstrate in this course:	

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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