



## Everett Public Schools Business and Marketing III Framework

<b>Course:</b> Business and Marketing III	<b>Total Framework Hours up to:</b> 180 Hours
<b>CIP Code:</b> 521801 <input type="checkbox"/> <b>Exploratory</b> <input checked="" type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified:</b> 12/03/2015
<b>Career Cluster:</b> Marketing	<b>Cluster Pathway:</b> Management and Entrepreneurship

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)

<p><b>Leadership Alignment:</b>  <b>21<sup>st</sup> Century Skills Alignment</b>  <u>Reason Effectively</u>            2.A.1: Use various types of reasoning as appropriate to the situation  <u>Use System Thinking</u>            2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems  <u>Make Judgements and Decisions</u>            2.C.4: Reflect critically on learning experiences and processes  <u>Communicate Clearly</u>            3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)  <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>Adapt to Change</u>            7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts            7.A.2: Work effectively in a climate of ambiguity and changing priorities  <u>Be Flexible</u>            7.B.1: Incorporate feedback effectively            7.B.2: Deal positively with praise, setbacks and criticism  <u>Produce Results</u>            10.B.1.f: Collaborate and cooperate effectively with teams            10.B.1.h: Be accountable for results</p>	<p><b>DECA Alignment</b>            DECA School Based Enterprise</p>
---	--

### Standards and Competencies

<b>Standard/Unit:</b> Financial Analysis - Understand basic accounting practices and procedures used in retailing.	
<b>Competencies</b>	<b>Total Learning Hours for Unit:</b> 15

<u>Precision Exam: Retailing (School Store) 408 (Standards 4 and 5)</u> Standard 4: Objective 3: Understand the basics of handling cash, maintaining the store, and establishing policies and procedures. 1. Describe procedures for handling cash and how to process checks and credit and debit transactions. 2. Explain procedures for maintaining the cash drawer. 3. Know proper store maintenance techniques. 4. Explain the purpose of operating policies and procedures. 5. Describe the information to be included in a store policy manual.  Standard 5: Objective 1: Understand how to account for profits using basic accounting methods. 1. Describe basic financial records used by businesses. 2. Explain the uses of income statements and balance sheets. 3. Explain how to manage the cash flow of a business. 4. Identify computerized accounting systems and their purpose in a retail store.		<u>DECA School Based Enterprise Standards</u> Explain the nature of balance sheets. Describe the nature of income statements. Maintain financial records. Prepare cash flow statements. Demonstrate the wise use of credit. Open/Close register/terminal.
<b><i>Aligned Washington State Standards</i></b>		
<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>		
<b>Reading Standards for Informational Text 6–12</b>		
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.	
<b>Writing Standards6-12</b>		
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.	
<b>Speaking and Listening Standards 6-12</b>		
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.	
<b>Mathematics</b>		
<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.	
	Define appropriate quantities for the purpose of descriptive modeling.*	
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*	

COMPONENTS AND ASSESSMENTS		
<b>Precision Exam:</b> Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)		
<b>Leadership Alignment:</b> <b>21<sup>st</sup> Century Skills Alignment</b> <u>Reason Effectively</u> 2.A.1: Use various types of reasoning as appropriate to the situation <u>Use System Thinking</u> 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <u>Make Judgements and Decisions</u> 2.C.4: Reflect critically on learning experiences and processes <u>Communicate Clearly</u> 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <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>Adapt to Change</u> 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities <u>Be Flexible</u> 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results		<b>DECA Alignment</b> DECA School Based Enterprise
Standards and Competencies		
<b>Standard/Unit:</b> Operations - Understand the mechanics of operating a retail store.		
<b>Competencies</b>		<b>Total Learning Hours for Unit: 30</b>
Precision Exam: Retailing (School Store) 408 Standard 4: Objective 1: Understand how to prepare for opening day. 1. Explain the importance of preparing for opening day. 2. Identify the steps needed to prepare for opening day.  Objective 4: Understand the measures used in securing a retail store. 1. Explain security policies and safety precautions for a school-based enterprise. 2. Explain the role of equipment in store security and explain the role of employee supervision in store security. 3. Describe internal and external theft and how it is committed.		DECA School Based Enterprise Standards Follow instructions for use of equipment, tools, and machinery. Describe health and safety regulations in business. Explain routine security precautions.
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.
<b>Writing Standards 6-12</b>	
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.
<b>Speaking and Listening Standards 6-12</b>	
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.
<b>Mathematics</b>	
<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Precision Exam:</b> Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)	
<b>Leadership Alignment:</b> <b><u>21<sup>st</sup> Century Skills Alignment</u></b> <u>Reason Effectively</u> 2.A.1: Use various types of reasoning as appropriate to the situation <u>Use System Thinking</u> 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <u>Make Judgements and Decisions</u> 2.C.4: Reflect critically on learning experiences and processes <u>Communicate Clearly</u> 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <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>Adapt to Change</u> 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities <u>Be Flexible</u>	<b><u>DECA Alignment</u></b> DECA School Based Enterprise

7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism Produce Results 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results	
<b>Standards and Competencies</b>	
<b>Standard/Unit:</b> Marketing-information management - Understand the marketing mix and strategies used in marketing research.	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 10</b>
Precision Exam: Retailing (School Store) 408 (Standard 2) Standard 2: Objective 1: Know and understand market segmentation and target marketing elements. 1. Describe how to reach your target market. 2. Explain how to analyze your competition.  Objective 2: Know and understand the role of the marketing mix and research in a retail store. 1. Describe how the marketing mix is used in making buying decisions. 2. Identify sources of information to help determine what to buy.	DECA School Based Enterprise Standards Scan marketplace to identify factors that could influence merchandising decisions. Analyze competitors' offerings. Assess trading area. Determine price sensitivity.
<b>Aligned Washington State Standards</b>	
<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>	
<b>Reading Standards for Informational Text 6–12</b>	
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.
<b>Writing Standards 6-12</b>	
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.
<b>Speaking and Listening Standards 6-12</b>	
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.
<b>Mathematics</b>	
<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.\*

### COMPONENTS AND ASSESSMENTS

**Precision Exam:** Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)

**Leadership Alignment:**

**21<sup>st</sup> Century Skills Alignment**

Reason Effectively

2.A.1: Use various types of reasoning as appropriate to the situation

Use System Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgements and Decisions

2.C.4: Reflect critically on learning experiences and processes

Communicate Clearly

3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Collaborate with Others

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

Adapt to Change

7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts

7.A.2: Work effectively in a climate of ambiguity and changing priorities

Be Flexible

7.B.1: Incorporate feedback effectively

7.B.2: Deal positively with praise, setbacks and criticism

Produce Results

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

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

**DECA Alignment**

DECA School Based Enterprise

### ***Standards and Competencies***

**Standard/Unit:** Market Planning - Understand how to develop a business plan and prepare for personnel needs in a retail store.

**Competencies**

**Total Learning Hours for Unit: 25**

Precision Exam: Retailing (School Store) 408 (Standard 1 and 3)

Standard 1:

Objective 1: Know and understand the definitions of basic marketing terminology.

1. Define marketing, products, goods, and services.

2. Define retailing and merchandising.

Objective 2: Know and understand the seven functions of marketing.

1. Define each function of marketing.

2. Identify activities involved with each function.

Objective 3: Determine forms of economic utility created by marketing activities.

1. Explain the benefits of marketing.

2. Identify the five economic utilities.

DECA School Based Enterprise Standards

Profile target customer.

Determine market needs.

Determine customer demand for merchandise.

<p>Objective 4: Know and understand the marketing concept.</p> <p>1. Define the marketing concept.</p>	
<p>Standard 3:</p> <p>Objective 1: Know and understand the parts of a retail business plan.</p> <p>1. Identify the elements of a business plan.</p> <p>2. Explain the organizational and marketing plan.</p> <p>3. Identify the purpose of a financial plan.</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**

<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

### **COMPONENTS AND ASSESSMENTS**

**Precision Exam:** Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)

<p><b>Leadership Alignment:</b></p> <p><b><u>21<sup>st</sup> Century Skills Alignment</u></b></p> <p><u>Reason Effectively</u></p> <p>2.A.1: Use various types of reasoning as appropriate to the situation</p> <p><u>Use System Thinking</u></p> <p>2.B.1: Analyze how parts of a whole interact with each other to produce overall</p>	<p><b><u>DECA Alignment</u></b></p> <p>DECA School Based Enterprise</p>
--	---

<p>outcomes in complex systems  <u>Make Judgements and Decisions</u>            2.C.4: Reflect critically on learning experiences and processes  <u>Communicate Clearly</u>            3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)  <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>Adapt to Change</u>            7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts            7.A.2: Work effectively in a climate of ambiguity and changing priorities  <u>Be Flexible</u>            7.B.1: Incorporate feedback effectively            7.B.2: Deal positively with praise, setbacks and criticism  <u>Produce Results</u>            10.B.1.f : Collaborate and cooperate effectively with teams            10.B.1.h: Be accountable for results</p>	
<b>Standards and Competencies</b>	
<b>Standard/Unit:</b> Product/Service Management - understand the mechanics of operating a retail store.	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 15</b>
Precision Exam: Retailing (School Store) 408 (Standard 4) Standard 4: Objective 2: Understand how to make a retail store operational. 3. Identify the stock handling process and the procedures for handling returns to vendors. 4. Explain the methods used for calculating inventory. 5. Explain causes of shrink and ways to prevent it.	DECA School Based Enterprise Standards Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages). Determine stock turnover. Plan merchandise assortment (e.g., styling, sizes, quantities, colors). Choose vendors. Identify components of a retail image.
<b>Aligned Washington State Standards</b>	
<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>	
<b>Reading Standards for Informational Text 6–12</b>	
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.
<b>Writing Standards 6-12</b>	
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.
<b>Speaking and Listening Standards 6-12</b>	
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.
<b>Mathematics</b>	
<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

COMPONENTS AND ASSESSMENTS			
Performance Assessments: Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)			
Leadership Alignment: <u>21<sup>st</sup> Century Skills Alignment</u> <u>Reason Effectively</u> 2.A.1: Use various types of reasoning as appropriate to the situation <u>Use System Thinking</u> 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <u>Make Judgements and Decisions</u> 2.C.4: Reflect critically on learning experiences and processes <u>Communicate Clearly</u> 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <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>Adapt to Change</u> 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities <u>Be Flexible</u> 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results	<u>DECA Alignment</u> DECA School Based Enterprise		
	Standards and Competencies		
	Standard/Unit: Pricing - Understand the mechanics of operating a retail store.		
	Competencies		
	Total Learning Hours for Unit: 10		
	Precision Exam: Retailing (School Store) 408 (Standard 4) Standard 4: Objective 2: Understand how to make a retail store operational. 1. Identify types of merchandise and strategies for managing the merchandise mix.	DECA School Based Enterprise Standards Determine cost of product (breakeven, ROI, markup). Evaluate pricing decisions. Describe pricing strategies.	

2. Describe buying activities and explain strategies for pricing.	
<b>Aligned Washington State Standards</b>	
<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>	
<b>Reading Standards for Informational Text 6–12</b>	
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.
<b>Writing Standards 6-12</b>	
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.
<b>Speaking and Listening Standards 6-12</b>	
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.
<b>Mathematics</b>	
<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)	
<b>Leadership Alignment:</b> <b><u>21<sup>st</sup> Century Skills Alignment</u></b> <u>Reason Effectively</u> 2.A.1: Use various types of reasoning as appropriate to the situation <u>Use System Thinking</u> 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <u>Make Judgements and Decisions</u> 2.C.4: Reflect critically on learning experiences and processes <u>Communicate Clearly</u> 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <u>Collaborate with Others</u> 3.B.3: Assume shared responsibility for collaborative work, and value the individual	<b><u>DECA Alignment</u></b> DECA School Based Enterprise

contributions made by each team member <u>Adapt to Change</u> 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities <u>Be Flexible</u> 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results		
<b>Standards and Competencies</b>		
<b>Standard/Unit:</b> Distribution and Channel Management - Understand the mechanics of operating a retail store.		
<b>Competencies</b>		<b>Total Learning Hours for Unit: 10</b>
Precision Exam: Retailing (School Store) 408 (Standard 4) Standard 4: Objective 2: Understand how to make a retail store operational. 3. Identify the stock handling process and the procedures for handling returns to vendors. 4. Explain the methods used for calculating inventory. 5. Explain causes of shrink and ways to prevent it.  Objective 4: Understand the measures used in securing a retail store. 1. Explain security policies and safety precautions for a school-based enterprise. 2. Explain the role of equipment in store security and explain the role of employee supervision in store security. 3. Describe internal and external theft and how it is committed.	<u>DECA School Based Enterprise Standards</u> Complete inventory counts. Determine inventory shrinkage. Explain the relationship between customer service and distribution. Explain the receiving process.	
<b>Aligned Washington State Standards</b>		
<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>		
<b>Reading Standards for Informational Text 6–12</b>		
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.	
<b>Writing Standards 6-12</b>		
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.	
<b>Speaking and Listening Standards 6-12</b>		
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.
<b>Mathematics</b>	
<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)	
<b>Leadership Alignment:</b> <b><u>21<sup>st</sup> Century Skills Alignment</u></b> <u>Reason Effectively</u> 2.A.1: Use various types of reasoning as appropriate to the situation <u>Use System Thinking</u> 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <u>Make Judgements and Decisions</u> 2.C.4: Reflect critically on learning experiences and processes <u>Communicate Clearly</u> 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <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>Adapt to Change</u> 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities <u>Be Flexible</u> 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results	<b><u>DECA Alignment</u></b> DECA School Based Enterprise
<b>Standards and Competencies</b>	
<b>Standard/Unit:</b> Promotion - Students will understand the importance of promotion in a retail business.	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 25</b>
Precision Exam: Retailing (School Store) 408 (Standard 6) Standard 6: Objective 1: Understand the elements involved in promoting a business, including sales promotion, visual merchandising, advertising, and publicity. 1. Identify different types of sales promotions.	<u>DECA School Based Enterprise Standards</u> Plan special events. Plan promotional strategy. Measure success of promotional efforts. Explain the use of visual merchandising in retailing.

2. Explain the elements of a promotional strategy. 3. Describe the components of visual merchandising. 4. Identify the stages involved in executing a display. 5. Identify types of advertising and the steps involved in developing an advertising plan. 6. Describe the different types of special events and promotions.	Use cross-merchandising techniques.
---	-------------------------------------

### ***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**

<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Precision Exam: Retailing (School Store) 408 (pre-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)

#### **Leadership Alignment:** **21<sup>st</sup> Century Skills Alignment**

##### Reason Effectively

2.A.1: Use various types of reasoning as appropriate to the situation

##### Use System Thinking

2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

##### Make Judgements and Decisions

#### **DECA Alignment**

DECA School Based Enterprise

2.C.4: Reflect critically on learning experiences and processes <u>Communicate Clearly</u> 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <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>Adapt to Change</u> 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities <u>Be Flexible</u> 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism <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:** Selling - Understand the mechanics of operating a retail store.

#### **Competencies**

**Total Learning Hours for Unit: 25**

Precision Exam: Retailing (School Store) 408 (Standard 4)

Standard 4:

Objective 5: Understand the selling process and the importance of customer service.

1. Explain the function of selling and describe the steps in the selling process.
2. Know the types of services offered by stores.
3. Describe the benefits of providing customer services.
4. Identify the importance of selling policies and identify selling policies used by retailers.

DECA School Based Enterprise Standards

Establish relationship with customer/client.

Process returns/exchanges.

Process sales documentation.

Determine customer/client needs.

Demonstrate suggestion selling.

### ***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.
<b>Mathematics</b>	
<b>Number and Quantities:</b> Quantities	Reason quantitatively and use units to solve problems.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> Precision Exam: Retailing (School Store) 408 (post-test) and Weekly Report; 6-week Evaluation (includes self, peer, and teacher assessment) (SBE Research Standards)	
<b>Leadership Alignment:</b> <b><u>21<sup>st</sup> Century Skills Alignment</u></b> <u>Reason Effectively</u> 2.A.1: Use various types of reasoning as appropriate to the situation <u>Use System Thinking</u> 2.B.1: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems <u>Make Judgements and Decisions</u> 2.C.4: Reflect critically on learning experiences and processes <u>Communicate Clearly</u> 3.A.3: Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) <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>Adapt to Change</u> 7.A.1: Adapt to varied roles, job responsibilities, schedules and contexts 7.A.2: Work effectively in a climate of ambiguity and changing priorities <u>Be Flexible</u> 7.B.1: Incorporate feedback effectively 7.B.2: Deal positively with praise, setbacks and criticism <u>Produce Results</u> 10.B.1.f : Collaborate and cooperate effectively with teams 10.B.1.h: Be accountable for results	<b><u>DECA Alignment</u></b> DECA School Based Enterprise
<b>Standards and Competencies</b>	
<b>Standard/Unit:</b> Human Resource Management - Identify the role of managers and employees in a retail store and the skills needed to be successful.	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 15</b>
Precision Exam: Retailing (School Store) 408 (Standard 3 and 7) Standard 3: Objective 2: Know and understand personnel needs for a retail store. 1. Explain the factors for determining personnel needs. 2. Know the procedures for creating a hiring plan. 3. Identify criteria for hiring employees.	DECA School Based Enterprise Standards Conduct product “show and tell.” Conduct contests to motivate employees. Hold special events for employees. Foster “right” environment for employees.

Standard 7:

Objective 1: Understand the role of the manager and skills needed to operate effectively within a management team.

1. Describe the manager’s role within the school-based enterprise.
2. Identify skills needed for management positions.
3. Describe training and educational opportunities for managers.
4. Explain different types of organizational structures.
5. Identify various management positions within an organization.

Objective 2: understand how to achieve employee success.

1. Describe how to keep proper documentation, practice job rotation, and involve employees in the decision-making process.
2. Explain various approaches to employee training.
3. Describe the purpose of performance evaluations.

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.
	Define appropriate quantities for the purpose of descriptive modeling.*
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*
21 <sup>st</sup> Century Skills	
Check those that students will demonstrate in this course:	



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