

**Mississippi Department of Education  
Office of Curriculum and Instruction**

Course Title: **Sales and Distribution**

Grade Level: **9, 10, 11, 12**

Carnegie Unit: **1**

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# Sales and Distribution

## Unit 1: Product/Service Management

**Competency 1:** Demonstrate understanding of the nature and scope of the product/service management function.

### Suggested Enduring Understandings

1. There are certain factors that affect product planning.
2. There are steps in the new product/service planning process.
3. There is an impact of product life cycles that affects marketing decisions.
4. The concept of product positioning is important to the product/service management function.
5. There are certain ethical issues that affect product development.

### Suggested Essential Questions

1. What factors affect product planning?
2. What are the steps in the new product/service planning process?
3. How does the impact of product life cycles affect marketing decisions?
4. Why is product positioning important to the product/service management function?
5. How do ethical issues affect product development?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe factors affecting product planning.	a. Discuss factors affecting product planning to include making decisions about what features should be used in selling a business's products, services, or ideas. Have students post comments and ideas on a Wiki or discussion board in Blackboard. Discuss decisions related to product features, such as packaging, labeling, and branding that are necessary to support the product. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. List the steps in new product/service planning.	b. Discuss the following steps in new product/service planning: market research, generating ideas, screening ideas, developing a business proposal, developing the product, testing the product with consumers, introducing the product (commercialization), and evaluating customer acceptance. Have students post comments and ideas on a Wiki or discussion board in Blackboard.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Identify the impact of product life cycles on marketing decisions.	c. Discuss the impact of product life cycles on marketing decisions so marketers can adjust their marketing decisions to ensure sales. Have students research each cycle and present findings. Those stages include introduction stage, growth stage, maturity stage and decline stage.	c. Assess student understanding by observing contributions to class discussions and participation in activities.

d. Demonstrate understanding of the concept of product positioning.	d. Have students use the Internet to define product positioning. Product positioning is the image that a product projects. The goal of product positioning is to set the product apart from the competition. Product positioning refers to the efforts a business makes to identify, place, and sell its products in the marketplace. Students will present findings to the class.	d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Debate ethics issues in product development.	e. In pairs, give students ethical issues in case studies dealing with product development to discuss and debate. They will research their topic with one student being against and one for the topic and debate before the class.	e. Evaluate student debates using a teacher-created rubric.

### Competency 2: Design a product/service mix.

#### Suggested Enduring Understandings

1. There are several strategies involved in developing a product mix.
2. There are many services that a business offers a customer in order to distinguish itself from its competitors.
3. Businesses offer various service options to customers in order to maintain customer satisfaction.

#### Suggested Essential Questions

1. What is a product mix?
2. What are the strategies involved in developing a product mix?
3. What are some services that a business can offer customers in order to stand apart from their competitors?
4. What are some differences and similarities in service options that a business might offer customers?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define, compare, and analyze product mix strategies.	<p>a. Define product mix as all the different products that a company makes or sells. Have students analyze the current product mix of a company.</p> <p>Product mix strategies may be defined as a plan for determining which products a business will make or stock. Product mix strategies include developing new products, developing existing products, and deleting a product or product line.</p> <p>Have students research the company's newest products and discontinued products to determine why the company made these decisions.</p>	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Develop services to provide to customers.	b. Have students brainstorm services that may be provided to customers in a business of the student's creation. Examples include a restaurant providing a drive-through window for customers, hotels providing small gifts in	b. Evaluate student debates using a teacher-created debate rubric.

	their rooms, and so forth. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	
c. Analyze customer service options.	c. Have students analyze customer service options that may include extended hours, more service locations, a greater variety of services, and follow-up activities with customers to ensure satisfaction to meet customer needs. Have students present findings to the class or post on Blackboard Wiki or the discussion board.	c. Evaluate student debates using a teacher-created debate rubric.

**Competency 3:** Describe factors used by marketers to position a product, service, or business.

**Suggested Enduring Understandings**

1. There are various branding elements involved in positioning a product.
2. Branding is an important element in product planning.
3. Branding strategies is important in planning the branding of a product.
4. The way a product is packaged and labeled is important in product positioning and sales.

**Suggested Essential Questions**

1. What are some of the branding elements involved when a company is positioning its product?
2. What is the difference between a trademark, trade name, brand name, and brand mark?
3. Why would a person choose a generic brand over a registered trademark brand?
4. What is the purpose of branding?
5. What are the three branding strategies?
6. What is the impact of product packaging and labeling?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define branding elements.	a. Define the following terms: brand, brand name, trade name, brand mark, trade characters, trademark, national brands, private distributor (private) brands, and generic brands.  Have students use newspapers, magazines, or online advertisements to select an advertisement. Students will label the following terms on the ad: brand, brand name, trade name, brand mark, trade character, trademark, national brands, private distributor (private) brands, and generic brands.	a. Assess student understanding by observing contributions to class discussions and participation in activities.  Evaluate advertisement for correctness.
b. Explain the importance of branding in product planning.	b. Discuss the importance of branding in product planning to include the following: to build product recognition and customer loyalty, to ensure quality and consistency, and to capitalize on brand exposure. Students will present findings to the class or post on Blackboard Wiki or the discussion board.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Classify branding	c. Discuss the following branding strategies:	c. Assess student

<p>strategies.</p>	<p>brand extensions, brand licensing, mixed-brand, and co-branding.</p> <p>Have students choose a national brand product they recently bought. Have students research the product's branding strategy, as well as the competitors' branding strategies. Have students prepare a two- to three-page written report using a word processing program such as Word. Students will prepare an electronic slide presentation on the project information.</p>	<p>understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate student essay for correctness.</p>
<p>d. Evaluate the impact of product packaging and labeling.</p>	<p>d. Discuss the impact of product packaging to show that companies take great care when designing their products. A package does more than hold a product; it is a selling tool. Students will present findings to the class or post on Blackboard Wiki or the discussion board.</p> <p>Have students brainstorm to list the typical foods that they eat during the day and describe the packaging used for each food. Students will present findings to the class or post on Blackboard Wiki or the discussion board.</p> <p>Discuss the impact of labeling. Students will present findings to the class or post on Blackboard Wiki or the discussion board.</p> <p>Review the following three types of labels: brand, descriptive, and grade.</p> <p>Have students create a visual aid showing the three types of labels. Have students write the three types of labels on poster board and list the characteristics of each label type. Students will bring labels from home to be used for the project.</p>	<p>d. Evaluate student discussion board for accuracy.</p> <p>Evaluate student performance based on teacher-created presentation rubric.</p>

**Competency 4:** Evaluate the importance of quality assurances on product/service management.

**Suggested Enduring Understandings**

1. There are various grades and standards used in the marketing communities in order to specify goods.
2. There are various warranties and guarantees that a business or manufacturer will offer for particular goods or services.
3. Warranties and guarantees are important in product planning.

**Suggested Essential Questions**

1. What are several ways to classify goods according to grades and standards?
2. What is the difference between an expressed warranty and an implied warranty?
3. What is the difference between a full warranty and a limited warranty, and why would a business choose one over the other?
4. What are the classifications of warranties and guarantees that a business or manufacturer will offer a customer?
5. Why are warranties and guarantees important in product planning?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe uses of grades and standards in marketing products.	a. Have students use the Internet to define the different types of grades and standards. Define grades and standards as a marketing activity that groups goods according to size, quality, or other characteristic.	a. Evaluate definitions for correctness.
b. Distinguish different types of warranties and guarantees.	<p>b. Have students use the Internet to define the different types of warranties to include express, implied (warranty of merchantability and a warranty of fitness for a particular purpose), and extended warranties and guarantees.</p> <p>Have students use the Internet to review the two types of written warranties: a full warranty and a limited warranty.</p> <p>Lead a discussion with students about whether they think warranties are useful sales tools. Students will present findings to the class or post on Blackboard Wiki or discussion board.</p> <p>Provide students with a list of products. Students will brainstorm and list extended product features for the products. Students will present findings to the class or post on Blackboard Wiki or discussion board.</p>	b. Evaluate students' discussion board/Wiki postings for a participation grade.
c. Demonstrate the understanding of the importance of warranties and guarantees in product planning.	c. Discuss the role of warranties and guarantees in product planning. Warranties are an important element of product planning because they help increase sales and profits. Customers often make purchasing decisions based on warranties. Students will post	c. Assess student understanding by observing contributions to class discussions and participation in activities.

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discussion and comments on Blackboard Wiki or discussion board.

Ask students why they think a state's department of education requires teachers to be certified. Ask students to investigate what the word certified means. Does this process guarantee a good teacher? Students should defend their answers in one-page essays. Students will need to type the report using a word processing program such as Word.

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## References

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*AMA code of ethics*. (2003). Retrieved January 3, 2008, from <http://www.helleniccomserve.com/marketingcodeofethics.html>

Burrow, J. L. (2009). *Marketing 3E*. Mason, OH: South-Western.

Burrow, J. L., Kleindl, B., and Everard, K. E. (2008). *Business principles and management 12E*. Mason, OH: South-Western.

Discovery Communications, LLC . (n.d.). *United streaming*. Retrieved December 1, 2007, from <http://streaming.discoveryeducation.com/index.cfm>

For additional references, activities, and Web resources, please refer to Business P.A.C.E. Web site: <http://rcu.blackboard.com> (available only to registered users).



# Sales and Distribution

## Unit 2: Distribution

**Competency 1:** Examine the distribution process.

### Suggested Enduring Understandings

1. The procedures followed in shipping and receiving allow for timely delivery of goods.
2. The terms of shipping of goods and services effect pricing.
3. The level of distribution will impact where a product may be available for purchase.
4. There are legal and ethical considerations that affect distribution.

### Suggested Essential Questions

1. What are the channels of distribution?
2. What is the link between customer service and distribution?
3. What role does technology play in the distribution process?
4. What are some of the legal and ethical considerations we encounter in the distribution process?
5. How does the Clayton Antitrust Act of 1914 affect distribution?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Examine the channels of distribution.	a. Define channels of distribution to include direct distribution, indirect distribution, wholesaler, retailer, and consumer. Define distribution to include the responsibility for moving, storing, locating, and/or transferring ownership of goods and services.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Explain the relationship between customer service and distribution.	b. Discuss the three ways of distribution to include transport products, receive products, and store products.  Discuss time utility and place utility and how it relates to customer satisfaction in the distribution process.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Describe the use of technology in the distribution process.	c. Discuss tracking packages through the bar codes and the use of GPS systems by delivery personnel.	c. Divide students in groups of two to three students per group. Students are to research the newest technology that would be relevant to distribution. Students are to then prepare an electronic slide presentation. Students are evaluated on the Presentation Rubric
d. Explain the legal and	d. Discuss the American Marketing Association Code	d. Have each student

ethical considerations in the distribution process.	of Ethics that determined responsibilities in the area of distribution that include the following: 1) Not manipulating the availability of a product for purpose of exploitation; 2) Not using coercion in the marketing channel; and 3) Not exerting undue influence over the reseller's decision whether to handle the product.	choose one of the ethics codes from the American Marketing Association Code of Ethics out of a hat, and have each student discuss that code with the class.
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**Competency 2:** Examine the process of warehousing and stock handling.

**Suggested Enduring Understandings**

1. Business requires a basic understanding of the shipping and receiving process.
2. There must be several concepts to consider when warehousing and storing.
3. There are several channels of distributions to consider prior to distribution.
4. Inventory methods improve customer satisfaction.

**Suggested Essential Questions**

1. Why is it important to understand the shipping and receiving processes?
2. What concepts should be considered regarding warehouse and storage?
3. What is the stock handling techniques used in receiving deliveries?
4. What are the types of inventory control systems?

<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
a. Identify and describe the shipping and receiving processes.	a. Discuss the various methods of transportation that a business would use to transport goods. After the discussion, students will draw various possible transportation methods and will play the role of the salesperson of that transport company. They will then present a sales presentation on why a particular business would use their method of transportation over another.	a. Students will be evaluated based on a presentation rubric.
b. Explain and evaluate the concept of warehousing and storing.	b. Discuss stock control to include the following terminology: dollar control, unit control, inventory turnover, and inventory. Also list and discuss the three different types of stock lists to include a basic stock list, model stock list, and never-out list.  Discuss methods of receiving stock and checking merchandise to include the blind check method, direct check method, spot check method, and quality check method.  Using resources on the Internet, students are to research the inventory turnover rates at two competing companies using various news Web sites. The students will write a report comparing and contrasting the inventory rates and will graph those inventory rates. Students will be evaluated based on the Writing Report Assessment Rubric.	b. Students will be evaluated based on the Written Report Assessment Rubric.
c. Demonstrate stock	a. Define stock handling, private warehouse, public	c. Students are to be

<p>handling techniques used in receiving deliveries.</p>	<p>warehouse, bonded warehouse, intermediaries, wholesalers, rack jobbers, and drop shippers. List the three levels of distribution to include exclusive distribution, selective distribution, and intensive distribution.</p>	<p>assessed using a teacher-created crossword puzzle.</p>
	<p>Identify ordering and shipping terms to include purchase orders, invoices, dating terms, shipping, parcel post, and cash on delivery. Also discuss the terms for delivery to include free on board, FOB destination, FOB shipping point, FOB factory, and FOB destination charges reversed.</p>	
	<p>As a class brainstorming activity, have students create a list of items that would be normally be present in a Dollar Store. Have students write each item on two different pieces of paper. This can take place during the brainstorm activity. Use six empty boxes at the end of the classroom with the following labels listed on the outside of each box: two boxes labeled basic stock list, two boxes labeled model stock list, and two boxes labeled never-out list. Divide the class into two equal groups, and have students run a relay race using the items collected earlier from the Dollar Store to the appropriate box of stock. Deduct 5 seconds for each item that does not belong in the box selected. The winning team is the team that separated the stock in the least amount of time after deductions have been made.</p>	
<p>d. Examine the types of inventory control systems.</p>	<p>d. Review the definition of the real-time inventory system, and research this inventory method on the Internet. Discuss why this inventory method would improve customer satisfaction.</p> <p>Discuss and define the following terms associated with inventory control systems: inventory, inventory management, just-in-time inventory system, perpetual inventory system (manual and computer-based), physical inventory control system, cycle counts, and stock keeping unit (SKU).</p>	<p>d. Students will be evaluated based on a teacher quiz using the voting system or quiz-bowl type of evaluation.</p>

## References

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*AMA code of ethics*. (2003). Retrieved January 3, 2008, from  
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# Sales and Distribution

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## Unit 3: Marketing Planning

**Competency 1:** Develop a marketing plan using marketing information.

### Suggested Enduring Understandings

1. Marketing strategies must be used to develop a marketing plan.
2. Knowledge of market segmentation is critical to develop a marketing plan.
3. Certain criteria are found in an effective target market.
4. Market planning is necessary for developing an effective marketing plan.
5. Market analysis is used to develop an effective marketing plan.
6. Research and investigation are necessary for a marketing plan to be effective.

### Suggested Essential Questions

1. Why are marketing strategies used to develop a marketing plan?
2. What is market segmentation, and why is it important?
3. What criteria result in an effective target market?
4. What are the benefits of market planning?
5. How is market analysis used to develop an effective marketing plan?
6. Why is it necessary to research and investigate before developing a marketing plan?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the concept of marketing strategies, and identify market segments.	a. Discuss terms related to market planning such as image, marketing plan, marketing strategy, segment, and target market.	a. Monitor class activity to ensure that all students participate.
b. Explain marketing planning.	<p>b. Discuss the following four criteria necessary for an effective target market:</p> <p>The people in the target market must have common important needs and respond in a similar way to marketing activities designed to satisfy those needs.</p> <p>The people outside of the target market should have enough differences from those in the market that they will not find the marketing activities satisfying.</p> <p>There should be adequate information about the people in the target market so they can be identified and located.</p> <p>There should be enough information about the consumers' needs and how they make purchasing decisions that an effective marketing mix can be developed.</p>	b. Monitor class activity to ensure that all students participate.

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c. Explain how to conduct a market analysis.	c. Identify the five types of market analysis, which are often referred to as SWOT (strengths, weaknesses, opportunities, and threats), used in developing a marketing plan: purpose and mission of the business, description of current markets and strategies, primary competitors and their strengths/weaknesses, external environment analysis, and internal analysis.	c. Evaluate research for content and appearance.
d. Develop a marketing plan.	d. Have students discuss and create a marketing plan based on the information learned from the unit.	d. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

**Competency 2:** Assess marketing strategies to improve return on marketing investment.

**Suggested Enduring Understandings**

1. There are certain measures used to control market planning.
2. Performance measures and financial outcomes are linked together.
3. Performance measures may be interpreted to determine financial outcomes.

**Suggested Essential Questions**

1. What are the measures used to control market planning?
2. What is the relationship between performance measures and financial outcomes?
3. How does the interpretation of performance measures determine financial outcomes?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe measures used to control marketing planning.	<p>a. Discuss the marketing mix (product, price, distribution/place, promotion) and its relationship to marketing planning.</p> <p>Have students take notes on the stages of a product life cycle and how analysis of those stages helps businesses develop effective marketing mixes. Stages include the following: introduction, growth, maturity, and decline.</p>	a. Monitor class activity to ensure that all students participate.
b. Describe strategies used to link performance measures to financial outcomes.	<p>b. Have students create a plan of activities or procedures to evaluate the marketing strategy. The students can use the following questions as a reference:</p> <p>What information is needed to complete marketing planning?</p> <p>What activities must be completed in developing each of the mix elements?</p> <p>Who will be responsible for each of the activities identified?</p>	b. Evaluate research for content and appearance.

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When will each activity be initiated?

When will each activity be completed?

What money and other resources will be needed for each of the activities?

How and where will the necessary money be obtained?

Who is responsible for preparing and managing the budget?

Information collected in the evaluation is used to make improvements in marketing activities while the plan is being implemented.

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c. Interpret performance measures to determine financial outcomes.

c. Students will research various existing companies and use all they have learned in this unit to evaluate that company's financial outcome. They are to prepare a report on why they feel that particular company is succeeding or failing based on that financial outcome. The student will also predict the future success of that company.

c. Students will be evaluated based on the Written Report Assessment Rubric.

Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

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## References

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Burrow, J. L. (2009). *Marketing 3E*. Mason, OH: South-Western.

Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2006). *Marketing essentials*. New York, NY: Glencoe-McGraw Hill.

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# Sales and Distribution

## Unit 4: International Marketing

**Competency 1:** Understand marketing’s role and function in business to facilitate economic exchanges with customers in the international business communities.

### Suggested Enduring Understandings

1. Marketing is important in a global economy.
2. There are certain functions in the marketing process.
3. It is important to evaluate global trends and opportunities.

### Suggested Essential Questions

1. Why is marketing important to a global economy?
2. What are the functions of the marketing process?
3. What are the benefits of evaluating global trends and opportunities?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain marketing and its importance in a global economy.	<p>a. Define international marketing.</p> <p>Review with students the importance of imports, exports, balance of trade, scarcity, utility, and how no one country has all of the resources that it needs to survive. We must trade with others.</p>	a. Assess student knowledge through a summative assessment using a classroom response system and/or blackboard.
b. Describe marketing functions and related activities as it relates to International Marketing.	<p>b. Review the functions of marketing to include distribution, marketing-information management, pricing, product/service management, promotion, selling, and financing, and discuss how each of these functions are explored in international marketing. Hold a classroom discussion about the fact that distribution and point of sale (place) change drastically in international marketing.</p> <p>Students will complete Lesson 5 “Interpreting Trade Data, Graphs, and Charts” from “Focus: International Economics” from the Virtual Economics CD-Rom.</p>	<p>b. Monitor class activity to ensure that all students participate.</p> <p>Student work will be assessed by grading the completed lesson.</p>
c. Assess global trends and opportunities.	<p>c. Describe the International Trade Organization, General Agreement on Tariffs and Trade (GATT), and World Trade Organization (WTO). Discuss how e-commerce has changed the process of global trade over the past decade in developed countries.</p> <p>In groups of two to three, students will create an electronic slide presentation on the symbols and customs of two international communities. In this electronic slide presentation, students will discuss how an American will conduct business in an international community. The students will be graded on the electronic slide presentation rubric.</p>	<p>c. Monitor class activity to ensure that all students participate.</p> <p>The teacher will use an Electronic Slide Presentation Rubric.</p> <p>Students will be evaluated for posting their discussion board with correctness.</p>

On the Blackboard discussion board, have students post opinions on piracy of movies that are currently in the theatres and their impact on U.S. movie industry. After the discussion, have students research other items that are pirated in other countries to include CDs, DVDs, and watches, software, processed foods, automobile parts, and pharmaceuticals. In groups of two to three per group, students will present an electronic slide presentation on piracy while including discussions on the victims of piracy.

**Competency 2: Understand the impact of global trade in business decision making.**

**Suggested Enduring Understandings**

1. Global trade is necessary to facilitate economic exchanges with customers.
2. There are positive and negative effects of global trade on retailing.
3. Current retail trends are driven by global trade.
4. Determinants of exchange rates may have positive or negative effects on the global economy.
5. Global trade is affected by cultural and social environments.
6. Global trade may be shaped by certain labor issues.

**Suggested Essential Questions**

1. How is global trade related to economic exchanges with customers?
2. What are the positive and negative effects of global trade on retailing and determinants of exchange rates?
3. How does global trade affect current retail trends?
4. How do cultural and social environments and labor issues affect global trade?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the nature of global trade.	<p>a. Describe and define the following terms in international marketing: balance of trade, imports, exports, benefits of trade, production possibility curve, absolute advantage and comparative advantage, factors of production, barter, boycott, tariff, piracy, embargo, and quota.</p> <p>Discuss time zones and the importance of knowing the difference in times when contacting businesses. Define free trade, and discuss the various free trade agreements to include NAFTA, ASEAN free trade agreement, SAFTA, and EFTA.</p> <p>Students are to divide in three groups: one group representing a government agency arguing in favor of a regulatory control on foreign countries, one group representing a group that wants to cut costs in international trade to improve relations, and one smaller odd numbered group representing judges weighing both issues and making a determination on who won the debate and describe why it was won based on a rubric</p>	<p>a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.</p> <p>Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.</p> <p>Students will be assessed using the debate rubric.</p>

provided in advance. The group of judges must research both sides prior to the debate so that it will be aware of information that could be provided. An excellent Web site to choose issues is <http://www.procon.org/>.

Write the names of the countries involved in the free trade agreements listed, and write the name of each country on two different pieces of paper. Use six empty boxes at the end of the classroom with the following labels listed on the outside of each box: two boxes labeled NAFTA and EFTA, two boxes labeled ASEAN list, and two boxes labeled SAFTA. Divide the class into two equal groups, and have students run a relay race using the countries selected, and have them categorize each country with its trade agreement and drop it in the proper box. Deduct 5 seconds for each item that does not belong in the box selected. The winning team is the team that separated the countries in the least amount of time after deductions have been made.

Monitor class activity to ensure that all students participate.

b. Identify the effects of global trade on retailing.	b. Discuss e-commerce and the political, cultural, and legal barriers to developing e-commerce to include ads that target children, credit card usage, timeliness of shipping, and lack of trust.	b. Assess students' knowledge through a summative assessment.
	After discussing NAFTA, ASEAN free trade agreement, SAFTA, and EFTA, the students will prepare an analysis chart discussing the pros and cons of free trade agreements.	Students will be assessed by grading their chart with the chart rubric.
c. Explain current retail trends driven by global trade.	c. On a blog, hold a class discussion on the impact of global marketing with the international regulations on lead, toxic chemicals, and so forth and the current recall of products due to the use of unsafe products when developing manufactured or consumable goods for sale to other countries.	c. Evaluate students' posts for quality of postings, number of postings, and correct use of grammar.
	Have students choose a developed country and research the cultural, language, and other possible trade barriers and etiquette required in an international business transaction. Include the currency rates and the conversion of currency to the U.S. dollar. The students will create an electronic slide presentation to present to the class.	The students will be evaluated based on a presentation rubric.
d. Describe the determinants of exchange rates and their effects on the domestic economy.	d. Discuss the currency and exchange rates of countries to include the Japanese yen, Eurodollar, franc, and Canadian dollar. Students will choose one of the currencies from the other countries and develop a presentation on that currency and	d. Monitor class activity to ensure that all students participate.

<p>e. Discuss the impact of cultural and social environments on global trade.</p>	<p>how it relates to the U.S. dollar.</p> <p>e. Hold a classroom discussion on the belief system to include the cultural, rules of conduct and ethics of foreign countries. Research the language and other trade barriers of developing, developed, and underdeveloped countries.</p>	<p>e. Monitor class activity to ensure that all students participate.</p>
<p>f. Explain labor issues associated with global trade.</p>	<p>f. Discuss with students about visas, passports, green cards, medical vaccinations, communication barriers, religious barriers, and so forth that are labor issues related to global trade.</p>	<p>f. Monitor class activity to ensure that all students participate.</p>

## References

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Burrow, J. L. (2009). *Marketing 3E*. Mason, OH: South-Western.

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# Sales and Distribution

## Unit 5: Fashion Marketing

**Competency 1:** Explain the basic concepts of fashion marketing.

### Suggested Enduring Understandings

1. The fashion marketing industry has commonly used jargon.
2. There are different phases of the fashion cycle.
3. There are similarities and differences between classics and fads.
4. There are five types of fashion retailers.
5. There are different classifications of fashion collections.

### Suggested Essential Questions

1. What is common jargon within the fashion marketing industry?
2. How are the different phases of the fashion cycle alike, and how do they differ?
3. How are fads and classics alike and different?
4. What are the five types of fashion retailers?
5. How are fashion collections classified?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define terms commonly used in the fashion marketing industry.	<p>a. Discuss and identify terms commonly used in the fashion marketing industry including fashion marketing, merchandising, forecasters, trends, avant-garde, couture, fashion cycle, filament, haute couture, knock-offs, natural fibers, manufactured fibers, prêt-a-porter, ready-to-wear, open-to-buy, style, retro, silhouette, sweatshops, vintage, fads, classics, designer, and soft lines. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Have students research the meanings of the above fashion marketing terms and choose 10 to find more information and images related. The students will then create a fashion portfolio using the information gained.</p>	<p>a. Evaluate students' Wiki/discussion board postings for correctness.</p> <p>Evaluate fashion portfolio for completeness, accuracy, and neatness.</p>
b. Differentiate among the different phases of the fashion cycle.	<p>b. Have students discuss the fashion life cycle and give an example of an item of clothing that is at each stage of the cycle. Terms to use are introduction stage, growth stage, maturity stage, and decline stage.</p> <p>Have students research and print images using each phase of the fashion cycle. The students will then provide a storyboard discussing the items and why each is considered in that fashion stage. The student will choose a decade of the 20th century. Use the Internet or the library to do research about the influence of historical events on fashion during that decade. Summarize two research articles you find, and identify the source(s). Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p>	<p>b. Monitor class activity to ensure that all students participate.</p> <p>Evaluate fashion storyboard for completeness, accuracy, and neatness.</p> <p>Evaluate research article summaries for content, accuracy, and</p>

			neatness.
c. Distinguish between fads and classics.	c. Discuss the differences between fads and classics. To illustrate the difference, the teacher will show actual examples of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard.  Have students look in their closets and identify items of clothing that they think follow a fashion fad or classic. Have students share findings with the class.  Research the differences between fads and classics. The information obtained through this research will emphasize the history connection involved with fashion as well as integration with social studies. Have students present findings to the class.	c. Monitor class activity to ensure that all students participate.	Evaluate students' wiki/discussion board postings for correctness.  Students will be evaluated on the fact that they followed directions and participated in the classroom sharing session.  Students will be evaluated on the completion of the Webquest activity.
d. Compare the five predominant types of fashion retailers based upon fashion product mix in the United States.	d. Have students create a poster or booklet containing appropriate examples and categorize them under department stores, discount stores, off-price stores, chain stores, and boutiques. Students will present the final product to the class.	d. Evaluate poster or booklet for completeness, accuracy, and neatness.	
e. Classify fashion collections.	e. Using the Internet, whiteboard, and LCD projector, the teacher will search a given fashion designer collection to show how the function or the occasion for which garments are intended to be worn can be used to categorize them including sportswear, active wear, career wear, evening wear, lingerie, and accessories.	e. Monitor class activity to ensure that all students participate.	

**Competency 2: Examine and analyze the major fashion components.**

**Suggested Enduring Understandings**

1. Fashion demand is shaped through environmental influences.
2. There are different classifications of the primary principles of design.
3. There are different basic elements of design.
4. It is important to be able to identify common natural and manufactured fibers.
5. Current or emerging fashion trends play a role in the fashion marketing industry.

**Suggested Essential Questions**

1. How does the environment affect the demand for fashion?
2. How are the primary principles of design classified?
3. What are the differences among basic elements of design?
4. Why is it important to know the differences between common natural and manufactured fibers?
5. What are the benefits of understanding trends in

the fashion marketing industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Identify the major environmental influences on fashion demand.</p>	<p>a. Discuss with students why they purchase the clothes they wear to determine the influence. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Discuss environmental influences that affect fashion such as basic needs, personal activities, personal preferences, family, friends, media, and society. Use this information to prepare a collage of pictures that represents each. Have students present the collage to the class.</p> <p>The teacher will assess knowledge by having students apply environmental influences in their lives to the reasons for purchases. Students will pick five outfits and take a digital picture (classroom digital cameras needed) of each. Students will then find pictures relating their wardrobe picks to reasons to buy. Students will share pictures with the class.</p>	<p>a. Evaluate students' Wiki/discussion board postings for correctness.</p> <p>A collage will be graded for completeness, accuracy, and neatness.</p> <p>Evaluate research for content and appearance.</p>
<p>b. Classify the primary principles of design.</p>	<p>b. Have students discuss the primary principles of design, which are balance, proportion, emphasis, rhythm, and harmony, giving examples of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Observe how the elements and principles of design are used in your school and surroundings. Describe the effects that you see. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p>	<p>b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.</p> <p>Evaluate students' Wiki/discussion board postings for correctness.</p>
<p>c. Distinguish between the basic elements of design.</p>	<p>c. Have students find an illustration of a simple garment. Using felt-tipped pens or crayons, show how emphasis might be added to the garment design. Use the same concept for the other principles to reconstruct a garment. Have students present their projects to the class.</p> <p>Have students discuss the elements of design and the definition of each as well as locate an example of each using the Internet. Elements of design include line, shape, space, texture, and pattern. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p>	<p>c. Student illustrations will be graded for completeness, accuracy, and neatness.</p> <p>Evaluate students' Wiki/discussion board postings for correctness.</p>



	<p>Use the elements and principles of design to create an effective brochure that a store might use to promote an upcoming fashion show. Have students present their brochures to the class. Have students create a piece of “fabric” according to an assigned color scheme. The students will use this piece of fabric to create a complete outfit for a paper doll, applying the elements and principles of design.</p>	<p>Evaluate brochure research using a teacher-created rubric.</p>
<p>d. Identify and illustrate common natural and manufactured fibers.</p>	<p>d. Have students discuss fabric terms such as fibers, natural fibers, and manufactured or manufactured fibers and explain the differences of each. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>In a clothing catalog, have students choose three garments of the same type, such as dresses or men’s shirts. Students will read the garment descriptions and list the natural and manufactured fibers used in each one. Students will then compare their lists with those of classmates. What can they conclude about the use of various fibers or about the use of natural fibers compared to manufactured? Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>In a catalog, students will locate two similar garments, one made of natural fiber and the other made of manufactured fiber (ex. silk scarf vs. rayon scarf). Students will then compare the prices to determine how natural and manufactured fibers affect the price. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p>	<p>d. Evaluate students’ Wiki/discussion board postings for correctness.</p> <p>Evaluate students’ Wiki/discussion board postings for correctness.</p> <p>Evaluate students’ Wiki/discussion board postings for correctness.</p>
<p>e. Analyze a current or emerging fashion trend.</p>	<p>e. Have students discuss trends from the 1900s. In a report, use the text and information gained from the Internet to construct a paper discussing this information to add to the fashion portfolio. Compare past to today’s emerging fashion trends seen in magazines or worn by celebrities. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Use current catalogs and the Internet to discuss the emerging trends of today. Are these trends popular in the Mississippi area? Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p>	<p>e. Evaluate students’ Wiki/discussion board postings for correctness.</p> <p>Evaluate students’ Wiki/discussion board postings for correctness.</p>

**Competency 3:** Assimilate information about various careers in fashion marketing.

**Suggested Enduring Understandings**

1. There are many career opportunities available in fashion marketing.
2. When entering the fashion industry, it is important to prepare for a job in that field.

**Suggested Essential Questions**

1. What are some of the careers in fashion marketing?
2. Why is it important to prepare for a job when entering the fashion industry?

<b>Suggested Performance Indicators</b>	<b>Suggested Teaching Strategies</b>	<b>Suggested Assessment Strategies</b>
<p>a. Investigate a career in fashion marketing.</p>	<p>a. Have students research the skills needed for a career in fashion marketing and discuss the different jobs related to fashion marketing. Have students share findings with the class. Have students research a fashion marketing career that interests them and plan an illustrated talk on that career. Include a job description; the skills, personal qualities, and education needed; salary range; and the job market outlook. Use charts, photographs, or other helpful visuals to clarify your information and add interest to your presentation. Have students present findings to the class.</p>	<p>a. Monitor class activity to ensure that all students participate.</p> <p>Evaluate research for content and appearance.</p> <p>Monitor class activity to ensure that all students participate.</p>
<p>b. Explore ways to prepare for a career in the fashion industry.</p>	<p>b. Have students choose one of the careers in the fashion marketing industry and give examples of how people in that career might demonstrate the following qualities: honesty, reliability, fairness, cooperation, self-discipline, and loyalty. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Have students complete the Careers in Fashion Webquest on <a href="http://www.mamkschools.org">http://www.mamkschools.org</a>.</p>	<p>b. Evaluate students' Wiki/discussion board postings for correctness.</p> <p>Students will be evaluated by completing the Webquest. Their answers will be graded for accuracy and completeness.</p>

## References

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# Sales and Distribution

## Unit 6: Sports, Special Events, and Entertainment Marketing

**Competency 1:** Discuss the importance of marketing to sports, special events, and entertainment industries.

### Suggested Enduring Understandings

1. There is a variety of sports, entertainment, and special events industries.
2. There are certain products that are related in each of these industries.

### Suggested Essential Questions

1. What are the various sports, special events, and entertainment industries?
2. How are certain products related to these industries?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the various sports, special events, and entertainment industries.	<p>a. Identify the various sports, special events, and entertainment industries. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Define entertainment marketing, and predict how the Internet will change entertainment marketing in the future. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Using the Internet, research different types of entertainment and how each one is marketed. Use your research to create a graph through Excel discussing the marketing differences and similarities.</p> <p>You are to assume the role of the new CEO of the Dallas Cowboys. Sales in the past have been low for season tickets. What are your suggestions for marketing your team to increase seasonal ticket sales? Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p>	<p>a. Evaluate students' Wiki/discussion board postings for correctness.</p> <p>Evaluate students' Wiki/discussion board postings for correctness.</p> <p>Student graphs will be graded using a rubric for completeness, accuracy, and neatness.</p> <p>Evaluate students' Wiki/discussion board postings for correctness.</p>
b. Research related products in the sports, special events, and entertainment marketing fields, and discuss how those products are marketed.	<p>Research types of sports-, special events-, and entertainment-related products such as hats, T-shirts, and other items, and present the research orally to the class. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Use a graphics program to create a design for a sports team. Discuss the different promotional ads to be used for your team. Research pricing strategies on the Internet. Have students' present design to the class.</p>	<p>b. Evaluate students' Wiki/discussion board postings for correctness.</p> <p>Evaluate students' Wiki/discussion board postings for correctness.</p>

Student designs will be graded for completeness, accuracy, and neatness.

**Competency 2:** Explain the function of public relations/publicity and the agent/personal manager in sports, special events, and entertainment marketing

**Suggested Enduring Understandings**

1. Public relations and publicity play a major role in the sports, special events, and entertainment marketing process.
2. An agent or a manager has certain roles and responsibilities in these industries.

**Suggested Essential Questions**

1. How do public relations and publicity play a major role in the sports, special events, and entertainment marketing process?
2. What are the roles and responsibilities of an agent or manager?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Discuss public relations/publicity in sports, special events, and entertainment marketing.</p>	<p>a. Discuss the importance of positive public relations for sports, special events, and entertainment marketing. Have students post comments and ideas on a Wiki or discussion board in Blackboard.</p> <p>Look through newspapers, sport magazines, or Web sites to find two examples of fans displaying good sportsmanship and two in which they created a negative image. Explain what demonstrated good and bad sportsmanship in the four examples.</p> <p>List three of your favorite athletes. Do they have a good public image? Read about them to discover public service in which they are involved that enhances their reputation. Write a one-page paper discussing your athlete and his or her image/reputation.</p>	<p>a. Evaluate students' Wiki/discussion board postings for correctness.</p> <p>Monitor class activity to ensure that all students participate.</p> <p>Evaluate research for content and appearance.</p> <p>Evaluate a one-page paper using the Written Report Assessment Rubric.</p>
<p>b. Review the agent's/personal manager's role in sports, special events, and entertainment marketing.</p>	<p>b. Reference the movie <i>Jerry McGuire</i> to open a discussion of exactly what being an agent or a personal manager might include. Are you the type person that could handle this particular job?</p> <p>Assume the role of a personal manager for your favorite celebrity. Write a newsworthy article or news release for your celebrity based on true/relevant information.</p>	<p>b. Monitor class activity to ensure that all students participate.</p> <p>Evaluate the article using the Written Report Assessment Rubric.</p>

**Competency 3:** Discuss legal issues related to sports, special events, and entertainment marketing.

**Suggested Enduring Understandings**

1. There are different types of contracts.
2. When dealing with contracts, there are legal implications that may occur.

**Suggested Essential Questions**

1. What are the different types of contracts?
2. What legal implications may occur when dealing with contracts?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss types of contracts including expressed, implied, unilateral, and bilateral.	a. Discuss the following terms related to legal issues and marketing: liable, risk, copyright laws, royalty, contracts, noncompete clause, player's associations, collective bargaining, collective bargaining agreement (CBA), salary cap, and licensing. Work in groups to determine examples of each.	a. Monitor class activity to ensure that all students participate in the group activity.
b. List legal implications of contracts and breach of contract.	b. Discuss the three long-standing laws that have a major impact on sports and entertainment (Sherman Antitrust Act of 1980, Clayton Act of 1914, and National Labor Relations Act of 1935).  Each student will research the Internet for recent legal issues related to sports, special events, or entertainment.	b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.  Evaluate research for content and appearance.

**Competency 4:** Examine licensing and copyright laws as they relate to sports and entertainment marketing.

**Suggested Enduring Understandings**

1. Licensing and copyright laws are essential in the sports and entertainment marketing industries.
2. It is illegal to copy via the Internet or scanning equipment.

**Suggested Essential Questions**

1. Why are licensing and copyright laws necessary in the sports and entertainment marketing industries?
2. Why is it illegal to copy via the Internet and scanning equipment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the concept of licensing and copyright laws, including sports products and music or video products.	a. Define the terms copyright and licensing.  What is the financial value of licensing sports and entertainment merchandise? Research examples on the Internet dealing with this subject. Think of items that are not currently merchandised by sports leagues. Discuss new products that could be associated with a sports league licensing agreement.  i. Draw the item, or write a specific description of it.  ii. Discuss why the item selected is not currently a licensed product.	a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.  Evaluate research for content and appearance.

- iii. Present your product and plans to the class in an oral report.

Discuss how sports or entertainment superstars are affected when copyright laws are violated via Internet or scanning equipment. Research and present current copyright laws that relate to sports or entertainment marketing.

Monitor class activity to ensure that all students participate.

b. Explain why it is illegal to copy via Internet or scanning equipment.

b. Explain the reasons for copyright laws as they relate to all types of media. List the advantages for the artists involved. Discuss illegal sources used to download media today and its influence on society.

b. Monitor class activity to ensure that all students participate.

You are head of the marketing department for a company that wants a new idea for licensed merchandise. Your goal is to produce and market a product that is already desirable, but you want to add a sports league logo that will make the product even more popular.

**Competency 5:** Discuss the role of sponsorships in sports, special events, and entertainment marketing.

**Suggested Enduring Understandings**

**Suggested Essential Questions**

1. There are reasons why companies sponsor sports, special events, and entertainment marketing events.
2. There are various ways that companies can get involved in sponsoring such events.

1. What is sponsorship?
2. What are the pros and cons of sponsorship?
3. Why would a company sponsor a special events activity?
4. How can a company research to determine what information is needed to sponsor an activity?

**Suggested Performance Indicators**

**Suggested Teaching Strategies**

**Suggested Assessment Strategies**

a. Discuss the reasons that companies sponsor sports, special events, and entertainment industries.

Discuss reasons for sponsorship to include increasing sales; introducing new products or services; competing where potential customers are in one place; being identified with an event; earning goodwill; showing community commitment; entering new markets; entertaining new clients, employees, or potential customers; and enhancing the companies' image.

a. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

List common sponsors for an athletic event to begin a class discussion. Follow with discussing the reasons that companies sponsor such events. Include name recognition, goodwill, and community/state/national involvement.

Monitor class activity to ensure that all students participate.

	<p>Students will take a virtual field trip to discover local sponsors of community parks, ballparks, and so forth.</p> <p>Students will take a field trip to the Sports Museum in Jackson, MS, to tour the facility and observe a presentation made by the museum's marketing director.</p>	<p>Students will be assessed by their answers to the questions about the virtual tour.</p> <p>Students will complete a field trip evaluation form and answer questions pertaining to the presentation that they observed on the trip.</p>
<p>b. Discuss ways companies can get involved in sponsoring a sports, a special events, or an entertainment program.</p>	<p>b. Invite a guest speaker from a local company that sponsors sports, special events, and entertainment to discuss pros and cons to sponsoring.</p> <p>Research sponsorships to find how companies can get involved.</p> <p>Assume the role of a business owner in a small community where funds are limited for athletic equipment and uniforms for the high school women's track team. Devise three different sponsorship packages to help the team.</p>	<p>b. Students will complete a guest speaker evaluation form and answer questions pertaining to the topics that were discussed during the presentation.</p> <p>Student sponsorship packages will be evaluated for completeness, accuracy, and neatness.</p>



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## **Appendix A: Suggested Rubrics and Checklist**

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# Business Letter Assessment Rubric

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Excellent 4 Points</b>	<b>Proficient 3 Points</b>	<b>Needs Improvement 2 points</b>	<b>Unsatisfactory 1 Point</b>	<b>Score</b>
<b>Layout/Design</b>	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
<b>Information, Style, Audience, and Tone</b>	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
<b>Accurate Parts</b>	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
<b>Grammar, Punctuation, and Wording</b>	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
<b>Following Directions and Guidelines</b>	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				<b>TOTAL</b>	

Comments:

# Business Plan Worksheet

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

Refer to the article “Five Crucial Components of a Business Plan” available at <http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178> for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

# Career Multimedia Presentation Assessment Rubric

NAME:

DATE:

PERIOD:

	<b>Exemplary 4 points</b>	<b>Accomplished 3 points</b>	<b>Developing 2 points</b>	<b>Beginning 1 point</b>	<b>Score</b>
<b>Content</b>	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
<b>Clarity</b>	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
<b>Design</b>	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
<b>Length</b>	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
<b>Eye Contact</b>	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

**Comments:**

# Electronic Slide Presentation Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Exemplary 4 points</b>	<b>Accomplished 3 points</b>	<b>Developing 2 points</b>	<b>Beginning 1 point</b>	<b>Score</b>
<b>Content</b>	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
<b>Clarity</b>	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
<b>Visual Aids</b>	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
<b>Length</b>	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
<b>Eye Contact</b>	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				<b>TOTAL</b>	

Comments:



# Group Work Assessment Rubric

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

	<b>Highly Successful</b> <b>3 points</b>	<b>Meeting Success</b> <b>2 points</b>	<b>Experiencing Difficulty</b> <b>1 point</b>	<b>Score</b>
<b>Sharing</b>	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
<b>Listening</b>	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
<b>Respecting</b>	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
<b>Participating</b>	Shared task equally with group members	Did most of the task	Did very little of the task	
<b>TOTAL</b>				

**Comments:**





# Guest Speaker Evaluation Form

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Student's Name: \_\_\_\_\_

Guest Speaker's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	( )	( )	( )	( )	( )
Content was clearly presented.	( )	( )	( )	( )	( )
Content was challenging.	( )	( )	( )	( )	( )
Handouts and materials were helpful.	( )	( )	( )	( )	( )

2. Please rate the guest speaker:

\_\_\_\_ Extraordinary      \_\_\_\_ Excellent      \_\_\_\_ Good      \_\_\_\_ Fair      \_\_\_\_ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

# Interview Assessment Rubric

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dressed appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
<b>TOTAL</b>					

Comments:

# Listening Skills Questionnaire

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Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Story \_\_\_\_\_

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

## Listening Skills Questionnaire (Cont.)

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5. How was the conflict resolved?

6. What was your favorite part of the story?

# Poster Assessment Rubric

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

	<b>Exemplary</b> <b>4 Points</b>	<b>Accomplished</b> <b>3 Points</b>	<b>Developing</b> <b>2 Points</b>	<b>Beginning</b> <b>1 Point</b>	<b>Score</b>
<b>Required Content</b>	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
<b>Grammar</b>	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				<b>TOTAL</b>	

**Comments:**

# Presentation Assessment Rubric

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

	<b>Exemplary 4 points</b>	<b>Accomplished 3 points</b>	<b>Developing 2 points</b>	<b>Beginning 1 point</b>	<b>Score</b>
<b>Content</b>	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
<b>Clarity</b>	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
<b>Visual Aids</b>	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
<b>Length</b>	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
<b>Eye Contact</b>	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				<b>TOTAL</b>	

Comments:

# Reflection

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NAME:

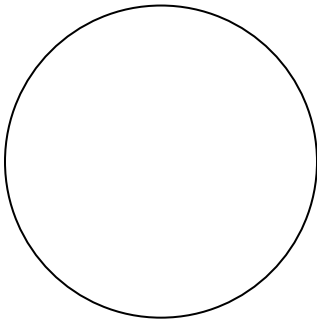
DATE:

PERIOD:

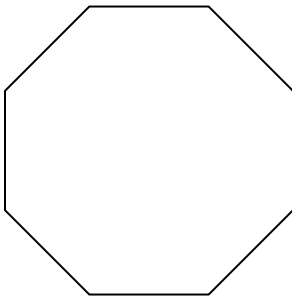
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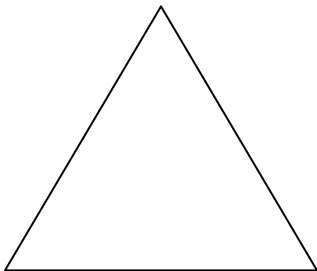
Something I learned that SQUARED with my beliefs:



A question going AROUND in my mind:



STOP! How do I plan to implement what I have learned?



Three important POINTS to remember are:



# Resume Assessment Rubric

NAME:

DATE:

PERIOD:

	Excellent 25 Points	Well Done 20 Points	Meets Standards 15 Points	Beginning 10 Points	No Evidence 0 Points	Score
<b>Format</b>	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	Contains at least six of the criteria, no more than two spelling errors	Contains at least five of the criteria, no more than four spelling errors	Contains minimal information, more than four spelling errors	Assignment not submitted	
<b>Education</b>	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	Education includes three of the criteria.	Education includes two of the criteria.	Education includes one of the criteria.	Assignment not submitted	
<b>Experience</b>	Experience includes internships, entry-level jobs, and current position.	Experience includes two of the criteria.	Experience includes one of the criteria.	Experience includes current position only.	Assignment not submitted	
<b>Factual</b>	Contains factual names and dates and is believable	Contains fairly believable resume with factual names or dates	Resume has unrealistic dates or names.	Resume is unrealistic and contains conflicting information.	Assignment not submitted	
<b>TOTAL</b>						

Comments:

# Role-Play or Skit Assessment Rubric

NAME:

DATE:

PERIOD:

	<b>Excellent 4 Points</b>	<b>Good 3 Points</b>	<b>Average 2 Points</b>	<b>Needs Improvement 1 Point</b>	<b>Score</b>
<b>Accuracy</b>	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
<b>Role</b>	Excellent character development; student contributed in a significant manner	Good character development; student contributed in a cooperative manner	Fair character development; student may have contributed	Little or no character development; student did not contribute much at all	
<b>Knowledge Gained</b>	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
<b>Props</b>	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
<b>Required Elements</b>	Included more information than required	Included all required information	Included most required information	Included less information than required	
<b>TOTAL</b>					

Comments:

## Safety Presentation Assessment Rubric

	<b>Exemplary</b> <b>4 points</b>	<b>Accomplished</b> <b>3 points</b>	<b>Developing</b> <b>2 points</b>	<b>Beginning</b> <b>1 point</b>	<b>Score</b>
<b>Content</b>	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
<b>Clarity</b>	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
<b>Presentation</b>	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
<b>Design</b>	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
<b>Length</b>	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
<b>Eye Contact</b>	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

# Saving and Investing Information Sheet

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Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. List five main ideas expressed in the presentation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. Write a brief summary relating the topics of the presentation to your life. How would this information be helpful to a person who plans to start a business?

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# Understanding the Fundamentals of Business and Economics Presentation Questionnaire

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. List five main ideas expressed in the presentation.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

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## CTESO Presentation Assessment Rubric

	<b>Exemplary</b> <b>4 points</b>	<b>Accomplished</b> <b>3 points</b>	<b>Developing</b> <b>2 points</b>	<b>Beginning</b> <b>1 point</b>	<b>Score</b>
<b>Content</b>	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
<b>Clarity</b>	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
<b>Design</b>	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

# Web Page Evaluation Checklist

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**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **PERIOD:** \_\_\_\_\_

Review the Web page evaluation criteria described in detail on the following Web site:

Evaluating Web Pages <http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html>

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author’s qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?



## **Web Page Evaluation Checklist (Cont.)**

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Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

# Written Report Assessment Rubric

NAME:

DATE:

PERIOD:

	<b>Exemplary 4 Points</b>	<b>Accomplished 3 Points</b>	<b>Developing 2 Points</b>	<b>Beginning 1 Point</b>	<b>Score</b>
<b>Content</b>	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
<b>Grammar</b>	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
<b>Organization</b>	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
<b>TOTAL</b>					

Comments:

