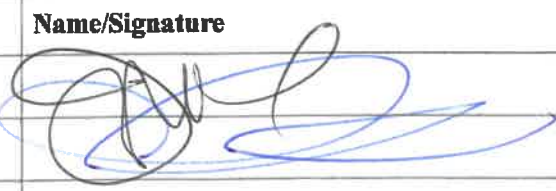


# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Retail Merch. for Student Store</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Designated Subjects Career Technical Education:</i>              To be completed by Human Resources only. <span style="float: right;"><i>Marketing Sales Services</i></span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 60%;"><i>Michelle J. [Signature]</i></div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;">1/17/19</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>Signature</span> <span>Date</span> </div>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course previously approved by UC for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: J Gahre</b> Site: PVHS Date: 11/9/18	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		1/17/19
Asst. Superintendent of Educational Services		1/19/19
Governing Board		

## COURSE OUTLINE

**Course:** 12702 Retail Merchandising for Student Store

**Articulation:**

**Academic Credit:**

**Job Title(s):**

O'NET	JOB TITLES
41-2011.00	Cashier
33-9099.02	Retail Loss Prevention Specialist
11-2022.00	Sales Manager
43-5081.03	Stock Clerk - Stockroom, Warehouse or Storage Yard
41-2031.00	Retail Salesperson

**Course Description:**

This standards-aligned course covers the principles of retail selling. The course curriculum prepares students to master marketing foundations and apply these principles to the characteristics of various types of retail environments; and provides opportunities to perform marketing practices and tasks in a variety of on-site, student enterprises, such as a student store. The course curriculum's community-classroom component is designed for on-campus student enterprise operations, facilitating student skill development in a variety of retail operational areas, including cashiering, cash handling, sales events and promotion, inventory control, and general merchandising and strategic market planning.

This is a beginning course; that is designed to serve as an introductory course for the Marketing, Sales, and Service Sector, and the Fashion Merchandising pathway.

**Hours:**

Classroom	0	Classroom	0
Community Site (CC)	0	Coop VocEd (CVE)	0
<b>Total:</b>	<b>0</b>	<b>Total:</b>	<b>0</b>

**Prerequisites:**

Students enrolled in "Retail Merchandise for Student Store" are to be co-enrolled in a "Student Store" class as a lab, to attain hands on experiences.

**Date of Last Revision:** January 26, 2018

**Additional Course Information:**

Suggested CDE Course Code: Marketing, Sales, & Services Sector, Mult Pathways (Path 999), Professional Sales (Pathway 243), 8300 Intro to Marketing, Sales & Service, 8320 Inter Professional Sales (Con), 8321 Adv Professional Sales (Cap)

Hours		
Class	CC	CVE

## Occupational Competencies

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### 1 ORIENTATION TO RETAIL SALES AND MARKETING - THE MARKETING CONCEPT AND PROFESSIONAL SELLING

- A Identifies the personal qualifications, interests, aptitudes, knowledge, and skills of successful marketing and retail careers.
- B Recognizes marketing principles and concepts.

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### 2 HEALTH AND SAFETY

- A Knowledgeable of policies, procedures, and regulations regarding health and safety in the workplace, including employees' responsibility.
- B Models critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- C Is informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

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### 3 THE SELLING PROCESS

- A Explains the main characteristics of a successful salesperson including: listening, verbal and written communication skills, product knowledge, customer connection, trustworthiness, and power of persuasion.
- B Demonstrates the steps of sales techniques used in the selling process.

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### 4 CUSTOMER SERVICE

- A Explains the importance of customer service and explains customer service techniques.
- B Interacts with customers in a positive, responsive and professional manner.

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### 5 CASHIERING - RETAIL FINANCIAL TRANSACTIONS

- A Models appropriate cashiering procedures with accuracy.
- B Applies procedures for handling cash transactions, such as balancing cash, cash fund set-up, handling cash control, and identifying counterfeit currency.

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### 6 VISUAL MERCHANDISING

- A Explains the characteristics of effective interior and exterior retail displays.
- B Understands the theory and models the practice of appropriate merchandise placement on a sales floor.
- C Constructs store displays by using various fixtures: mannequins, shadow boxes, wall, tabletop displays, and props, to convey specific messages, a store's image, specific manufacturer's label, color or fabric story, or a specific event.

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### 7 STOCK HANDLING, INVENTORY CONTROL, AND LOSS PREVENTION

- A Describes the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.
- B Analyzes how loss prevention affects all profits.

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### 8 THE PROMOTIONAL MIX

- A Identifies the role of promotion in marketing and the possible elements of the promotional mix
- B Identifies and discusses the different types of consumer sale promotions.
- C Identifies the various types of advertising media.
- D Identifies the four marketing mix elements for a given company or situation.

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### 9 RETAIL MANAGEMENT

- A Describes management's role in demonstrating leadership, motivating employees, resolving conflict, addressing stress, and recognizing formal and informal employee groups.
- B Tracks sales figures, and prepare sales reports to analyze sales in relation to a sales plan.

Hours		
Class	CC	CVE

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**10 CAREER PLANNING AND MANAGEMENT**

- A** Identifies personal qualifications, interest, and aptitudes information and skills necessary to succeed in careers.
- B** Develops a career plan that is designed to reflect career interests, pathways, and post-secondary options.
- C** Identifies the important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.
- D** Displays professionalism through appropriate attire, behavior, and work ethics.
- E** Integrates changing employment trends, societal needs, and economic conditions into career planning.
- F** Recognizes the role and function of professional organizations, industry associations, and organized labor in a productive society.
- G** Understands how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

Hours		
Class	CC	CVE

## Job Attitudes

- 1
  - A Is punctual and dependable.
  - B Follows directions.
  - C Works well with minimum supervision.
  - D Is cooperative.
  - E Takes initiative by working beyond minimum requirements.
  - F Meets job standards of neatness and grooming.
  - G Responds appropriately to criticism.
  - H Follows company policies.
  - I Exhibits tact and courtesy.
  - J Exhibits honesty.
  - K Exhibits perseverance.
  
- 2
  - A Received Outstanding Attendance Award.
  - B Received Student of the Month Award.
  - C Received Outstanding Student Award.
  - D Has been an active member of a student leadership organization.
  - E Employed as result of ROP training.
  - F Received on-the-job training in a student store.
  - G Received on-the-job training in the specialty food industry.
  - H Received on-the-job training in a working retail environment.
  - I Recommend this student for entry-level employment at this time.
  - J Earned an "Excellent" overall rating on Student Evaluation by Training Station Manager/Employer.
  - K Earned a "Very Good" overall rating on Student Evaluation by Training Station Manager/Employer.
  - L "Quality of Work" rated as "Excellent" by Training Station Manager/Employer.
  - M "Quality of Work" rated as "Very Good" by Training Station Manager/Employer.
  - N Rated "Works well with others" by Training Station Manager/Employer.
  - O Rated "Completely Dependable" by Training Station Manager/Employer.
  - P Rated "Outstanding in Enthusiasm" by Training Station Manager/Employer.

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### 3 JOB ACHIEVEMENTS

- A Has been an active member of a student leadership organization.
  - B Employed as result of CTE ROP training.
  - C Received on-the-job training in the Retail industry.
- 99 A Work Ready Certificate



**Career Technical Education  
COURSE INSTRUCTIONAL PLAN**

**Course Information:**

**Year: 1718**

**Course Title:** Retail Merchandising for Student Store  
**CTE Industry Sector - Primary:** Marketing, Sales and Service  
**Career Pathway - Primary:** Professional Sales and Marketing  
**CTE Industry Sector - Secondary:** Hospitality, Tourism and Recreation  
**Career Pathway - Secondary:** Food Service and Hospitality

**Course Level:**     Introductory                       Concentration                       Capstone

<b>Approved</b>					
<b>Course Hours:</b>	<b>CLASSROOM</b> 0	<b>APPLIED</b> 0	<b>CC</b> 0	<b>CVE</b> 0	<b>LAB</b> 0

**Local Course Number:** 12702  
**Grade Level(s):**  
**CBEDS Title:** Retail Sales General Merchandise Retail  
**CBEDS Number:** 4107  
**Transcript Title/Abbreviation/Code:**

**Prerequisite(s):** Students enrolled in "Retail Merchandise for Student Store" are to be co-enrolled in a "Student Store" class as a lab, to attain hands on experiences.

**Co-Requisite(s):**

**Articulation Information:**

**A-G Information:**

**Advisory Committee Meetings:** The advisory committee meets annually. Additional meetings are held at the discretion of the instructor.

**Occupations for Identified Pathway:**

O'NET	JOB TITLES
41-2011.00	Cashier
33-9099.02	Retail Loss Prevention Specialist
11-2022.00	Sales Manager
43-5081.03	Stock Clerk - Stockroom, Warehouse or Storage Yard
41-2031.00	Retail Salesperson



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### ***Course Description Summary:***

This standards-aligned course covers the principles of retail selling. The course curriculum prepares students to master marketing foundations and apply these principles to the characteristics of various types of retail environments; and provides opportunities to perform marketing practices and tasks in a variety of on-site, student enterprises, such as a student store. The course curriculum's community-classroom component is designed for on-campus student enterprise operations, facilitating student skill development in a variety of retail operational areas, including cashiering, cash handling, sales events and promotion, inventory control, and general merchandising and strategic market planning.

This is a beginning course; that is designed to serve as an introductory course for the Marketing, Sales, and Service Sector, and the Fashion Merchandising pathway.

### ***Course Purpose:***

An integrated retail sales and merchandising course utilizing various types of approaches to marketing and selling of products in a student store environment. Information and hands-on experience utilized to advance in the retail position or the retail industry. Work at various aspects of retail including; inventory control and re-ordering of products, recordkeeping and reporting as well as safety, scheduling, money handling and sales. Student will prepare promotional sales. Design displays and counter promotions to attract target markets. Student will have an understanding of sells approaches such as up selling, suggestive or substitution selling. Understand and utilize customer service scripts and charts written by student used to determine a customer/client's needs. Knowledge of the importance of customer service before and after the sale. Performs and demonstrates basic merchandising techniques. Identify appropriate merchandising terms for stocking, display, and other common merchandising activities. Interpret and implement appropriate visual presentation techniques to design, plan, and set-up merchandise.

### ***Instructional Methods and/or Strategies:***

Role playing, peer-to-peer, peer-to-instructor, lectures, guest speakers, reading and collaborative discussions, students are introduced to marketing concepts and wide variety of media methods of connecting with targeted consumer markets.

Communicative-based activities will support students understanding of the ability to communicate with potential customers. Student will work alone or in a group to analysis, research and discuss the features and correlated benefits of the product they selected or were assigned. Student will write scripts using the various types of sales approaches including demonstration by means of merchandising. Information will be gather through analyzing product packaging, internet or/and print advertising. What do they want the customer to focus on? Appropriate uses and benefit to customer. Once students have identified their target market they will design a marketing plan that includes a mix of methods that advertise the feature or benefits of a particular product or service. They must consider the newest methods of social media and event marketing. This will be a presentation project. After video; such as the history of advertising, class will discuss the evolution of advertising including modern methods and social media. Use of word of mouth or "word of thumbs". Review sites such as Yelp, Angie's List and Amazon for product review and customer comments. Students will select a product and define their target market, develop a marketing mix including video or role playing skit to demonstrate product. Class will ask questions and provide input on marketing efforts. Student will re-evaluate and adapt presentation accordingly.



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### ***Instructional Materials:***

Textbooks (Adopted by PLC and RCOE Approved):

1. Glenco and McGraw hill - Marketing Essentials, Editon 2012 or higher, ISBE - Student 978-0-07-8876904-7  
Teacher 978-0-07-878037-0

Supplemental Resources (Adopted by PLC and RCOE Approved):

1. Student Workbook
2. Online editon that includes a test generator

### ***Instructional Units:***

Unit 1 ORIENTATION TO RETAIL SALES AND MARKETING - THE MARKETING CONCEPT AND PROFESSIONAL SELLING

#### **Description:**

Through reading, lecture, and collaborative discussions, students are introduced to the common traits exhibited by successful sales professionals and look at personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in their career pathway. Students examine the historical and economic significance of retail sales and marketing on our society and examine essential questions about this field.

#### **Supported Standards:**

Anchor Standards: 1.0, 3.1, 10.1

Pathway Standards: CTE MSS.A-Marketing Pathway

Common Core Standards: CS, SLSSLS, 9-10, 10-12.4, SLS 11-12:10, RSTS 9-10, 11-12

#### **Assessment Methods and/or Tools:**

The overall instructional method provides students with a balance of direct, interactive and experiential learning. This class provides students with a structured overview of individual and group roles and responsibilities in effective selling, merchandising, and customer service in a retail environment.

Formative assessments include interactive questioning, performance-based activities, quizzes, and ongoing observation. Summative assessments include written and performance-based tests, multi-media projects, presentations, and portfolio components.

#### **Student Learning Objectives/Performance Indicators**

- A Identifies the personal qualifications, interests, aptitudes, knowledge, and skills of successful marketing and retail careers.
- B Recognizes marketing principles and concepts.





## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Foundational Competencies/Performance Indicators

- A Completes a course orientation.
- B Demonstrates an understanding of personal, professional, and educational requirements of this career field.
- C Completes all course material and enrollment forms and review course syllabus.
- D Defines and discusses terms and definitions in marketing.
- E Describes job market opportunities.

### Unit Detail

#### Key Assignments / Capstone Projects

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**Students will view/read and critique a broad selection of information on retail sales and marketing. Including various types of marketing media. They will identify and analyze how the elements of marketing were used, using appropriate vocabulary, critique forms and analysis advertising to describe, discuss and present their findings.**

Anchor Standards: 2, 3, 7, 8

Pathway Standards: A 1.1, A 1.2, A1.4, A1.6, A1.8, A1.9,A3.0, A3.3

State Standards: LS9-10,11-12.6, RSTS 9-10, 11-12.4

**After viewing a selection of advertising, students will identify the elements of an advertising and the principles of marketing and discuss and document the role of advertising in contemporary cultures**

Anchor Standards: 2, 7, 8

Pathway Standards: A1.1, A1.2, A4.2, A4.5, A5.3

State Standards: LS9-10, 11-12.4

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### Unit 2 HEALTH AND SAFETY

#### Description:

Students research and review current OSHA and job-related materials to determine appropriate health and safety components within this career pathway. They gain an understanding of health and safety policies, procedures and practices by viewing and discussing a variety of safety and health-related videos and researching and accessing current OSHA regulations, and industry safety informational literature. Students will be able to describe the responsibilities and duties of OSHA. Students will apply these safety policies and procedures to maintain a safe and healthy work environment, which will prevent accidents in the work place. In appropriate workplace settings (e.g. student store), students model their ability to identify workplace safety hazards and make appropriate corrections or modifications. As a culminating assignment, students develop a personal retail "accident prevention guide".



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Supported Standards:

Supports Pathway Standards 6.1,6.2,6.3

### Assessment Methods and/or Tools:

Students must pass written course specific safety test with 100% accuracy. Instructor will evaluate students' personal safety guide for correct use of retail industry words and definitions in adherence to an established rubric.

### Student Learning Objectives/Performance Indicators

- A Knowledgeable of policies, procedures, and regulations regarding health and safety in the workplace, including employees' responsibility.
- B Models critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- C Is informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

### Foundational Competencies/Performance Indicators

- A Demonstrates how to prevent and respond to work-related accidents or injuries.
- B Practices personal safety when lifting, bending, or moving equipment and supplies.
- C Students will study worker rights: The right to a safe workplace such as: Sexual Harassment, Discrimination based on (Race, Color, Religion, Sex, National Origin, Age, Disability, Pregnancy and Protected Activity).

### Unit Detail

#### Key Assignments / Capstone Projects

Various videos and internet resources, video e.g. "Lost Youth" includes discussion of teen injuries on the job and how to prevent such injuries. How to prevent and eliminate workplace injuries: Instructor and students model and demonstrate proper use of different types of safety equipment. Proper lifting and carrying methods, handling of cutting instruments, tape guns and various equipment used in retail settings. Worker's Rights: Students will explore various resources on handling sexual harassment, discrimination and bullying in the workplace and will discuss appropriate responses based on teacher and student created scenarios. Students will read various OSHA and retail specific documents and proper workplace injury reporting policies. Students to develop a personal retail "accident prevention guide". Con safe work practices with the effects of work injuries of employees, business finance loss and overall risk management. Students must pass course specific safety test 100% accuracy.

Anchor Standards: 6.0  
Pathway Standards: A2.6, 6.1 to .6.7  
State Standards: LS9-10, 11-12.6, RSTS 9-10, 11-12.4

### Unit 3 THE SELLING PROCESS



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Description:

Students identify, differentiate, and model the steps of the selling process, including customer approach styles, determining needs, presenting product options, overcoming objections, suggestion and substitution selling and closing the sale techniques. Students define customer buying motives and interpret customer signals to determine rational or emotional motives to facilitate the customer's decision-making process. Students describe the need for product knowledge in the selling process including research and analyze ways to find product information. Students will differentiate between a variety of selling situations including face-to-face selling, e-tailing, catalog, and telemarketing sales as well as retail vs. wholesale selling. Students will explain the main characteristics of the successful salesperson including a focus on communication skills such as listening, verbal and written correspondence, and delivery of product knowledge that results in customer connections, trustworthiness, and power of persuasion to enhance the selling process and customer satisfaction. Students will analyze the ethical obligations of the salesperson during the selling process.

### Supported Standards:

### Assessment Methods and/or Tools:

Role-playing; peer-to-peer, peer-to-instructor, research projects and presentations, written quizzes and/or tests

### **Student Learning Objectives/Performance Indicators**

- A Explains the main characteristics of a successful salesperson including: listening, verbal and written communication skills, product knowledge, customer connection, trustworthiness, and power of persuasion.
- B Demonstrates the steps of sales techniques used in the selling process.

### **Foundational Competencies/Performance Indicators**

- A Applies techniques used by salespeople to enhance selling potential and customer satisfaction.
- B Differentiates between each stage of the customer buying process.
- C Compares different types of sales pathways including face-to-face selling, e-tailing, catalog, retail and wholesale, telemarketing and Internet sales.
- D Analyzes ethical responsibilities in relationships with customers.



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Unit Detail

#### Key Assignments / Capstone Projects

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**Develop and write a script and role play the selling process demonstrating each step.**

Anchor Standards: 2.0 Communications  
Pathway Standards: MSS B4.2, B4.3, B4.5  
State Standards: LS, RSIT, WS

**Research product features and benefits and produce a report in the form of a sales presentation.**

Anchor Standards: 1.0 Academics, 2.0 Communications, 4.0 Technology, 5.0 Problem Solving and Critical Thinking  
Pathway Standards: MSS B4.6  
State Standards: LS, RSIT, WS

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### Unit 4 CUSTOMER SERVICE

**Description:**

Students will discuss and identify the importance of creating a positive customer service experience before, during and after the selling process. Students will model a positive attitude, strategies for meeting customers product needs and exceeding service expectations. Students develop an understanding of diverse customer differences, backgrounds and perspectives that affect service expectations and evaluate methods for responding thoughtfully to all sides of an issue or concern. Students will identify and describe the importance of "after-sale activities" that affect customer service including order processing, customer departure methods, order fulfillment, carry-out/assistance options, and follow-up techniques. Students will identify Customer Relationship Management trends and ways technology plays a role in this endeavor. Students will identify ways businesses evaluate salesperson effectiveness in meeting customer service expectations.

**Supported Standards:**

**Assessment Methods and/or Tools:**

Role-playing; peer-to-peer, peer-to-instructor, research projects and presentations, written quizzes and/or tests.

**Student Learning Objectives/Performance Indicators**

- A** Explains the importance of customer service and explains customer service techniques.
- B** Interacts with customers in a positive, responsive and professional manner.



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Foundational Competencies/Performance Indicators

- A Defends why quality customer service translates into a competitive edge in marketing efforts.
- B Explain show technology can be used to provide customer service.
- C Recognizes common customer complaints and the service solutions for preventing or resolving complaints.
- D Responds thoughtfully to diverse perspectives, synthesizes comments, claims, and evidence made on all sides of an issue.

### Unit Detail

#### Key Assignments / Capstone Projects

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#### Create a customer profile card

**With a partner (or group) develop, write and perform a role-play using customer service technique before, during and after the selling process.**

Anchor Standards: 1.0 Academics, 9.0 Leadership and Teamwork, 10.0 Technical Skills and Knowledge

Pathway Standards: HTR B8.3

State Standards: LS, RSIT, WS

**Research ways businesses are using technology, such as Customer Relationship Management software to provide customer service before and after the selling process**

**Determine how this software is being used. Locate, compile, and evaluate 5 examples of these methods and create a presentation of your findings.**

Anchor Standards: 1.0 Academics, 4.0 Problem Solving and Critical Thinking

Pathway Standards: MSS A5.7, FID A9.6

State Standards: LS, RSIT, WS

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### Unit 5 CASHIERING - RETAIL FINANCIAL TRANSACTIONS

#### Description:

Students acquire knowledge of procedures for handling cash and noncash transactions in order to perform appropriate cashiering and related asset protection procedures. Students will demonstrate knowledge of the use of contemporary and emerging technology resources used in cashiering; including the production of proper cash accounting records and reporting and describe the uses and benefits of point of sale (POS) software programs. Students will identify differences between customer payment options and steps for handling cash, credit cards, debit cards, ATM cards, money orders, and personal checks. Students will perform cash fund set-up, balancing registers and established change-making procedures using manual and touch screen cash registers. These procedures include the "counting forward" method of change making, preparing accurate accounting reports. Students will also prepare monies for bank deposits by rolling of coins, sorting bills by dominations, and straightening bills. Students will identify current counterfeit currency detection measures. Students demonstrate asset protection procedures for cash handling. Students identify risks for customers regarding identity theft and payment options and examine ways businesses can reduce risk of exposure. Students will describe the importance of conducting all financial transactions in an accurate, professional and ethical manner.



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### **Supported Standards:**

### **Assessment Methods and/or Tools:**

Role-playing; peer-to-peer, peer-to-instructor, performance evaluations, written quizzes and/or test.

### **Student Learning Objectives/Performance Indicators**

- A Models appropriate cashiering procedures with accuracy.
- B Applies procedures for handling cash transactions, such as balancing cash, cash fund set-up, handling cash control, and identifying counterfeit currency.

### **Foundational Competencies/Performance Indicators**

- A Explains the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- B Demonstrates ethical and legal practices consistent with Marketing, Sales and Services sector workplace standards.
- C Identify and explain the impact of identity theft for customers and the retail industry.
- D Utilizes current retail technology to perform mathematical calculations.
- E Identifies current federal, state, and local sales tax and CRV laws.



**Career Technical Education  
COURSE INSTRUCTIONAL PLAN**

**Unit Detail**

**Key Assignments / Capstone Projects**

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**Hands on training with faux money and tills. Students model the correct process for making change. Instructor and student will model correct method of ring up an accepting payment. Students will role-play with instructor and peers in order to become proficient in accurate change making procedures including the count forward method.**

**Instructor will provide materials on the security features of counterfeit money, tools used for counterfeit detection and procedure of handing counterfeit money, using videos and brochures found online at: U.S. Bureau of Engraving and Printing . Students will identify security features and role- play steps for handling a potential counterfeit bill.**

**Students will perform cash balancing procedures and verify daily sales receipts. Using a x,z report, student will balance registers to determine the current sales amount. Students will learn terms: balanced, shortage, overage and understand the importance of each . Students will also prepare monies for bank deposits by: rolling coins, sorting bills by denomination, and straightening bills . Students will produce reports required and reported amounts into a cash log report (i.e. Excel) and file copies of reports and receipts. Student will determine which reports are needed to accurately report the products sold and amount of money accepted by cashiers.**

**Students will define identity theft and its effects on personal credit and purchasing power. Students will identify risk factors for customers when purchasing items via debit, credit and for online transactions. Students will determine ways businesses can reduce identity theft exposure for customers.**

**Assessments will be ongoing as each section is completed. Instructor will use student modeling as a hands on way to assess the student's abilities and success. Written quizzes given to verify and report student's progress.**

Anchor Standards: A1.0, A 4.0, B7.0  
Pathway Standards: HTR C6.0  
State Standards: A REI.1

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**Unit 6 VISUAL MERCHANDISING**

**Description:**

Students gain an understanding of the importance of visual merchandising as a way to attract customers, begin the selling process, and create the desired business image. Students will explain the concept of visual merchandising and display, identify, define and use related merchandising terms. Students will identify different types of displays and merchandising techniques and explain each one's use and effectiveness based on different retail environments. Students will apply the procedures necessary to produce and maintain interior and exterior store displays including the use of the elements and principle of design and identify the ways cultural and ethical differences impact visual merchandising choices. Students will interpret and implement appropriate visual presentation techniques including interpreting a plan-o-gram or floor plan.



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Supported Standards:

### Assessment Methods and/or Tools:

Research and project based presentations, creating visual plans using various forms of visual media, written quizzes and/or test.

### **Student Learning Objectives/Performance Indicators**

- A Explains the characteristics of effective interior and exterior retail displays.
- B Understands the theory and models the practice of appropriate merchandise placement on a sales floor.
- C Constructs store displays by using various fixtures: mannequins, shadow boxes, wall, tabletop displays, and props, to convey specific messages, a store's image, specific manufacturer's label, color or fabric story, or a specific event.

### **Foundational Competencies/Performance Indicators**

- A Explains the characteristics of effective interior and exterior retail displays.
- B Defines the goal of visual merchandising, there four components store exterior, store layout, store interior, and displays.
- C Create a diorama of a window display focusing on a specific theme and purpose: incorporating various types of technology and media in the design process, appropriate using the elements with principles of design





**Career Technical Education  
COURSE INSTRUCTIONAL PLAN**

**Unit Detail**

**Key Assignments / Capstone Projects**

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**Locate, describe and analyze a current retail store floor plan - specifically arguing reasons for product placement, use of specific fixtures and displays to convey the overall image.**

Anchor Standards: 1.0 Academics, 2.0 Communications, 5.0 Problem Solving and Critical Thinking

Pathway Standards: FID 10.2

State Standards: LS, WS, RLST

**Locate, describe and analyze a current visual merchandising display as it relates to current trends.**

Anchor Standards: 1.0 Academics, 2.0 Communications

Pathway Standards: FID A7.3

State Standards: LS, WS, RLST

**Create and implement a plan-o-gram and floor plan.**

Pathway Standards: FID A10.2

State Standards: LS, WS, RLST

**Create a diorama of a window display focusing on a specific theme and purpose; incorporating various types of technology and media in the design process, appropriate using the elements and principles of design.**

Anchor Standards: 2.0 Communications, 5.0 Problem Solving and Critical Thinking, 9.0 Leadership and Teamwork

Pathway Standards: FID A10.3, FID A4.3, FID A4.1

State Standards: LS, WS, RLST

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**Unit 7 STOCK HANDLING, INVENTORY CONTROL, AND LOSS PREVENTION**

**Description:**

Students determine the key functions in the distribution system of stock handling and inventory control. Students identify and describe the steps in the receiving process for merchandise and explain procedures for controlling and minimizing loss. Students identify, explain and appropriately use loss prevention terms. Students evaluate and describe the employee's legal and ethical obligations throughout the merchandise handling process. Students describe the process for providing effective inventory management and identify and describe various types of inventory systems and technologies for precise and consistent implementation procedures. Students will analyze sales information to determine inventory turnover.

**Supported Standards:**



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Assessment Methods and/or Tools:

Students determine the key functions in the distribution system of stock handling and inventory control. Students identify and describe the steps in the receiving process for merchandise and explain procedures for controlling and minimizing loss. Students identify, explain and appropriately use loss prevention terms. Student evaluate and describe the employee's' legal and ethical obligations throughout the merchandise handling process. Students describe the process for providing effective inventory management and identify and describe various types of inventory systems and technologies for precise and consistent implementation procedures. Students will analyze sales information to determine inventory turnover.

### **Student Learning Objectives/Performance Indicators**

- A** Describes the procedures involved in receiving, inspecting, and marking merchandise and distributing it to the selling floor.
- B** Analyzes how loss prevention affects all profits.

### **Foundational Competencies/Performance Indicators**

- A** Evaluates legal and ethical considerations in the distribution process.
- B** Explain the inventory control and inventory management systems for different businesses.
- C** Describe the different terms of: internal theft, external thefts, and inventory shrinkage.

### **Unit Detail**

#### **Key Assignments / Capstone Projects**

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**Create a loss prevention manual documenting legal and ethical procedures for employees when handling/receiving stock.**

Pathway Standards: MSS A6.6

**Create an inventory control form used for receiving merchandise that effectively implements processes for inventory control and loss prevention.**

Pathway Standards: FID A2.4

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### Unit 8 THE PROMOTIONAL MIX

#### Description:

Students gain an understanding of the basic marketing principles for maximizing revenue based on supply and demand. They analyze marketing strategies and their effect on products by exploring basic marketing principles and procedures applied to targeting an audience to define a specific "Target Market". They examine ways of developing and maintaining long-term guest relationships through effective promotional marketing. Students understand and apply the skills and techniques needed to prepare advertising, public relations, and informational materials for consumers.



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Supported Standards:

Supports Pathway Standards Hospitality 4.1,4.2,4. Consumer Services Pathway B8.1, B8.2,8.3,8.4,8.55; Supports Math Standards AF 7 1.5, ; Supports English/Language Arts Standards X.XX

### Assessment Methods and/or Tools:

Scripting, role-playing; peer-to-peer, peer-to-instructor, written quizzes and/or test.

### **Student Learning Objectives/Performance Indicators**

- A** Identifies the role of promotion in marketing and the possible elements of the promotional mix
- B** Identifies and discusses the different types of consumer sale promotions.
- C** Identifies the various types of advertising media.
- D** Identifies the four marketing mix elements for a given company or situation.

### **Foundational Competencies/Performance Indicators**

- A** Identifies and determines how to use the four P's of marketing as related to promotional mixes and the possible elements
- B** Defines, describes and discusses advertising including Packaging, Internet, TV, Radio, Billboards
- C** Identifies the four marketing mix elements for a given company or situation.
- D** Acquire ability to develop a complete promotional mix for any product or service by understanding where and how to market a product or service to the "Target Market"



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Unit Detail

#### Key Assignments / Capstone Projects

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Student will use knowledge of the 4 P's of marketing and understanding of buying motives to evaluate the best promotional mix for a specific market. After, reading, evaluating research and collaboration, individually or in groups they will define the advertising presented by the packaging information. Students will organize information regarding specific features and benefits. Student will create a feature and benefit chart showing corresponding benefit for each feature. Students define "intended use". Chart provides students with information to assist in identifying, defining, describing and developing a "Target Market" for their product. Student will prepare a written explanation of their chart and include: Who is most likely to purchase their product? Where should they place and promote to attract chosen "Target Market"? What age, gender, occupation or other demographic will most likely purchase? Class will discuss and make suggestions, student may revise their project based on input.

Anchor Standards: 2, 4, 5, 10, 11  
Pathway Standards: A 1.3, 2.3, B 2.2, 2.3, 2.5, 4.2, 4.3, C3.1, D3.1, 3.3  
State Standards: LS 9-10, 11-12.6, WS 11-12.6, WS 11-12.7

Provided information from the development of Feature/Benefit Chart, students will create and design a promotional mix of at least three types of advertising venues that will attract their Target market". One must be a visual media: video recording, youtube.com video, PowerPoint, skit written as a commercial and performed for class. One must be a print ad for internet banner, poster/flyer, or magazine with images or illustrations. Students must use a coupon, discount or free promotion: buy 2 get 1 free, buy one get 50% off second.

Anchor Standards: 2, 4, 5, 10, 11  
Pathway Standards: A 1.3, 2.3, 3.2, A4.1, B 2.2, 2.3, 2.5, 4.2, 4.3, C3.1, D3.1, 3.3  
State Standards: LS 9-10, 11-12.6, WS 11-12.6, WS 11-12.7

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### Unit 9 RETAIL MANAGEMENT

#### Description:

Students understand the theories and basic function of management as they relate to the retail industry and sales management. Understand the utility of strategic planning in guiding a sales force. Know the methods of motivating and evaluating sales staff. Know various approaches to organizing and leading a sales force to maximize effectiveness. Understands the importance of sales figures and preparing sales reports to guide sales force activities.

#### Supported Standards:

#### Assessment Methods and/or Tools:



## Career Technical Education COURSE INSTRUCTIONAL PLAN

### Student Learning Objectives/Performance Indicators

- A Describes management's role in demonstrating leadership, motivating employees, resolving conflict, addressing stress, and recognizing formal and informal employee groups.
- B Tracks sales figures, and prepare sales reports to analyze sales in relation to a sales plan.

### Foundational Competencies/Performance Indicators

- A Recognizes buying, ordering, and replenishing techniques and procedures.
- B Uses appropriate tables to determine shipping charges at 70% or higher proficiency.
- C Determines inventory value with 70% or higher proficiency.
- D Completes receiving functions with 70% or higher proficiency.
- E Performs basic merchandise inventory procedures with 70% or higher proficiency
- F Calculates a firm's net profit or loss at 70% or higher proficiency
- G Performs cash fund set-up and balancing procedures.

### Unit Detail

#### Key Assignments / Capstone Projects

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**Student will maintain a full accounting of the expenses and daily cash sales. They will prepare an Excel spreadsheet with headers and functions that calculate profit : loss on a daily bases. Student will record inventory expenditures and cost involved in the operation of student store. Student will assist in compiling daily inventory c in order to replenish store stock. Student will prepare a weekly report to present to class that includes profit and loss, increased or slowing sale of items.**

**Recommendations of new items or discontinuation of a product.**

Anchor Standards: 2, 4, 5  
Pathway Standards: 1.2, 1.6, 1.7, 2.1, 2.4, 2.5,  
State Standards: LS 9-10, WS 11-12.6, WS 11-12.7

**After viewing videos, reading, discussions of common types of management styles student will identify and analysis the purpose and benefit of each management style Class will discuss in smaller groups of similar industries and class discussion of views and opinions in regard to management styles and the advantages and disadvant of each.**

Anchor Standards: 2, 3, 5  
Pathway Standards: 2.1 (2.3), (2.4), (2.5) 2.2 (1.4) 3.0 (3.1), (3.2)  
State Standards: LS 9-10, 11-12.6, WS 11-12.7

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## Career Technical Education COURSE INSTRUCTIONAL PLAN

### **Description:**

Students understand how to make effective decisions, use career information, and manage personal career plans. Students will identify personal qualifications, interest and aptitudes information and skills necessary to succeed in the career search. Students will identify opportunities and related requirements. Students will develop a career plan. Students will understand the role and function of professional organizations. Students so; be aware trends that affect careers. Students perform job acquiring practices such as: job application, resumes, and interviews and will produce a job portfolio. Students explore career opportunities and examine the professional and educational requirements needed to meet their goals. Students identify personal qualifications, interest, aptitudes, information and skills and postsecondary options necessary to succeed in this career. Upon successful completion of this class, students will have developed their own career plan and personal portfolio.

### **Supported Standards:**

### **Assessment Methods and/or Tools:**

Role-playing; peer-to-peer, peer-to-instructor, written quizzes and/or test.

### **Student Learning Objectives/Performance Indicators**

- A Identifies personal qualifications, interest, and aptitudes information and skills necessary to succeed in careers.
- B Develops a career plan that is designed to reflect career interests, pathways, and post-secondary options:
- C Identifies the important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.
- D Displays professionalism through appropriate attire, behavior, and work ethics.
- E Integrates changing employment trends, societal needs, and economic conditions into career planning.
- F Recognizes the role and function of professional organizations, industry associations, and organized labor in a productive society.
- G Understands how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

### **Foundational Competencies/Performance Indicators**

- A Defines the four management functions: planning, organizing, staffing, and controlling.
- B Compares and contrasts leadership styles and characteristics.



**Career Technical Education  
COURSE INSTRUCTIONAL PLAN**

**Unit Detail**

**Key Assignments / Capstone Projects**

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**Student will complete a typed resume and a prototype application. Students will role-play interviewing for different positions and industries. Students will write scrip questions and answers for use in skit. Student will self-evaluate and can discuss as a class, what worked during their interview and what areas can improve.**

Anchor Standards: 2, 3, 5,  
Pathway Standards: B 1.1, B 1.7, B5.1, 2.1 2.3, 2.4, 2.5 2.2 1.4 3.0 3.1, 3.2, 5.1, 5.2, 5.3  
State Standards: LS 9-10, 11-12.2, WS 11-12.7

**Student will research their career options, analysis levels and aspects of opportunities in selected industry. Evaluate possible levels of achievement with required educ and corresponding potential salaries/rewards. Student will prepare an Accomplishment Map Board. Students will include their personal plan for each level accompl title, required education, cost, finance plan and personal meaning of goals met. Accomplishment Map Board will contain an area for students to display their motivat dreams and goals; home, family, a car, vacations.**

Anchor Standards: 2, 3, 5,  
Pathway Standards: B 1.1, B 1.7, B5.1, 2.1 (2.3), (2.4), (2.5) 2.2 (1.4) 3.0 (3.1),(3.2), 5.1, 5.2, 5.3  
State Standards: LS 9-10, 11-12.2, WS 11-12.7

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