



Auburn School District

Marketing Store Operations Small Business Management

Course: Marketing Store Operations Small Business Management

Total Framework Hours up to: 180

CIP Code: 521801

Exploratory

Preparatory

Date Last Modified: 12/10/2013

Career Cluster: Marketing Operations

Cluster Pathway: Marketing Communications

Unit Outline

Hours

1. Operations	35
2. Human Resource Management	15
3. Marketing Information Management	15
4. Market Planning	15
5. Product/Service Management	40
6. Pricing	20
7. Distribution/Channel Management	20
8. Financial Analysis	<u>20</u>
	<u>180</u>

UNIT 1 Operations

Performance Assessments: Operations Assessment
 Business Law Assessment/Operations Assessment
 Records and Trends Assessment

Leadership Alignment:

Activity

Operations Assessment
 Business Law Assessment/Operations Assessment
 Records and Trends Assessment

Skill(s)

Works Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Apply Technology Effectively

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Be Self-Directed

8.C.4 Reflect critically on past experiences in order to inform future progress

Standards and Competencies

Standard/Unit:

1. Operations

Competencies

Total Learning Hours for Unit: 35

- Maintain business records
- Describe health and safety regulations in business
- Report noncompliance with business health and safety regulations
- Follow safety precautions
- Maintain a safe work environment
- Identify potential safety issues
- Identify routine activities for maintaining business facilities and equipment
- Monitor internal records to determine current business trends
- Devise/Enact merchandise security measures to minimize inventory shrinkage
- Explain routine security precautions

Washington State Standards

Reading Common Core

Component 2.1 Demonstrate evidence of reading comprehension

2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.4 Synthesize information from a variety of sources.

Component 3.1: Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering

	<p>research questions. <u>Component 3.2 Read to perform a task</u> 3.2.2 Apply understanding of complex information, including functional documents, to perform a task. <u>Component 3.3: Read for career applications</u> 3.3.1 Apply appropriate reading strategies for interpreting technical and nontechnical documents used in job-related settings.</p>
Writing Common Core	<p><u>Component 3.1: Develops ideas and organizes writing.</u> 3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p>
Communication Common Core	<p><u>Component 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</u> 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media. <u>Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</u> 2.2.1 Uses communication skills that demonstrate respect. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.</p>
Common Core	
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	
Writing 6–12	
Writing for common core	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.W.11-12.7</p>
	<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-Literacy.W.11-12.8</p>
Reading for Literacy in History/Social Studies 6–12	
Reading for common core	<p>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CCSS.ELA-Literacy.RLHSS.11-12.7</p>
	<p>8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-Literacy.RLHSS.11-12.8</p>

UNIT 2 Human Resource Management

Performance Assessments: Human Resource Management Assessment/Operation Assessment

Leadership Alignment:

Activity

Human Resource Management Assessment/Operation Assessment

Skill(s)

Guide and Lead Others

- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- 9.B.2 Respond open-mindedly to different ideas and values
- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - a. work positively and ethically
 - b. manage time and projects effectively
 - c. multi-task
 - d. participate actively, as well as be reliable and punctual
 - e. present oneself professionally and with proper etiquette
 - f. collaborate and cooperate effectively with teams
 - g. respect and appreciate team diversity
 - h. be accountable for results
- 11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal
- 11.A.4 Demonstrate integrity and ethical behavior in using influence and power

Standards and Competencies

Standard/Unit:

2. Human Resource Management

Competencies

Total Learning Hours for Unit: 15

- Train staff on new positions
- Conduct contests to motivate employees
- Foster “right” environment for employees
- Hold special events for employees

Common Core

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

Speaking and Listening Common Core

Speaking and Listening Common Core	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.11-12.1
	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-Literacy.W.11-12.8

Reading for Literacy in History/Social Studies 6–12

Reading common core	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
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	CCSS.ELA-Literacy.RLHSS.11-12.7
	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-Literacy.RLHSS.11-12.8

UNIT 3 Marketing Information Management

Performance Assessments: Marketing Information Management Assessment

Leadership Alignment:

Activity

Marketing Information Management Assessment

Skill(s)

Use Systems Thinking

- 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 4.B.2 Manage the flow of information from a wide variety of sources
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Communicate Clearly

- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

Standards and Competencies

Standard/Unit:

3. Marketing Information Management

Competencies

Total Learning Hours for Unit: 15

- Design and conduct research activities to facilitate marketing business decisions.
- Scan marketplace to identify factors that could influence merchandising decisions
- Analyze competitors' offerings
- Display data in charts/graphs or in tables
- Interpret statistical findings
- Assess trading area
- Determine price sensitivity

Common Core

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

Writing 6–12

Writing Common Core	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.W.11-12.7
	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-Literacy.W.11-12.8

Reading for Literacy in History/Social Studies 6–12

Reading Common Core	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CCSS.ELA-Literacy.RLHSS.11-12.7
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	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. CCSS.ELA-Literacy.RLHSS.11-12.8
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Mathematics

Math common core	Reason quantitatively and use units to solve problems. CCSS.MATH.N.Q.1m CCSS.MATH.N.Q.2, CCSS.MATH.N.Q.3
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UNIT 4 Market Planning Management

Performance Assessments: Market Planning Assessment

Leadership Alignment:

Activity

Market Planning Assessment

Skill(s)

- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 4.B.1 Use information accurately and creatively for the issue or problem at hand

Standards and Competencies

Standard/Unit:

4. Market Planning Management

Competencies

Total Learning Hours for Unit: 15

- Determine customer demand for merchandise
- Profile target customer
- Determine market needs
- Obtain, develop, maintain and improve product mix in response to market opportunity

Common Core

Communications	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
COMMON CORE Speaking and Listening Standards	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Reading COMMON CORE	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RST2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Writing	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing

COMMON CORE	what is most significant for a specific purpose and audience.
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UNIT 5 Product/Service Management

Performance Assessments: Product/Service Management Assessment

Leadership Alignment:

Activity

Product/Service Management Assessment

Skill(s)

Think Creatively

- 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.C.5 Reflect critically on learning experiences and processes.

Standards and Competencies

Standard/Unit:

5. Product/Service Management

Competencies

Total Learning Hours for Unit: 40

- Generate product ideas
- Determine feasibility of product idea
- Demonstrate application of product mix; including product depth/width
- Demonstrate application of the factors affecting pricing decision
- Select vendors
- Select mix of brands
- Develop seasonal assortment strategies
- Plan reductions (e.g., anticipated markdowns, employee/other discounts, stock shortages)
- Determine stock turnover
- Determine quality of merchandise to offer
- Plan merchandise assortment (e.g., styling, sizes, quantities, colors)
- Determine when to buy/reorder
- Identify components of a retail image

Common Core Standards

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

Writing 6–12

**Writing
COMMON CORE**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.11-12.7

Reading for Literacy in History/Social Studies 6–12

**Reading
COMMON CORE**

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-Literacy.RLHSS.11-12.7

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

	CCSS.ELA-Literacy.RLHSS.11-12.8
Speaking and Listening 6–12	
Speaking & Listening COMMON CORE	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.11-12.1
Mathematics	
Math COMMON CORE	Reason quantitatively and use units to solve problems. CCSS.MATH.N.Q.1, CCSS.MATH.N.Q.2, CCSS.MATH.N.Q.3

UNIT 6 Pricing

Performance Assessments: Pricing Assessment

Leadership Alignment:

Activity

Pricing Assessment

Skill(s)

- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 4.A.2 Evaluate information critically and competently.

Standards and Competencies

Standard/Unit:

6. Pricing

Competencies

Total Learning Hours for Unit: 20

- Determine and adjust prices to maximize return and meet customers' perceptions of value.
- Determine cost of product (breakeven, ROI, markup)
- Describe pricing strategies *Develop seasonal pricing strategies
- Adjust prices to maximize profitability
- Evaluate pricing decisions

Common Core

Reading COMMON CORE	<p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
Writing COMMON CORE	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

UNIT 7 Distribution/Channel Management

Performance Assessments: Distribution/Channel Management Assessment

Leadership Alignment:

Activity

Distribution/Channel Management Assessment

Skill(s)

- 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- 8.A.1 Set goals with tangible and intangible success criteria
- 8.A.2 Balance tactical (short-term) and strategic (long-term) goals
- 8.A.3 Utilize time and manage workload efficiently

Standards and Competencies

Standard/Unit:

7. Distribution/Channel Management

Competencies

Total Learning Hours for Unit: 20

- Complete inventory counts
- Assess sales and stock performance
- Determine inventory shrinkage
- Explain the relationship between customer service and distribution
- Explain the receiving process
- Explain storing considerations
- Establish system for processing dead/excess merchandise
- Resolve problems with incoming shipments

Common Core

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</p>	<p>4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Reading</p> <p>COMMON CORE</p>	<p>1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>Writing</p> <p>COMMON CORE</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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UNIT 8 Financial Analysis

Performance Assessments: Financial Analysis Assessment

Leadership Alignment:

Activity

Financial Analysis Assessment

Skill(s)

- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways
- 4.B.1 Use information accurately and creatively for the issue or problem at hand

Standards and Competencies

Standard/Unit:

8. Financial Analysis

Competencies

Total Learning Hours for Unit: 20

- Determine and adjust prices to maximize return and meet customers' perceptions of value.
- Explain the nature of balance sheet
- Describe the nature of income statements
- Maintain financial records
- Prepare cash flow statements
- Demonstrate the wise use of credit
- Explain the need for accounting standards
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Common Core

Communications
COMMON CORE
Speaking and
Listening
Standards

2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reading
COMMON CORE

1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing
COMMON CORE
Writing Standards for
Literacy in
History/Social

1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Studies, Science, and Technical Subjects	<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

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