

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Retail Business Strategy

Course Code: 040006 CIP Code: 52. 1802

**COURSE INTRODUCTION:**

An instructional program that prepares individuals to apply marketing skills in retail establishments. Principles, practices and procedures are taught as related to the field of retailing.

**UNIT DESCRIPTION:**

Students will learn about retail business strategies.

**SUGGESTED UNIT TIMELINE: 4 WEEKS**

**CLASS PERIOD (min.): 50 MINUTES**

**ESSENTIAL QUESTIONS:**

1. What are the strategies for a successful retail business?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	MBA Research Standards	DOK
1. Define target market and market segmentation				RI.11-12.4	Understands the principles and tools utilized to determine and to target marketing strategies to select an audience	1
2. Show the concept of competitive advantage				L.11-12.6	Understands to tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives	2

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3. Differentiate the types of retail business risk				<b>WHST.311-12.10</b>	<b>Understands the economic principles and concepts fundamental to business operations</b>	<b>3</b>
4. Interpret merchandising plans and the components included.				<b>RST.11-12.2</b>	<b>Understands the concepts and processes needed to obtain, develop, maintain, and improve a product of service mix in response to market opportunities</b>	<b>2</b>
5. Describe inventory control				<b>RST.11-12.9</b>	<b>Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</b>	<b>1</b>
6. Recognize the importance of what and when to buy				<b>S-MD.7</b>	<b>Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</b>	<b>1</b>
7. Calculate markup and markdown				<b>N.Q.1</b>	<b>Understands the concepts and utilized in determining and adjusting prices to maximize return and meet customer's</b>	<b>3</b>

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		perceptions of value
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p>Learning activities, review questions, and projects are included in digital format. See below.</p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>		
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>	
1	1. Teacher will pass out miscellaneous products to students. Students will write a paragraph about who they believe would purchase the product. Answers will be discussed, teacher will lead discussion about target market and market segmentation.	
2	2. Teacher will explain the concept of competitive advantage by providing examples of stores with a competitive advantage. (Gas stations that pump it for you, restaurants that deliver, etc)	
3	3. Teacher will present the three types of business risk.	
4	4. The teacher will explain merchandise plans and identify types of merchandise included in them.	
5	5. Teacher will direct students to the inventory control section of the text for independent learning.	
6	6. Teacher will show inventory records for the school store, and explain when inventory needs to be purchased and why these decisions are made.	
7	7. Teacher will model on smartboard the steps to calculate markup and markdown. Teacher will then provide examples and let students do the calculations.	
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>	
1	1. Students will identify two clothing stores at a mall and answer questions about their target market. (Retail 2.1 Segment Market Activity)	
2	2. Students will create an advertisement for a grocery store identifying their competitive advantage. (Retail 2.2 Competitive	

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	Advantage) Scoring guide included.
3	3. Students will create a presentation including three types of retail business risks. (Retail 2.3 Business Risk)
4	4. Students will answer questions about merchandise plans in a comprehension check. (Retail 2.4 Merchandise Planning Comprehension Check)
5	5. Students will answer questions about inventory control in a comprehension check. (Retail 2.5 Inventory Control Comprehension Check)
6	6. Students will complete an activity over inventory control. (Retail 2.6 Inventory Activity)
7	7. Students will complete examples of markup and markdowns on the smartboard, and complete an activity on markdowns using the internet. (Retail 2.7 Activity on Markdowns)

**UNIT RESOURCES: (include internet addresses for linking)**

**Glencoe Retailing Text (McCalla, Priscilla. 2005)**

**Glencoe Entrepreneurship Building a Business Text (Allen, Kathleen & Meyer, Earl. 2011)**

**Glencoe Marketing Essentials (Farese, Lois, Grady, Kimbrell, & Woloszyk, Carl. 2009)**

**Missouri Marketing Listserve – Resources for Marketing Activities**

**MCE DVD ROM 93 - Finding Your Customers: Marketing and Advertising Your Business** - Films for the Humanities & Sciences, NEW YORK, NY, FILMS MEDIA GROUP, 2011. This program highlights ways to generate recognition for a start-up business and drive traffic to it. Viewers learn the necessity of researching a competitor’s advertising tactics, developing a marketing plan, and testing various promotional strategies. Topics include the need for targeted messaging that connects with the customer base; effective Web site building and development; networking through involvement in the community; the idea of business referral or liaising with other firms that aren’t direct competitors; and smaller-scale advertising based on repetition as an alternative to more splashy and expensive methods. 30 minutes

**MCE DVD ROM 50 - Positioning: How Advertising Shapes Perception** - Learning Seed, LAKE ZURICH, IL, LEARNING SEED, 2004. Contemporary advertising seldom demonstrates why one brand is superior, or constructs logical arguments to sway buyers. Advertisers today position instead

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of persuade. Position refers to a place the product occupies in the consumer's mind. Nobody likes to be told how to think, but few notice when told how to see. Explore perceptual mapping, market segmentation, the use of emotion and magic, social approval, positioning against the competition, re-positioning, and using unique attributes. 21 minutes.