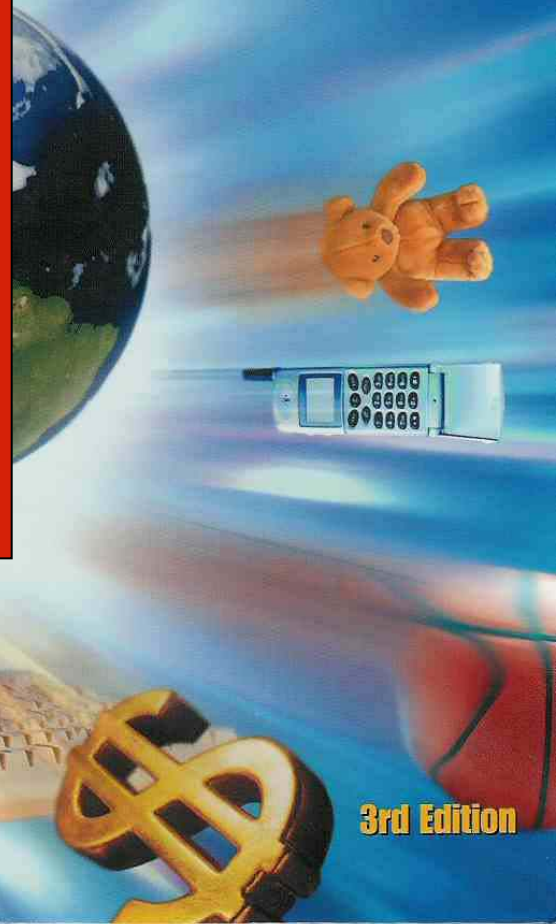


KENTUCKY

GLENCOE

Marketing Essentials

Correlation with Kentucky Business and Marketing Career Exploration, Principles of Marketing, Sales and Customer Service, Marketing Communication, Presentation Skills for Marketing, E-Commerce, Retail Marketing, Travel and Tourism Marketing, International Marketing, Sports and Entertainment Marketing, Entrepreneurship, Fashion Marketing I, Fashion Marketing II, and Advanced Marketing courses, the Kentucky Marketing Occupational Skill Standards, SCANS, National Marketing Education Standards, National Retail Skill Standards and Responses to Business Evaluation Tool



**Adoption Group V
Commonwealth of
Kentucky
2004-2010**

3rd Edition

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12	<p>Students will:</p> <ul style="list-style-type: none"> reinforce basic skills in human relations and in both written and oral communication including customer relations. 	<p>SE: 144-152, 177-182, 310-314</p> <p>TWE: CL 148 DS 311 IS 177 MA 148</p>
1.16, 2.36	<ul style="list-style-type: none"> develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers. 	<p>SE: 692-698, 699-702 <i>Careers in Marketing:</i> 17, 33, 55, 73, 95, 111, 135, 153, 173, 187, 203, 223, 239, 253, 269, 291, 315, 329, 351, 367, 389, 407, 425, 443, 463, 481, 497, 519, 539, 563, 581, 599, 619, 635, 655, 679, 703, 727</p> <p>TWE: IP 690, 695 DC 694</p>
2.31	<ul style="list-style-type: none"> complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations. 	<p>SE: 687-691</p> <p>TWE: CL 689</p>
2.3, 2.16, 2.19	<ul style="list-style-type: none"> complete a career interest survey identifying general likes and dislikes, personal skills, and job values. 	<p>SE: 688 <i>Case Study:</i> 689</p> <p>TWE: IS 687</p>

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37, 2.38	<ul style="list-style-type: none"> complete a job application, compose a resume and a letter of application, and prepare for an interview. 	SE: 715-718, 726 TWE: IS 714 MA 716
2.14, 2.17, 5.4	<ul style="list-style-type: none"> define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics. 	SE: 3-6, 81-85, 86-94, 732-743 TWE: IS 3 IE T66 TR 182, 233
2.29, 2.36	<ul style="list-style-type: none"> develop and/or update Individual Graduation Career Plans. 	SE: 692-698, 699-702 TWE: IP 690, 695 DC 694 TR 665
2.17, 2.33	<ul style="list-style-type: none"> develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals. 	SE: 180, 195, 214-215, 531-532 <i>Decision-Making Process:</i> 195 TWE: BC T56-T57
1.16, 6.2	<ul style="list-style-type: none"> develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle. 	SE: 664 <i>Estimating Personal Living Expenses:</i> 665 TWE: E 664

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 4.0, 6.2	<ul style="list-style-type: none"> utilize activities of FBLA and/or DECA as an integral component of course content and leadership development. 	<p>SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729</p> <p>TWE: TS T70-T72</p>
2.37, 2.38	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	<p>SE: 86-94, 693</p> <p>TWE: BW T58</p>
1.19, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	<p>SE: 119-125, 126-134, 139-144, 272-293, 484-499</p> <p>TWE: LM 129 MA 123 TC 121 VB 143</p>

Principles of Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.14, 1.16	<p>Students will:</p> <ul style="list-style-type: none"> survey the various disciplines in marketing (i.e., traffic, purchasing, sales, warehousing, distribution, staffing, and customer relations). 	<p>SE: 3, 227-233, 307, 310-311, 384-386, 374-391, 403-404, 411, 415, 417-425, 512, 529, 557-562, 667-668</p> <p>TWE:</p>
1.19, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	<p>SE: 119-125, 126-134, 139-144, 272-293, 484-499</p> <p>TWE: LM 129 MA 123 TC 121 VB 143</p>
1.3, 1.4	<ul style="list-style-type: none"> reinforce communication, human relations, writing and speaking skills through communications in the promotion and salesmanship units. 	<p>SE: 144-152, 177-182, 310-314</p> <p>TWE: CL 148 DS 311 IS 177 MA 148</p>
5.1, 5.4, 5.5	<ul style="list-style-type: none"> demonstrate problem-solving and decision-making skills as they apply in human relations, market information management, or product service planning. 	<p>SE: 180, 195, 214-215, 531-532</p> <p><i>Decision-Making Process:</i> 195</p> <p>TWE: CD 178</p>

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.13	<ul style="list-style-type: none"> develop real-life portfolio entries through brochures or advertisement learned in promotion unit. 	SE: 692-698, 699-702 <i>Careers in Marketing:</i> 17, 33, 55, 73, 95, 111, 135, 153, 173, 187, 203, 223, 239, 253, 269, 291, 315, 329, 351, 367, 389, 407, 425, 443, 463, 481, 497, 519, 539, 563, 581, 599, 619, 635, 655, 679, 703, 727 TWE: IP 690, 695 DC 694
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
2.3, 2.5, 2.7	<ul style="list-style-type: none"> investigate the various types of risks that impact business activities; categorize the risks as natural, human or economic; and explain methods a business uses to control risks. 	SE: 45-46, 622-637 TWE: CL 624 DS 42, 629 IS 623, 627
2.18, 2.19	<ul style="list-style-type: none"> understand the role and characteristics of marketing in three different types of economic systems; capitalism, socialism, and communism. 	SE: 41-47, 61-62 TWE: CL 62 IP 62 IS 41 TC 61

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 5.4	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	<p>SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729</p> <p>TWE: TS T70-T72</p>
2.37, 2.38	<ul style="list-style-type: none"> create a career portfolio including a resume, letters of reference, certifications of training, and samples of work. 	<p>SE: 710-711, 721 <i>Résumé:</i> 720</p> <p>TWE: DK 720</p>
1.16, 6.3	<ul style="list-style-type: none"> investigate and analyze the role of technology in improving the marketing process. 	<p>SE: 25-26, 99, 157-158, 161, 168-172, 339-344, 377, 386, 436, 442, 525, 538, 630 <i>Case Study:</i> 282, 401 <i>Electronic Frontiers:</i> 388, 406, 456 <i>POS Terminal Functions:</i> 275 <i>Real World Marketing:</i> 460</p> <p>TWE: C 172 DS 436 TC 377 VB 343</p>

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.30, 5.2	<ul style="list-style-type: none"> develop a marketing plan for a new or existing business or product line. 	SE: 647-650 TWE: C 650 IS 647 DC 649

Sales and Customer Service

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.2, 1.12, 2.16	Students will: <ul style="list-style-type: none"> develop an understanding of customer service and meeting the needs of customers. 	SE: 234-238, 497 <i>Careers in Marketing:</i> 443, 497 <i>Electronic Frontiers:</i> 233 TWE: A 237 CL 236 CM 443, 497
1.10, 6.3	<ul style="list-style-type: none"> identify various methods of defining consumer profiles and determine how prospective customers are found. 	SE: 211-215, 216-222 TWE: DS 217 TC 218
6.2	<ul style="list-style-type: none"> identify the role of the sales staff accessing sources of information and ideas for careers in selling. 	SE: 211, 227-233, 234-238, 382-383 <i>Careers in Marketing:</i> 223, 239, 253, 269, 463 TWE: CD 211 CL 236

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.10, 2.22	<ul style="list-style-type: none"> identify special promotion activities by observing a real-life sales demonstration. 	SE: 305-309 <i>The Concept of Promotional Mix:</i> 300-301 TWE: BA 305 C 309 CD 306 DS 320 E 308 TC 307
2.22, 2.10	<ul style="list-style-type: none"> prepare a visual merchandise display using hands-on experience in a retailing store. 	SE: 308, 319-324, 325-330 <i>Careers in Marketing:</i> 331 TWE: C 324 CL 321 E 329 R 323 TC 321
2.22, 2.30, 5.2	<ul style="list-style-type: none"> determine a promotional objective by working in a cooperative work group in selling a new product. 	SE: 298-304, 305-309, 310-314 TWE: C 309 CD 306 CL 301 DS 311
2.2, 2.30, 5.3	<ul style="list-style-type: none"> implement a promotional plan after shadowing a sales associate; then develop a sales presentation for that plan. 	SE: 299-304, 305-309, 310-314, 317 <i>Careers in Marketing:</i> 239, 463 TWE: DC 317

Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 5.4	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	<p>SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729</p> <p>TWE: TS T70-T72</p>
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	<p>SE: 86-94, 693</p> <p>TWE: BW T58</p>
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	<p>SE: 119-125, 126-134, 139-144, 272-293, 484-499</p> <p>TWE: LM 129 MA 123 TC 121 VB 143</p>

Marketing Communications		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.17, 2.29	<p>Students will:</p> <ul style="list-style-type: none"> • identify personal skills necessary for successful interpersonal relationships with customer, co-workers, and management. 	<p>SE: 176, 177-182, 183-186</p> <p>TWE: CL 180 DS 184</p>
1.2, 1.4	<ul style="list-style-type: none"> • define and list the elements of the communication process, identify verbal and non-verbal signals, and identify noise or interference that can distort information. 	<p>SE: 11, 138, 139-143, 144-152, 196-197</p> <p>TWE: DS 145 IS 139</p>
1.11, 1.12	<ul style="list-style-type: none"> • write various types of business letters (inquiry, claim, adjustment, invitation, order, reservation, refusal, application, sales, persuasive, collection, etc.), memoranda, news releases, and reports in standard form as well as use standard proofreader's marks to proofread and revise messages. 	<p>SE: 151-152 <i>Business Letters:</i> 150</p> <p>TWE: DC 150 VB 167</p>
1.15, 5.1, 5.4	<ul style="list-style-type: none"> • arrange the setting, write an agenda, and conduct a business meeting. 	<p>SE: 146-147</p> <p>TWE: DK 146</p>

Marketing Communications		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.1, 1.16	<ul style="list-style-type: none"> use magazines/journals to research customer service offerings, promotional plans, and product offerings and determine regional differences as well as target market groups. 	SE: 23, 299-304, 305-309, 310-314 <i>Careers in Marketing:</i> 239, 443, 463, 497 <i>Electronic Frontier:</i> 233 <i>The DECA Connection:</i> 317 TWE: A 22 DC 317
1.13, 2.10, 2.22	<ul style="list-style-type: none"> create print advertising such as a newspaper ad, magazine ad, or brochure that illustrates knowledge of advertising layout principles and persuasive techniques. 	SE: 336-339, 354, 355-363, 364-366 TWE: CL 358 DK 338 MA 339
2.23, 5.2	<ul style="list-style-type: none"> sell a product or service using the depth theory of selling (include the following stages in the sale: pre-approach, approach, determining needs, presentation, overcoming objections, closing the sale, suggestion selling, and reassurance). 	SE: 208, 210, 211-215, 216-222, 227-233, 234-239, 242, 243-246, 247-252, 256, 257-261, 262-268 TWE: C 222 DS 235, 249, 258 IP 219, 230 IS 234, 243, 262
1.2, 1.4, 1.16	<ul style="list-style-type: none"> send and receive e-mail and demonstrate proper “netiquette” for communication via the internet. 	SE: 140, 151-152, 167, 170 <i>Electronic Frontier:</i> 267 <i>interNET Connection:</i> 97 TWE: R 151

Marketing Communications		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.38, 6.1	<ul style="list-style-type: none"> develop an employment portfolio (letter of application, resume, follow-up letter, etc.). 	SE: 710-711, 721 <i>Résumé:</i> 720 TWE: DK 720
1.12, 5.1, 5.4	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
1.9, 1.10	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	SE: 119-125, 126-134, 139-144, 272-293, 484-499 TWE: LM 129 MA 123 TC 121 VB 143

Presentation Skills for Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.1, 1.2, 1.4	<p>Students will:</p> <ul style="list-style-type: none"> students will use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the marketing and marketing information needed for presentations. 	<p>SE: 4, 356, 504, 505-510, 511-518, 522, 523-532, 533-538 <i>Careers in Marketing:</i> 519, 539</p> <p>TWE: DS 513 IS 505, 523, 533</p>
1.10, 1.11	<ul style="list-style-type: none"> students use mathematical ideas and procedures to communicate, reason, and solve problems in developing support materials for presentations. 	<p>SE: 119-125, 126-134, 139-144, 272-293, 484-499</p> <p>TWE: LM 129 MA 123 TC 121 VB 143</p>
1.12, 11.13, 1.14, 2.6, 5.2	<ul style="list-style-type: none"> students organize marketing information through development and use of classification rules and systems. Students will write/key using appropriate forms, conventions, and styles to communicate marketing ideas and information to different audiences for different purposes. 	<p>SE: 5-6, 505-510</p> <p>TWE: E 509</p>

Presentation Skills for Marketing

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.16, 5.2, 5.4, 1.13, 2.9, 1.15, 2.22, 1.16, 2.9, 5.2	<ul style="list-style-type: none"> students will develop appropriate speech techniques and presentation styles using appropriate form, conventions, and styles to communicate ideas and information to different audiences for different purposes by making sense of ideas and communicate ideas with the visual arts, music, and movement. 	SE: 144-148 TWE: CD 145 IS 144
1.16, 5.5	<ul style="list-style-type: none"> students use computers, utilize commonly used presentation equipment, computer presentation software, appropriate html/web development software and other multimedia system and other kinds of technology to collect, organize, and communicate information and ideas. 	SE: 156, 157-161, 162-167, 168-172, 538 <i>Case Study:</i> 220 <i>Electronic Frontiers:</i> 558, 644 TWE: IS 157, 162, 168 DS 163
2.26, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 5.1	<ul style="list-style-type: none"> through role play, discussion and participation make professional level presentations develop skills and knowledge necessary to make apply language rules reference materials; style, grammar, and spell check in marketing, sales, advertising and presentation skills. 	SE: 298, 299-304, 305-309 TWE: DS 300 BA 305

Presentation Skills for Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.3, 5.4, 5.5	<ul style="list-style-type: none"> using appropriate marketing skills students will design page layout with appropriate proportions, balance, and typography for advertising, electronic presentations, web sites, etc. 	SE: 336-339, 354, 355-363, 364-366 TWE: CL 358 DK 338 MA 339
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
2.36, 2.37	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72

E-Commerce		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.4, 1.16	<p>Students will:</p> <ul style="list-style-type: none"> survey the various disciplines in electronic marketing (i.e., traffic, store front, purchasing, web sales, warehousing, distribution, staffing, site maintenance and customer relations). 	<p>SE: 84-85, 168-172, 386, 442 <i>Careers in Marketing:</i> 55, 173 <i>Case Study:</i> 245, 441 <i>Electronic Frontier:</i> 267, 285</p> <p>TWE: CD 169</p>
1.9, 1.10, 1.12, 1.3, 1.4	<ul style="list-style-type: none"> apply math, science, and communication skills within the technical content. 	<p>SE: 119-125, 126-134, 139-144, 272-293, 484-499</p> <p>TWE: LM 129 MA 123 TC 121 VB 143</p>
1.3, 1.4	<ul style="list-style-type: none"> reinforce communication, human relations, writing and speaking skills through communications in the promotion, sale, site maintenance and customer service units. 	<p>SE: 144-152, 177-182, 310-314</p> <p>TWE: CL 148 DS 311 IS 177 MA 148</p>
5.1, 5.4, 5.5	<ul style="list-style-type: none"> demonstrate problem-solving and decision-making skills as they apply in human relations, market information management, site maintenance or product service planning. 	<p>SE: 180, 195, 214-215, 531-532 <i>Decision-Making Process:</i> 195</p> <p>TWE: BC T56-T57</p>

Presentation Skills for Marketing

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.13	<ul style="list-style-type: none"> develop real-life portfolio entries through web sites, web pages, and electronic advertisement learned in promotion unit. 	SE: 165-166, 170 TWE: TC 377
2.36	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
2.3, 2.5, 2.7	<ul style="list-style-type: none"> investigate the various types of risks that impact business activities; categorize the risks as natural, human, electronic, or economic; and explain methods a business uses to control risks and security in the electronic market. 	SE: 45-46, 622-637 TWE: CL 624 DS 42, 629 IS 623, 627
2.18, 2.19	<ul style="list-style-type: none"> understand the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism in a world wide electronic market. 	SE: 41-47, 61-62 TWE: CL 62 IP 62 IS 41 TC 61

<p>1.12, 5.4</p>	<ul style="list-style-type: none"> utilize activities of the DECA student organization as an integral component of course content and leadership development. 	<p>SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729</p> <p>TWE: TS T70-T72</p>
<p>2.37, 2.38</p>	<ul style="list-style-type: none"> create a career portfolio including a resume, letters of reference, certifications of training, and samples of work. 	<p>SE: 710-711, 721 <i>Résumé:</i> 720</p> <p>TWE: DK 720</p>
<p>1.16, 6.3</p>	<ul style="list-style-type: none"> investigate and analyze the role of technology in improving the marketing process. 	<p>SE: 25-26, 99, 157-158, 161, 168-172, 339-344, 377, 386, 436, 442, 525, 538, 630 <i>Case Study:</i> 282, 401 <i>Electronic Frontiers:</i> 388, 406, 456 <i>POS Terminal Functions:</i> 275 <i>Real World Marketing:</i> 460</p> <p>TWE: C 172 DS 436 TC 377 VB 343</p>
<p>2.30, 5.2</p>	<ul style="list-style-type: none"> develop a marketing plan for a new or existing business or product line. 	<p>SE: 647-650</p> <p>TWE: C 650 IS 647 DC 649</p>

Retail Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.10, 1.12	<p>Students will:</p> <ul style="list-style-type: none"> develop customer-service skills and employee/employer relations' skills. 	<p>SE: 177-182, 183-186 <i>Careers in Marketing:</i> 443, 497 <i>Electronic Frontier:</i> 233</p> <p>TWE: CL 184</p>
1.9, 1.10	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	<p>SE: 119-125, 126-134, 139-144, 272-293, 484-499</p> <p>TWE: LM 129 MA 123 TC 121 VB 143</p>
5.1, 6.1	<ul style="list-style-type: none"> develop an understanding of the marketing concept and its application in retailing. 	<p>SE: 229, 231-233</p> <p>TWE: N/A</p>
1.11, 5.1, 6.2	<ul style="list-style-type: none"> identify marketing functions as they apply in the retail environment. 	<p>SE: 229, 232-233, 280-286 <i>Careers in Marketing:</i> 331, 425, 481</p> <p>TWE: E 232 IP 283</p>
1.12	<ul style="list-style-type: none"> formulate awareness and understanding of emerging trends in retailing. 	<p>SE: 232-233, 273-278, 279-287</p> <p>TWE: R 232</p>

Retail Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 6.3	<ul style="list-style-type: none"> discuss appropriate attitudes and work ethic needed for the world of work. 	SE: 86-94, 178 TWE: DS 87 IS 86
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
1.12, 6.2	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72
2.36, 5.4	<ul style="list-style-type: none"> research the various career choices in retailing. 	SE: <i>Careers in Marketing:</i> 331, 425, 481
2.37, 2.38	<ul style="list-style-type: none"> create a career portfolio including a resume, letters of reference, certifications of training, and samples of work. 	SE: 710-711, 721 <i>Résumé:</i> 720 TWE: DK 720

Travel and Tourism Marketing

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 1.16, 2.16	Students will: <ul style="list-style-type: none"> • develop customer-service skills for use in travel and tourism. 	SE: <i>Careers in Marketing:</i> 95 TWE: CM 95
2.36, 2.37	<ul style="list-style-type: none"> • investigate career planning in the increasingly complex world of work and make appropriate decisions about career choices. 	SE: 687-691, 692-698 TWE: N/A
2.36, 2.36, 5.4, 6.3	<ul style="list-style-type: none"> • develop appropriate attitudes about the world of work. 	SE: 86-94, 178 TWE: DS 87 IS 86
1.10, 1.11, 1.12	<ul style="list-style-type: none"> • experience a broad overview of travel and tourism marketing. 	SE: <i>Careers in Marketing:</i> 95 TWE: CM 95
6.1, 6.2, 6.3	<ul style="list-style-type: none"> • develop an understanding of emerging trends in travel and tourism industry. 	SE: <i>Careers in Marketing:</i> 95 TWE: CM 95
2.36, 5.3, 5.5	<ul style="list-style-type: none"> • recognize how to prepare for and advance in the travel and tourism industry. 	SE: <i>Careers in Marketing:</i> 95 TWE: CM 95

Retail Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.4, 2.19	<ul style="list-style-type: none"> reinforce basic skills in communication, geography, human relations, and reading. 	SE: 139-143, 177-182 TWE: DS 140 IS 177
1.10, 5.1, 6.1	<ul style="list-style-type: none"> develop an understanding of travel and tourism marketing and the importance of the marketing concept. 	SE: <i>Careers in Marketing:</i> 95 TWE: CM 95 DC 186
2.17, 2.19	<ul style="list-style-type: none"> explain how to function as responsible citizens. 	SE: 86-94, 178 TWE: DS 87 IS 86
1.12, 5.4	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72

Retail Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	SE: 119-125, 126-134, 139-144, 272-293, 484-499 TWE: LM 129 MA 123 TC 121 VB 143
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58

International Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.17, 6.3	Students will: <ul style="list-style-type: none"> research the impact of different cultural aspects on international trade (cultural diversity and demographics in international markets.) 	SE: 98, 107-110 TWE: CM 111 DS 106
2.19, 6.1	<ul style="list-style-type: none"> examine the impact of geography on international trade. 	SE: 98, 641-643 TWE: CL 642
2.14, 2.15	<ul style="list-style-type: none"> analyze current trends concerning international economics. 	SE: 107-110

International Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none"> investigate careers available in international marketing. 	SE: <i>Careers in Marketing:</i> 111 TWE: DC 98 MC 111
1.2, 1.16	<ul style="list-style-type: none"> demonstrate a knowledge of the importance of emerging trends and technologies in international marketing. 	SE: 98, 99-104, 105-110
2.18, 5.5	<ul style="list-style-type: none"> evaluate the economic interdependence of different countries. 	SE: 99-100 TWE: CD 99 R 103
2.19, 5.4	<ul style="list-style-type: none"> analyze the major trade agreements governing world trade and demonstrate a knowledge of the principal functions of international and United States governmental agencies responsible for promoting international commerce and stability. 	SE: 102-104 TWE: DK 101
5.4	<ul style="list-style-type: none"> compare the different types of barriers and trade supports. 	SE: 101-102 TWE: R 103

International Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.3, 6.2	<ul style="list-style-type: none"> compare and contrast international marketing with target marketing. 	SE: <i>The Zazz Lab</i> : 114-115 TWE: C 115
5.1	<ul style="list-style-type: none"> describe the similarities between multinational marketing and mass marketing. 	SE: <i>The Zazz Lab</i> : 114-115 TWE: C 115
2.18	<ul style="list-style-type: none"> examine the standard business practices involved in exporting and importing. 	SE: 105 TWE: IS 105
2.15, 2.17	<ul style="list-style-type: none"> assess cultural, economic, and political influences of multinational businesses. 	SE: 98, 107-109 TWE: N/A
1.16, 2.15	<ul style="list-style-type: none"> research the cultural, economic, and political differences and similarities among countries. 	SE: 98, 107-109 TWE: IP 108
1.2	<ul style="list-style-type: none"> explain how international money markets function. 	SE: 71-72 TWE: N/A
1.12, 6.3	<ul style="list-style-type: none"> describe how language, culture, available media, and regulations affect international advertising. 	SE: 98, 107-110 <i>Life in the Diverse Marketplace</i> : 102 TWE: R 109

International Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 5.4	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
1.9, 2.7, 2.8	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	SE: 119-125, 126-134, 139-144, 272-293, 484-499 TWE: LM 129 MA 123 TC 121 VB 143

Sports and Entertainment Marketing

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.16, 2.33, 5.1	<p>Students will:</p> <ul style="list-style-type: none"> conduct market research and develop knowledge of its importance to sports and entertainment marketing. 	<p>SE: <i>Careers in Marketing:</i> 581, 703 <i>The Zazz Lab:</i> 36-37, 76-77, 114-115, 206-207, 294-295, 370-371, 446-447, 500-501, 542-543, 602-603, 682-683, 730-731</p> <p>TWE: CM 581, 703</p>
2.36, 5.4	<ul style="list-style-type: none"> develop an understanding of career opportunities in the sports and entertainment industry. 	<p>SE: <i>Careers in Marketing:</i> 581, 703</p> <p>TWE: CM 581, 703</p>
1.10, 5.1	<ul style="list-style-type: none"> demonstrate a fundamental knowledge of marketing concepts as they relate to sports and entertainment. 	<p>SE: <i>Careers in Marketing:</i> 581, 703 <i>The Zazz Lab:</i> 36-37, 76-77, 114-115, 206-207, 294-295, 370-371, 446-447, 500-501, 542-543, 602-603, 682-683, 730-731</p> <p>TWE: CM 581, 703 DC 186</p>
1.11, 5.1, 5.2	<ul style="list-style-type: none"> plan, conduct, and evaluate a sporting and or entertainment event. 	<p>SE: <i>The Zazz Lab:</i> 114-115</p> <p>TWE: C 115</p>

Sports and Entertainment Marketing

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 5.4	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	<p>SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729</p> <p>TWE: TS T70-T72</p>
2.35, 5.3, 5.4, 6.1	<ul style="list-style-type: none"> develop an understanding of marketing functions and strategies as they apply to sports and entertainment. 	<p>SE: <i>Careers in Marketing:</i> 581, 703 <i>The Zazz Lab:</i> 36-37, 76-77, 114-115, 206-207, 294-295, 370-371, 446-447, 500-501, 542-543, 602-603, 682-683, 730-731</p> <p>TWE: CM 581, 703</p>
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	<p>SE: 119-125, 126-134, 139-144, 272-293, 484-499</p> <p>TWE: LM 129 MA 123 TC 121 VB 143</p>
2.17, 2.18, 2.33	<ul style="list-style-type: none"> develop knowledge of the concepts of ethics and social responsibility. 	<p>SE: 86-94, 178</p> <p>TWE: DS 87 IS 86</p>

Sports and Entertainment Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.16, 2.38	<ul style="list-style-type: none"> develop employability skills including the creation of a resume, letter of application, and application form. 	SE: 710-711, 721 <i>Résumé:</i> 720 TWE: DK 720
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58

Entrepreneurship		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.4, 1.12	Students will: <ul style="list-style-type: none"> demonstrate customer service orientation. 	SE: <i>Careers in Marketing:</i> 443, 497 <i>Electronic Frontiers:</i> 233 TWE: CM 443, 497
2.1, 2.8, 2.11	<ul style="list-style-type: none"> describe the financial statements needed for a business plan and the purposes in financial planning. 	SE: 651-654, 666-678 TWE: DS 652 IS 651, 666 TC 669
1.16	<ul style="list-style-type: none"> investigate the role of international trade, opportunities of global markets, and the potential of international trade. 	SE: 98, 99-104, 105-110 TWE: IS 99

Entrepreneurship		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.4, 2.20, 2.21	<ul style="list-style-type: none"> describe the legal considerations for starting a business. 	SE: 617-618
2.36	<ul style="list-style-type: none"> formulate a business plan and describe its components, recognizing the dual roles of a small business owner. 	SE: 607-611, 638, 639-646, 647-650, 651-654 TWE: IS 639
2.4, 5.5, 6.1	<ul style="list-style-type: none"> distinguish intensive, integrative, and diversification growth strategies. 	SE: 650
2.21, 2.25	<ul style="list-style-type: none"> explain the purpose of a working management plan. 	SE: 194-196 TWE: CD 195
2.33	<ul style="list-style-type: none"> identify sources of assistance for entrepreneurs. 	SE: 662 TWE: IP 662
1.1, 5.1, 5.4	<ul style="list-style-type: none"> discuss market analysis to determine target market (who is the customer). 	SE: 24-32 TWE: DS 26 TC 27
2.14, 2.29, 5.1	<ul style="list-style-type: none"> examine the role of management in a successful business, specific management techniques for small business, and management strategies. 	SE: 82, 194-202 TWE: CL 197 IS 194

Entrepreneurship		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.2, 2.15, 2.18	<ul style="list-style-type: none"> analyze the risks and rewards of starting a business. 	SE: 59, 607-610, 623-626, 627-634 TWE: BA 623 IS 607, 627
2.2, 2.3, 2.7	<ul style="list-style-type: none"> analyze pricing in the marketing mix, pricing strategies, and the establishments of a pricing strategy. 	SE: 5-6, 450, 451-454, 455-462, 467-483, 650 TWE: IS 451, 455
5.3	<ul style="list-style-type: none"> describe the role of market analysis in business ownership. 	SE: 24-32 TWE: IS 24 TC 27
2.8, 2.30	<ul style="list-style-type: none"> identify, evaluate, and select sources for financing a business venture. 	SE: 651-654, 662-663 TWE: MA 662 TC 652
2.14, 2.29	<ul style="list-style-type: none"> identify training procedures, hiring policies, and rights and responsibilities of small business employees. 	SE: 91, 94, 145, 199-198, 627 <i>Workplace Trends and Issues:</i> 92-93 TWE: R 92

Entrepreneurship		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.16, 5.1, 6.3	<ul style="list-style-type: none"> select and analyze computer software/hardware options for small business; examining benefits of organization membership. 	SE: 158-161, 162-167 TWE: CL 159 DS 158 IS 162
4.0, 6.2	<ul style="list-style-type: none"> utilize activities of FBLA and/or DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	SE: 119-125, 126-134, 139-144, 272-293, 484-499 TWE: LM 129 MA 123 TC 121 VB 143

Fashion Marketing I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1, 5.2	Students will: <ul style="list-style-type: none"> recognize and analyze current fashion trends. 	SE: 31 <i>Careers in Marketing:</i> 203, 727 TWE: CM 203, 727
5.1, 5.2, 6.1	<ul style="list-style-type: none"> interpret the use of design elements in clothing. 	SE: 31 <i>Careers in Marketing:</i> 203, 727 TWE: CM 203, 727
5.1, 5.2	<ul style="list-style-type: none"> analyze color as it relates to apparel and personal clothing. 	SE: <i>Careers in Marketing:</i> 203, 727 TWE: CM 203, 727
2.3, 5.1	<ul style="list-style-type: none"> examine fiber properties and assess the difference between natural and manufactured fibers. 	SE: <i>Careers in Marketing:</i> 203 TWE: CM 203
2.18, 2.36	<ul style="list-style-type: none"> investigate careers available in the fashion industry. 	SE: <i>Careers in Marketing:</i> 203, 727 TWE: CM 203, 727
1.3, 1.11	<ul style="list-style-type: none"> create transactional writings that evaluate the current fashion industry. 	TWE: CM 203, 727

Fashion Marketing I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.18, 2.36, 2.37	<ul style="list-style-type: none"> gain job knowledge to help with successful transition from school to work. 	SE: <i>Linking School to Work:</i> 19, 57, 75, 113, 137, 205, 255, 293, 353, 409, 445, 499, 521, 541, 583, 621, 637, 657, 681, 705 TWE: CM 727
5.1, 5.2, 6.1	<ul style="list-style-type: none"> demonstrate knowledge of how to organize and promote a fashion show. 	SE: <i>Careers in Marketing:</i> 727 TWE: CM 727
2.2, 2.3, 2.7	<ul style="list-style-type: none"> analyze pricing in the marketing mix, pricing strategies, and establishment of a pricing strategy. 	SE: 5-6, 450, 451-454, 455462, 467-483, 650 TWE: IS 451, 455
1.12, 4.0, 6.2	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72

Fashion Marketing I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.9, 1.10, 1.12	<ul style="list-style-type: none"> • apply math and communication skills within the technical content. 	SE: 119-125, 126-134, 139-144, 272-293, 484-499 TWE: LM 129 MA 123 TC 121 VB 143
2.36, 2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58

Fashion Marketing II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1, 5.2	Students will: <ul style="list-style-type: none"> • recognize and analyze current fashion trends. 	SE: 31 <i>Careers in Marketing:</i> 203, 727 TWE: CM 203, 727
2.18, 2.36, 2.37	<ul style="list-style-type: none"> • investigate careers available in the fashion industry. 	SE: <i>Careers in Marketing:</i> 203, 727 TWE: CM 203, 727
1.3, 1.11	<ul style="list-style-type: none"> • create transactional writings that evaluate the current fashion industry. 	TWE: CM 203, 727

Fashion Marketing II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.18, 2.36, 2.37	<ul style="list-style-type: none"> gain job knowledge to help with successful transition from school to work. 	SE: <i>Linking School to Work</i> : 19, 57, 75, 113, 137, 205, 255, 293, 353, 409, 445, 499, 521, 541, 583, 621, 637, 657, 681, 705 TWE: N/A
2.30, 5.1, 6.1	<ul style="list-style-type: none"> determine promotional characteristics for fashion apparel. 	SE: 31 <i>Careers in Marketing</i> : 203, 727 <i>The DECA Connection</i> : 353 TWE: CM 203, 727
5.5, 6.1, 6.2, 6.3	<ul style="list-style-type: none"> analyze fashion apparel buying and merchandising procedures. 	SE: 31 <i>Careers in Marketing</i> : 203, 727 TWE: CM 203, 727
2.2, 2.3, 2.7	<ul style="list-style-type: none"> analyze pricing in the marketing mix, pricing strategies, and establishment of a pricing strategy. 	SE: 5-6, 450, 451-454, 455-462, 467-483, 650 TWE: IS 451, 455

Fashion Marketing II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 4.0, 6.2	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58
1.9, 1.10, 1.12	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	SE: 119-125, 126-134, 139-144, 272-293, 484-499 TWE: LM 129 MA 123 TC 121 VB 143

Advanced Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.16	<p>Students will:</p> <ul style="list-style-type: none"> develop customer-service skills, employee/employer relations and other human relation skills through authentic simulations, role-plays, case studies, or cooperative education. 	<p>SE: 177-182, 183-186 <i>Careers in Marketing:</i> 443, 497 <i>Case Study:</i> 181 <i>Electronic Frontier:</i> 233</p> <p>TWE: CL 180, 184</p>
1.11	<ul style="list-style-type: none"> identify through a wide variety of media and observations a chosen career related to the retail service area. 	<p>SE: <i>Careers in Marketing:</i> 331, 425, 481</p> <p>TWE: CM 331, 425, 481</p>
1.14, 1.15, 1.16	<ul style="list-style-type: none"> develop career marketing information and create an organized computer-generated electronic presentation with music and movement. 	<p>SE: 692-698, 699-702 <i>Careers in Marketing:</i> 17, 33, 55, 73, 95, 111, 135, 153, 173, 187, 203, 223, 239, 253, 269, 291, 315, 329, 351, 367, 389, 407, 425, 443, 463, 481, 497, 519, 539, 563, 581, 599, 619, 635, 655, 679, 703, 727</p> <p>TWE: IP 690, 695 DC 694</p>
1.3, 2.33	<ul style="list-style-type: none"> demonstrate skills in reading, writing, and advanced communication through authentic simulations, role-plays, or cooperative education. 	<p>SE: 138, 139-143, 144-152 <i>The DECA Connection:</i> 138, 155</p> <p>TWE: CL 141 IP 147</p>

Advanced Marketing		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.17, 2.19	<ul style="list-style-type: none"> demonstrate how to function as responsible citizens through simulations, role-plays, or cooperative education. 	SE: 86-94, 178 TWE: DS 87 IS 86
2.8, 2.10, 2.13	<ul style="list-style-type: none"> apply math and communication skills within the technical content. 	SE: 119-125, 126-134, 139-144, 272-293, 484-499 TWE: LM 129 MA 123 TC 121 VB 143
5.1, 6.2	<ul style="list-style-type: none"> utilize activities of DECA as an integral component of course content and leadership development. 	SE: <i>The DECA Connection:</i> 19, 35, 57, 75, 97, 113, 137, 155, 175, 189, 205, 225, 241, 255, 271, 293, 317, 333, 353, 369, 391, 409, 427, 445, 465, 483, 499, 521, 541, 565, 583, 601, 621, 637, 657, 681, 705, 729 TWE: TS T70-T72
2.36, 2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. 	SE: 86-94, 693 TWE: BW T58

National Retail Skill Standards

MODULE 1

Provide Personalized Customer Service

TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 1.1 Provide Personalized Customer Service	SE: 234-238 TWE: DS 235
1.1.1 Determine customer's needs by listening and asking questions	
1.1.2 Make shopping experience enjoyable for customer	SE: 229, 231-233 TWE: R 232
1.1.3 Give customer appropriate greeting	SE: 232 TWE: E 232
1.1.4 Direct customer to additional services such as delivery, alterations, gift wrapping	SE: 260, 266-267 TWE: N/A
1.1.5 Refer customer to another department/store	SE: 261 TWE: N/A

National Retail Skill Standards	
MODULE 1	
Provide Personalized Customer Service	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 1.2 Build Customer Relations	SE: 268, 310-311 TWE: N/A
1.2.1 Follow through on commitments made to customers	
1.2.2 Respond to personal needs of customers	SE: 243 TWE: IS 243
1.2.3 Honor manufacturers' warranties	SE: 585-592 TWE: IP 590
1.2.4 Adhere to company's return policy	SE: 260, 284-285 TWE: N/A
1.2.5 Handle customer complaints	SE: 248-251 TWE: N/A
1.2.6 Balance responsive phone service with in-store service	SE: 221 TWE: N/A
1.2.7 Maintain key information on customers	SE: 268 TWE: N/A

National Retail Skill Standards

MODULE 1

Provide Personalized Customer Service

TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
1.2.8 Conduct customer follow-up	SE: 268 TWE: N/A
1.2.9 Provide customer with personalized business card	SE: 268 TWE: N/A
1.2.10 Complete special orders	SE: 260 TWE: N/A
1.2.11 Schedule personal appointment with shopper; select merchandise in advance	Not covered in Glencoe Marketing Essentials.

National Retail Skill Standards	
MODULE 2 Sell and Promote Products	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 2.1 Determine Customer Needs	SE: 234-238
2.1.1 Listen and ask open-ended questions	TWE: CL 236 DS 235 IS 234
2.1.2 Acquire and apply product knowledge	SE: 216 TWE: IS 216
2.1.3 Request product feedback from customer	SE: 268, 516 TWE: N/A
2.1.4 Handle customer objections	SE: 247-252 TWE: DS 249 R 251
2.1.5 Verify product is appropriate for customer use	SE: 258 TWE: N/A
2.1.6 Offer alternative sales options	SE: 266 TWE: N/A

National Retail Skill Standards	
MODULE 2 Sell and Promote Products	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 2.2 Build the Sale	SE: 266-268 TWE: N/A
2.2.1 Motivate customer to return for future purchases	
2.2.2 Sell customer additional or related merchandise	SE: 264, 266 <i>Suggestion Selling Methods: 265</i> TWE: CL 264
2.2.3 Review current advertising and promotions	SE: 245, 266 TWE: R 267
2.2.4 Test products to be displayed	SE: 216 TWE: IS 216
2.2.5 Handle customer returns; transform into sales	SE: 284-285 TWE: N/A
2.2.6 Initiate/create special promotions	SE: 298-317 TWE: CL 301 IS 299 R 303

National Retail Skill Standards	
MODULE 2 Sell and Promote Products	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
2.2.7 Convert phone calls into sales	SE: 211, 218 TWE: MA 219
2.2.8 Encourage customer to open credit accounts and purchase gift certificates	Not covered in Glencoe Marketing Essentials.

National Retail Skill Standards	
MODULE 2 Sell and Promote Products	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 2.3 Close the Sale 2.3.1 Assist customer in making purchase decision	SE: 258 TWE: N/A
2.3.2 Handle transactions and related paperwork	SE: 267 TWE: N/A
2.3.3 Inform customer of return/exchange policy	SE: 284-285 TWE: N/A
2.3.4 Open, maintain, and close cash register	SE: 273-278 TWE: IS 273 TC 275
2.3.5 Package merchandise properly	Not covered in Glencoe Marketing Essentials.
2.3.6 Assure that shipping/mailings/deliveries are handled properly	SE: 268 TWE: N/A

National Retail Skill Standards	
MODULE 3 Monitor Inventory	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 3.1 Take Inventory	SE: 429-431 <i>Tips for Better Inventory Management:</i> 437
3.1.1 Check in merchandise against paperwork	TWE: CL 431 TC 437
3.1.2 Assure accurate pricing on merchandise	SE: 474-481 TWE: CD 475
3.1.3 Review stock and re-stock as appropriate	SE: 232, 438 TWE: IP 439
3.1.4 Locate merchandise through inventory system	SE: 436-438 TWE: TC 437
3.1.5 Participate in periodic inventory process	SE: 436-443 TWE: CL 431 IP 439

National Retail Skill Standards	
MODULE 3 Monitor Inventory	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 3.2 Transfer Inventory	SE: 431 TWE: N/A
3.2.1 Prepare returned merchandise for resale	
3.2.2 Return inventory to manufacturer/ vendor	SE: 431 TWE: N/A
3.2.3 Initiate and/or respond to requests for merchandise transfer	SE: 433 TWE: C 433
3.2.4 Identify damaged items and handle appropriately	SE: 431 TWE: TC 431
3.2.5 Initiate repair order	Not covered in Glencoe Marketing Essentials.
3.2.6 Complete special orders	Not covered in <i>Glencoe Marketing Essentials</i> .

National Retail Skill Standards	
MODULE 4 Maintain Appearance of Department/Store	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 4.1 Maintain Stock, Selling, and Customer Services Area 4.1.1 Organize and maintain supplies	SE: 222 TWE: N/A
4.1.2 Organize stockroom and storage areas	SE: 222 TWE: N/A
4.1.3 Clean selling and customer services areas	SE: 222 TWE: N/A
4.1.4 Report need for repairs or replacement	Not covered in <i>Glencoe Marketing Essentials</i> .

National Retail Skill Standards	
MODULE 4	
Maintain Appearance of Department/Store	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
<p>Element 4.2 Maintain Product Presentation and Displays</p> <p>4.2.1 Arrange merchandise</p>	<p>SE: 222, 308, 319, 325-330</p> <p>TWE: IS 319</p>
<p>4.2.2 Relay feedback from customers on the effectiveness of displays</p>	<p>SE: 330</p> <p>TWE: N/A</p>
<p>4.2.3 Maintain displays following company's display guidelines</p>	<p>SE: 325, 330</p> <p>TWE: N/A</p>
<p>4.2.4 Dismantle displays</p>	<p>Not covered in <i>Glencoe Marketing Essentials</i>.</p>

National Retail Skill Standards	
MODULE 5: Protect Company Assets	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 5.1 Identify and Prevent Loss	SE: 629-630 TWE: CL 630
5.1.1 Alert customer to your presence/availability	
5.1.2 Attach and remove security devices	SE: 629, 630 TWE: N/A
5.1.3 Account for items after customer use of dressing rooms	SE: 629 TWE: N/A
5.1.4 Report stock shrinkage	SE: 629 TWE: N/A
5.1.5 Report security violations	SE: 629 TWE: N/A
5.1.6 Monitor floor merchandise	SE: 629-630 TWE: N/A
5.1.7 Alert sales associates to suspicious customers	SE: 629 TWE: N/A

National Retail Skill Standards	
MODULE 5: Protect Company Assets	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
Element 5.2 Follow Safety Procedures 5.2.1 Report safety problems in the department/store	SE: 629 TWE: N/A
5.2.2 Follow emergency procedures	SE: 629 TWE: N/A
5.2.3 Maintain accurate records	SE: 629 TWE: N/A

National Retail Skill Standards	
MODULE 6 Work As Part Of a Department/Store Team	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
<p>Element 6.1 Support Co-workers</p> <p>6.1.1 Share ideas and information about selling, marketing, products, customers, feedback, and loss control</p>	<p>SE: 218</p> <p>TWE: N/A</p>
<p>6.1.2 Attend store meetings and major events</p>	<p>Not covered in <i>Glencoe Marketing Essentials</i>.</p>
<p>6.1.3 Assist/turn over sale to co-worker to better serve customer and company</p>	<p>SE: 252</p> <p>TWE: N/A</p>
<p>6.1.4 Assist with training and orientation of new employees</p>	<p>SE: 197</p> <p>TWE: N/A</p>
<p>6.1.5 Work out schedule conflicts with co-workers</p>	<p>Not covered in <i>Glencoe Marketing Essentials</i>.</p>

National Retail Skill Standards	
MODULE 6	
Work As Part Of a Department/Store Team	
TASKS KEY TO HIGH PERFORMANCE	PAGE REFERENCES
<p>Element 6.2 Create Competitive Advantage</p> <p>6.2.1 Research the competition (products, prices, and services)</p>	<p>SE: 42-43, 454, 459, 468, 642-643, 645</p> <p>TWE: TC 43</p>
<p>6.2.2 Provide manager and peers with feedback on competition</p>	<p>SE: 42-43, 454, 459, 468, 642-643, 645</p> <p>TWE: E 645</p>
<p>6.2.3 Track sales versus established standards</p>	<p>SE: 557-562</p> <p>TWE: N/A</p>
<p>6.2.4 Develop personal and professional goals</p>	<p>SE: 180, 687-688, 701</p> <p>TWE: R 701</p>

Marketing Occupational Standards

OA Understand fundamental business, management, and entrepreneurial concepts that affect business decision making.

SKILL STANDARDS	PAGE REFERENCES
OA001 Explain the role of business in society.	SE: 86-94 TWE: IS 86
OA002 Describe types of business activities.	SE: 81-82 TWE: IS 81
OA004 Describe marketing functions and related activities.	SE: 3, 5-6, 81 TWE: IS 3
OA005 Explain the nature and scope of purchasing.	SE: 410-424 TWE: DS 419 IS 417
OA011 Calculate net sales.	SE: 668 TWE: N/A
OA015 Explain the concept of management.	SE: 82, 194-202 TWE: IS 194
OA016 Describe the nature of business records.	SE: 428-445, 654 TWE: N/A

Marketing Occupational Standards

OA Understand fundamental business, management, and entrepreneurial concepts that affect business decision making.

SKILL STANDARDS	PAGE REFERENCES
OA019 Explain types of business ownership.	SE: 612-619, 633, 647 TWE: N/A
OA020 Describe current business trends.	SE: 30, 91-94, 217, 517 TWE: N/A
OA021 Identify ways that technology impacts business.	SE: 157-161 TWE: IS 157
OA024 Explain routine security precautions.	SE: 627-634, 645 TWE: IS 627
OA025 Explain safety precautions.	SE: 627-634, 645 TWE: IS 627
OA026 Explain procedures for handling accidents.	SE: 627-634 TWE: IS 627
OA027 Explain procedures for dealing with workplace threats.	SE: 627-634 TWE: IS 627

Marketing Occupational Standards

OA Understand fundamental business, management, and entrepreneurial concepts that affect business decision making.

SKILL STANDARDS	PAGE REFERENCES
OA031 Orient new employees.	SE: 145 TWE: N/A

Marketing Occupational Standards

OB Understand concepts, strategies, and systems needed to interact effectively with others.

SKILL STANDARDS	PAGE REFERENCES
OB002 Handle telephone calls in a businesslike manner.	SE: 148 TWE: N/A
OB003 Explain the nature of staff communication.	SE: 196-197 TWE: N/A
OB004 Explain the use of inter-departmental/company communications.	SE: 196-197 TWE: N/A
OB005 Explain the nature of positive customer/client relations.	SE: 310-311 TWE: N/A
OB006 Demonstrate a customer-service mindset.	SE: 233 TWE: N/A
OB007 Handle customer inquiries.	SE: 250 TWE: N/A
OB008 Handle situations involving difficult customers.	SE: 248-251 TWE: N/A

Marketing Occupational Standards	
OB Understand concepts, strategies, and systems needed to interact effectively with others.	
SKILL STANDARDS	PAGE REFERENCES
OB009 Interpret business policies to customers/clients.	SE: 284-185 TWE: N/A
OB010 Handle customer/client complaints.	SE: 248-251 TWE: N/A
OB011 Handle situations when the customer is at fault.	SE: 443, 497 TWE: N/A

Marketing Occupational Standards	
OC Understand the concepts and processes needed to move, store, located, and/or transfer ownership of goods and services.	
SKILL STANDARDS	PAGE REFERENCES
OC001 Explain the nature and scope of distribution.	SE: 5, 374-391, 434-442 TWE: IS 375
OC002 Explain the nature of channels of distribution.	SE: 394-391 TWE: IS 375
OC006 Describe the relationship between customer service and distribution.	SE: 374-391 TWE: N/A
OC007 Prepare invoices.	SE: 288, 290 TWE: N/A
OC008 Use an information system for order fulfillment.	SE: 374-391 TWE: N/A
OC009 Explain the receiving process.	SE: 429-431 TWE: CL 431
OC010 Explain shipping processes.	SE: 286, 289, 398, 442 TWE: N/A

Marketing Occupational Standards	
OC Understand the concepts and processes needed to move, store, located, and/or transfer ownership of goods and services.	
SKILL STANDARDS	PAGE REFERENCES
OC011 Explain storing considerations.	SE: 403-406, 438-440 TWE: TC 404
OC012 Explain the nature of warehousing.	SE: 403-404, 415 TWE: N/A
OD Understand the financial concepts used in making business decisions.	
SKILL STANDARDS	PAGE REFERENCES
OD001 Describe the role of financing in marketing endeavors.	SE: 651-654 TWE: TC 652
OE Understand the concepts, systems, and tools used to gather, access, synthesize, evaluate and disseminate information for use in making business decisions.	
SKILL STANDARDS	PAGE REFERENCES
OE001 Describe the need for marketing information.	SE: 5, 509-510 TWE: N/A
OE019 Explain the concept of marketing strategies.	SE: 647-650 TWE: IS 647
OE020 Explain the concept of market and market identification.	SE: 21, 23, 24-32 TWE: TC 27

Marketing Occupational Standards	
OF Understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	
SKILL STANDARDS	PAGE REFERENCES
OF005 Explain factors affecting pricing decisions.	SE: 451-457 TWE: IS 451
OG Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	
SKILL STANDARDS	PAGE REFERENCES
OG005 Describe the uses of grades and standards in marketing.	SE: 217, 512, 578 TWE: N/A
OG006 Explain warranties and guarantees.	SE: 585-589 TWE: IS 585
OG007 Identify consumer protection provisions of appropriate agencies.	SE: 91, 589-591 TWE: TC 91
OG008 Explain the concept of product mix.	SE: 6, 547-553 TWE: IS 547
OG011 Describe the factors used by marketers to position product/businesses.	SE: 559-561 TWE: DS 559
OG012 Explain the nature of branding.	SE: 570-573 TWE: N/A

Marketing Occupational Standards	
OH Understand the concepts and strategies needed to communicate information about products, services, images, and and/or ideas to achieve a desired outcome.	
SKILL STANDARDS	PAGE REFERENCES
OH001 Explain the communication process used in promotion.	SE: 298-317 TWE: IP 302
OH002 Explain the role of promotion as a marketing function.	SE: 6 TWE: N/A
OH003 Explain the types of promotion.	SE: 299-302 TWE: R 303
OH004 Identify the elements of the promotional mix.	SE: 299-304 TWE: IS 299
OH008 Explain the types of advertising media.	SE: 3, 334-353 TWE: IS 335
OH009 Explain components of advertisements.	SE: 355-363 TWE: IS 355

Marketing Occupational Standards

OI Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

SKILL STANDARDS	PAGE REFERENCES
<p>OI001 Explain the nature and scope of the selling function.</p>	<p>SE: 208-295 TWE: IS 211</p>
<p>OI002 Explain the role of customer service as a component of selling relationships.</p>	<p>SE: 234-238, 497 <i>Careers in Marketing:</i> 443, 497 <i>Electronic Frontiers:</i> 233</p> <p>TWE: A 237 CL 236 CM 443, 497</p>
<p>OI005 Explain business ethics in selling.</p>	<p>SE: 86-94 TWE: N/A</p>
<p>OI008 Acquire product information for use in selling.</p>	<p>SE: 210-225 TWE: R 214</p>
<p>OI009 Analyze product information to identify product features and benefits.</p>	<p>SE: 210-225 TWE: R 214</p>
<p>OI010 Explain the selling process.</p>	<p>SE: 227-233 TWE: IS 227</p>

Marketing Occupational Standards

OI Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

SKILL STANDARDS	PAGE REFERENCES
OI011 Prepare for the sales presentation.	SE: 210-225 TWE: N/A
OI012 Establish relationship with client/customer.	SE: 310-311 TWE: N/A
OI013 Address needs of individual personalities.	SE: 234-238 TWE: N/A
OI014 Determine customer/client needs.	SE: 234-238 TWE: N/A
OI015 Identify customer buying motives for use in selling.	SE: 214 TWE: N/A
OI019 Recommend specific product.	SE: 262-266 TWE: N/A
OI020 Demonstrate product.	SE: 242-255 TWE: N/A

Marketing Occupational Standards

OI Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

SKILL STANDARDS	PAGE REFERENCES
<p>OI022 Convert customer/client objections into selling points.</p>	<p>SE: 247-251 TWE: N/A</p>
<p>OI023 Close the sale.</p>	<p>SE: 256-271 TWE: N/A</p>
<p>OI024 Demonstrate suggestion selling.</p>	<p>SE: 262-266 TWE: N/A</p>
<p>OI028 Calculate miscellaneous charges.</p>	<p>SE: 272-293 TWE: N/A</p>
<p>OI029 Process sales documentation.</p>	<p>SE: 277-278 TWE: N/A</p>

TWE Codes

BA	Bell Ringer Activity
BC	Building Critical Thinking Skills
BW	Building Workplace Skills
C	Close
CD	Concept Development
CL	Cooperative Learning
CM	Careers in Marketing
DC	The DECA Connection
DK	Did You Know?
DS	Discussion Starter
E	Enrichment
IE	Integrating Ethics
IP	Independent Practice
IS	Introducing the Section
MA	More About...
R	Reteaching
TR	Technology Resources
TS	Teaching Strategies
VB	Virtual Business
LM	Life in the Diverse Marketplace

National Marketing Education Standards*

Foundations

STANDARDS	SECTION REFERENCES
<p>Business, Management, and Entrepreneurship</p> <p>Understands fundamental business, management, and entrepreneurial concepts that affect business decision making.</p>	<p>SE & TWE: Sections 1.1, 1.3, 2.2, 5.1, 5.2, 6.2, 11.1, 11.2, 22.2, 23.1, 23.2, 27.1, 32.3, 33.2, 36.2</p>
<p>Communication and Interpersonal Skills</p> <p>Understands concepts, strategies, and systems needed to interact effectively with others.</p>	<p>SE & TWE: Sections 5.2, 8.1, 8.2, 10.1, 10.2, 11.2, 14.2</p>
<p>Economics</p> <p>Understands the economic principles and concepts fundamental to marketing.</p>	<p>SE & TWE: Sections 1.2, 3.1, 3.2, 4.1, 4.2, 6.1, 6.2, 26.1, 33.1</p>
<p>Professional Development</p> <p>Understands concepts and strategies needed for career exploration, development, and growth.</p>	<p>SE & TWE: Sections 1.3, 5.2, 10.1, 20.2, 33.1, 33.2, 37.1, 37.2, 37.3, 38.1, 38.2, 38.3</p>

National Marketing Education Standards*

Functions

STANDARDS	SECTION REFERENCES
<p>Distribution</p> <p>Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.</p>	<p>SE & TWE: Sections 16.3, 21.1, 21.2, 22.1, 22.2, 24.1, 24.2</p>
<p>Financing</p> <p>Understands the financial concepts used in making business decisions.</p>	<p>SE & TWE: Sections 16.2, 32.2, 35.3, 36.1</p>
<p>Marketing-Information Management</p> <p>Understand the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.</p>	<p>SE & TWE: Sections 28.1, 28.2, 29.1, 29.2, 35.2</p>
<p>Pricing</p> <p>Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perception of value.</p>	<p>SE & TWE: Sections 16.3, 25.1, 25.2, 26.1, 26.2, 27.1, 27.2</p>
<p>Product/Service Management</p> <p>Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.</p>	<p>SE & TWE: Sections 23.1, 30.1, 30.2, 31.1, 32.1</p>

National Marketing Education Standards*	
Functions	
STANDARDS	SECTION REFERENCES
<p>Promotion</p> <p>Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.</p>	<p>SE & TWE: Sections 17.1, 17.2, 17.3, 18.1, 18.2, 19.1, 19.2, 20.1, 20.2</p>
<p>Selling</p> <p>Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities</p>	<p>SE & TWE: Sections 2.1, 2.2, 12.1, 12.2, 13.1, 13.2, 14.1, 14.2, 15.1, 15.2, 16.1, 16.2</p>

* See *National Marketing Education Standards Scope and Sequence on TWE pages T34-T37.*

SCANS**	
A Three-Part Foundation	
Basic Skills	CHAPTER REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	SE & TWE: Chapter 8
<ul style="list-style-type: none"> • B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	SE & TWE: Chapter 8
<ul style="list-style-type: none"> • C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	SE & TWE: Chapters 7, 16, 27, 29
<ul style="list-style-type: none"> • D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues 	SE & TWE: Chapter 8
<ul style="list-style-type: none"> • E. <u>Speaking</u>—organizes ideas and communicates orally 	SE & TWE: Chapter 8

SCANS**	
A Three-Part Foundation	
Thinking Skills	CHAPTER REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	SE & TWE: Chapters 1-38
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	SE & TWE: Chapters 1-38
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	SE & TWE: Chapters 1-38
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	SE & TWE: Chapters 1-38
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	SE & TWE: Chapters 1-38
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	SE & TWE: Chapters 1-38

SCANS**	
A Three-Part Foundation	
Personal Qualities	CHAPTER REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	SE & TWE: Chapters 10, 11, 37, 38
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	SE & TWE: Chapters 10, 11, 37, 38
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	SE & TWE: Chapters 10, 11, 37, 38
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	SE & TWE: Chapters 10, 11, 37, 38
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	SE & TWE: Chapters 10, 11, 37, 38

SCANS**	
Five Workplace Competencies	
Resources	CHAPTER REFERENCES
Identifies, organizes, plans, and allocates resources <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	SE & TWE: Chapters 11, 16, 19, 22, 25, 33, 35, 36
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	SE & TWE: Chapters 11, 16, 19, 22, 25, 33, 35, 36
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE & TWE: Chapters 11, 16, 19, 22, 25, 33, 35, 36
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE & TWE: Chapters 11, 16, 19, 22, 25, 33, 35, 36

SCANS**	
Five Workplace Competencies	
Interpersonal	CHAPTER REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	SE & TWE: Chapters 10-15, 33
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	SE & TWE: Chapters 10-15, 33
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations 	SE & TWE: Chapters 10-15, 33
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	SE & TWE: Chapters 10-15, 33
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	SE & TWE: Chapters 10-15, 33
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	SE & TWE: Chapters 10-15, 33

SCANS**	
Five Workplace Competencies	
Information	CHAPTER REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	SE & TWE: Chapters 2, 4, 7, 9, 16, 25, 28, 29
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE & TWE: Chapters 2, 4, 7, 9, 16, 25, 28, 29
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE & TWE: Chapters 2, 4, 7, 9, 16, 25, 28, 29
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE & TWE: Chapters 2, 4, 7, 9, 16, 25, 28, 29

SCANS**	
Five Workplace Competencies	
Systems	CHAPTER REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE & TWE: Chapters 11, 21, 22, 24, 28, 29</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions 	<p>SE & TWE: Chapters 11, 21, 22, 24, 28, 29</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>SE & TWE: Chapters 11, 21, 22, 24, 28, 29</p>

SCANS**	
Five Workplace Competencies	
Technology	CHAPTER REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	SE & TWE: Chapters 9, 16, 23, 24, 29
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	SE & TWE: Chapters 9, 16, 23, 24, 29
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	SE & TWE: Chapters 9, 16, 23, 24, 29

** See SCANS correlation on TWE pages T34-T37.

Business Evaluation Tool

Content-Business	Comments
Career Experiences	<p>The <i>Careers in Marketing</i> feature found throughout the Student Edition places the spotlight on different careers involved in marketing. Each feature contains an interview with a successful marketing professional. In addition to sharing some of their keys to success, these professionals also tell about their likes and dislikes on the job. Practical information is also included, such as necessary experience and skills as well as the career outlook for those ready to enter the job market.</p>
Employability Skills	<p>The <i>Building Workplace Skills</i> feature found throughout the Chapter Assessments in the Student Edition challenges students to make realistic applications of chapter concepts. The topics may include human relations, technology, writing, language arts, social studies, or science.</p>
Team work	<p>The <i>Cooperative Learning</i> activities found throughout the Teacher Wraparound Edition (TWE) offers suggestions to help build students' teamwork skills. Additional ideas for integrating team work in your classroom can be found on TWE page T60.</p>

Content-Business (continued)	Comments
Global Perspective	<p>The <i>Life in the Diverse Marketplace</i> feature found throughout the Student Edition highlights different aspects of ethnic culture. This feature addresses the global marketplace and gives specific insights about other cultures. You can use this feature as the basis of class discussion on cultural diversity. Additional ideas for integrating cultural diversity and global marketing concepts in your classroom can be found on TWE pages T67 and T68.</p>
Mathematical Skills	<p>Chapters 7 and 16 in <i>Glencoe Marketing Essentials</i> are dedicated to developing students' mathematical skills as they relate to marketing. The <i>Integrating Academic Skills</i> feature found in the Chapter Assessments in the Student Edition provides questions that focus on math or communication skills that are related to the concepts mastered in the section.</p>
Communication	<p>The <i>Integrating Academic Skills</i> feature found in the Chapter Assessments in the Student Edition provides questions that focus on math or communication skills that are related to the concepts mastered in the section.</p>

<p style="text-align: center;">Content-Business (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Diversity</p>	<p>In order to help you provide all your students with a positive learning experience, <i>Glencoe Marketing Essentials</i> provides a variety of activities. This diversity will stimulate student interest, motivate learning, and facilitate understanding. The TWE also provides <i>Individualized Practice</i> activities that reinforce chapter learning while allowing students to progress at their own pace. Some of the special needs you may encounter with students in your classroom are listed in the <i>Meeting Special Needs</i> chart on pages T62 and T63 of the TWE. This chart also identifies sources of information and provides tips for modifying your teaching style to accommodate the special needs of you students. The different learning styles are listed in the <i>Eight Ways of Learning</i> chart on pages T64 and T65 of the TWE. This chart will help you identify your students' learning styles. The chart give a description of each type of learner; describes the likes of each type, what each type is good at, and how each type learns best; and names some famous learners. Once you have identified each student's learning style, you can modify your teaching strategies to best suit his or her needs. Additional ideas for meeting individual needs and learning styles can be found on TWE page T61.</p>

Content-Business (continued)	Comments
Ethical Practices	Each chapter in the Student Edition contains a <i>Case Study</i> which asks students to answer <i>A Matter of Ethics</i> question. You can use these cases for class discussion or have your students develop their writing skills by requiring short reports analyzing the ethical aspects of a case. Additional ideas for integrating ethics in your classroom can be found on TWE page T66.
Academic Integration	The <i>Integrating Academic Skills</i> feature found in the Chapter Assessments in the Student Edition provides questions that focus on math or communication skills that are related to the concepts mastered in the section. Additional ideas for academic integration can be found on TWE pages T54 and T55.
Real World Application	The <i>Real World Marketing</i> feature found throughout the Student Edition is filled with fun facts and stories about important developments in marketing. Some features focus on issues such as product and brand development, advertising, and successful entrepreneurs of the past and present. Other features focus on recent developments in marketing and speculate about what the future holds for this exciting and ever-changing field. The <i>Thinking Critically</i> found at the end of this feature asks students to analyze, interpret, and apply a concept in the future.

Content-Business (continued)	Comments
Content Area Concepts Addressed	In <i>Glencoe Marketing Essentials</i> new learning is based on previous knowledge, with each new concept building on a prior experience.

Instruction & Assessment	Comments
Identifies a Sense of Purpose	<p>Each unit opener in the Student Edition begins utilizes exercises and graphics to prepare the student for the information covered in the following chapter. Each chapter opener includes the <i>Marketing: What it Takes</i> feature that presents students with a marketing situation that requires a business decision. Students will be called on to apply common sense and marketing knowledge. Each scenario is followed by a “What Will You Do”? question to encourage class discussion. The first page of each section contains <i>What You’ll Learn</i>, <i>Why It’s Important</i>, and <i>Key Terms</i>. <i>What You’ll Learn</i> lists the section’s most important concepts and tells students the skills and knowledge they can expect to master once the section is completed. This helps students read with a goal in mind. <i>Why It’s Important</i> explains the relevance of the section. It helps students make a connection between the specific concepts being discussed and how they fit into the larger “business picture.” <i>Key Terms</i> is a list of vocabulary terms that are introduced throughout the section. Key terms are printed in blue boldface the first time that they are introduced in the text, and are accompanied by clear, in-context definitions.</p>

Instruction & Assessment (continued)	Comments
Builds on Student Ideals	Each chapter in the Student Edition contains a <i>Case Study</i> which asks students to answer <i>A Matter of Ethics</i> question. You can use these cases for class discussion or have your students develop their writing skills by requiring short reports analyzing the ethical aspects of a case. Additional ideas for integrating ethics in your classroom can be found on TWE page T66.

Instruction & Assessment (continued)	Comments
Engages Students	<p>Each unit opener in the Student Edition begins utilizes exercises and graphics to prepare the student for the information covered in the following chapter. Each chapter opener includes the <i>Marketing: What it Takes</i> feature that presents students with a marketing situation that requires a business decision. Students will be called on to apply common sense and marketing knowledge. Each scenario is followed by a “What Will You Do”? question to encourage class discussion. The first page of each section contains <i>What You’ll Learn</i>, <i>Why It’s Important</i>, and <i>Key Terms</i>. <i>What You’ll Learn</i> lists the section’s most important concepts and tells students the skills and knowledge they can expect to master once the section is completed. This helps students read with a goal in mind. <i>Why It’s Important</i> explains the relevance of the section. It helps students make a connection between the specific concepts being discussed and how they fit into the larger “business picture.” <i>Key Terms</i> is a list of vocabulary terms that are introduced throughout the section. Key terms are printed in blue boldface the first time that they are introduced in the text, and are accompanied by clear, in-context definitions.</p>
Develops Business Ideas	<p>In <i>Glencoe Marketing Essentials</i> new learning is based on previous knowledge, with each new concept building on a prior experience.</p>

Instruction & Assessment (continued)	Comments
Promotes Student Thinking	<p><i>Glencoe Marketing Essentials</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Case Study</i>, <i>Bright Ideas</i>, <i>Electronic Frontiers</i>, <i>Life in the Diverse Marketplace</i>, and <i>Real World Marketing</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills based on chapter concepts.</p>
Assesses Student Progress	<p>A large selection of testing and assessment resources is available for <i>Glencoe Marketing Essentials</i> to help you measure the progress of your students. Each section and chapter ends with assessment questions to evaluate students' understanding of the chapter. The section assessment is a brief version of the chapter assessment, which goes into more detail and offers students more opportunities to demonstrate a more complex understanding of the chapter's concepts. Chapter assessment activities are designed to be flexible and to address the varying levels of students' abilities. The <i>Glencoe Marketing Essentials</i> program contains an <i>Assessment Package</i> with <i>ExamView</i>® software and <i>Reproducible Tests</i> as traditional methods of assessment. Additional ideas for alternative assessment can be found on TWE pages T52 and T53.</p>

<p style="text-align: center;">Instruction & Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Enhances The Learning Environment</p>	<p><i>Glencoe Marketing Essentials</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, marketing skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Glencoe Marketing Essentials</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, marketing skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Instruction & Assessment (continued)	Comments
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	<i>ExamView</i> [®] allows you to develop tailor-made chapter, unit, or final tests using the Printed Test Bank, your own questions, and the software. Test content is related to the National Standards for Business Education.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	A large selection of testing and assessment resources is available for <i>Glencoe Marketing Essentials</i> to help you measure the progress of your students. Each section and chapter ends with assessment questions to evaluate students’ understanding of the chapter. The section assessment is a brief version of the chapter assessment, which goes into more detail and offers students more opportunities to demonstrate a more complex understanding of the chapter’s concepts. Chapter assessment activities are designed to be flexible and to address the varying levels of students’ abilities. The <i>Glencoe Marketing Essentials</i> program contains an <i>Assessment Package</i> with <i>ExamView</i> [®] software and <i>Reproducible Tests</i> as traditional methods of assessment. Additional ideas for alternative assessment can be found on TWE pages T52 and T53.

Instruction & Assessment (continued)	Comments
<p>Includes activities and opportunities for integration of technology.</p>	<p>The <i>Glencoe Marketing Essentials</i> programs helps you integrate technology into your classroom through computer-based activities. The <i>Applying Marketing Concepts</i> activities in the Chapter Assessment allow students practice applications. These activities ask students to apply their marketing knowledge using various types of technology. The <i>Internet Resources</i> supplement presents an overview of the Internet as well as 38 Internet activities correlated to each chapter of the Student Edition. The <i>Student Activity Workbook</i> supplement includes a computer activity for each chapter in the Student Edition. These computer activities require students to use commercial software programs for word processing, database, or spreadsheet applications. In addition, activity questions require student to interpret their calculations or activity results and to extrapolate the information to broader marketing situations. Additional information on integrating computer technology into your marketing program can be found on TWE page T69.</p>

Instruction & Assessment (continued)	Comments
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Glencoe Marketing Essentials</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality accounting education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Marketing Essentials</i>.</p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Glencoe Marketing Essentials</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, marketing skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Organization & Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Glencoe Marketing Essentials</i> is composed of 38 chapters organized into 12 units. Each chapter contains 2-3 sections. The first page of each section contains <i>What You'll Learn</i>, <i>Why It's Important</i>, and <i>Key Terms</i>. <i>What You'll Learn</i> lists the section's most important concepts and tells students the skills and knowledge they can expect to master once the section is completed. This helps students read with a goal in mind. <i>Why It's Important</i> explains the relevance of the section. It helps students make a connection between the specific concepts being discussed and how they fit into the larger "business picture." <i>Key Terms</i> is a list of vocabulary terms that are introduced throughout the section. Key terms are printed in blue boldface the first time that they are introduced in the text, and are accompanied by clear, in-context definitions. Each section closes with an <i>Assessment</i> which includes activities and problems that provide immediate reinforcement and help students apply marketing concepts and procedures. Each chapter closes with a <i>Chapter Assessment</i> which includes a <i>Vocabulary Review</i>, a <i>Fact and Idea Review</i>, <i>Thinking Critically</i> questions, <i>Building Workplace Skills</i> activities, <i>Applying Marketing Concepts</i> activities, a <i>Linking School to Work</i> activity, <i>The DECA Connection</i>, and an <i>interNET Connection</i>.</p>

<p style="text-align: center;">Organization & Structure (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>The first page of each section contains a list of <i>Key Terms</i> which is a list of the vocabulary terms that are introduced throughout the section. Key terms are printed in blue boldface the first time that they are introduced in the text, and are accompanied by clear, in-context definitions.</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the lesson.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text</p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Glencoe Marketing Essentials</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality health education course for your students.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>

<p style="text-align: center;">Organization & Structure (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Glossary</i> can be found on pages 732-743. The <i>Index</i> can be found on pages 744-764. An index of <i>The DECA Connection</i> features can be found on page 765, An index of <i>Technology Connections</i> can be found on pages 766-767. An index of <i>School-to-Work Connections</i> can be found on pages 768-771.</p>
<p>Employs accurate grammar and spelling.</p>	<p><i>Glencoe Marketing Essentials</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Glencoe Marketing Essentials</i> and the Kentucky Business and Marketing Career Exploration, Principles of Marketing, Sales and Customer Service, Marketing Communication, Presentation Skills for Marketing, E-Commerce, Retail Marketing, Travel and Tourism Marketing, International Marketing, Sports and Entertainment Marketing, Entrepreneurship, Fashion Marketing I, Fashion Marketing II, and Advanced Marketing courses is strong.</p>

Resource Materials	Comments
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>Each unit in the TWE begins with a 2-page Unit Planning Guide and a 2-page National Marketing Education Standards Assessment Correlation. The first page of each section in the TWE contains a list of all Classroom Resources available for the section.</p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p><i>Glencoe Marketing Essentials</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, marketing skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Resource Materials (continued)	Comments
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>In order to help you provide all your students with a positive learning experience, <i>Glencoe Marketing Essentials</i> provides a variety of activities. This diversity will stimulate student interest, motivate learning, and facilitate understanding. The TWE also provides <i>Individualized Practice</i> activities that reinforce chapter learning while allowing students to progress at their own pace. Some of the special needs you may encounter with students in your classroom are listed in the <i>Meeting Special Needs</i> chart on pages T62 and T63 of the TWE. This chart also identifies sources of information and provides tips for modifying your teaching style to accommodate the special needs of you students. The different learning styles are listed in the <i>Eight Ways of Learning</i> chart on pages T64 and T65 of the TWE. This chart will help you identify your students' learning styles. The chart give a description of each type of learner; describes the likes of each type, what each type is good at, and how each type learns best; and names some famous learners. Once you have identified each student's learning style, you can modify your teaching strategies to best suit his or her needs. Additional ideas for meeting individual needs and learning styles can be found on TWE page T61.</p>

Resource Materials (continued)	Comments
<p>Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).</p>	<p>The first page of each section contains <i>What You'll Learn</i> and <i>Why It's Important</i>. <i>What You'll Learn</i> lists the section's most important concepts and tells students the skills and knowledge they can expect to master once the section is completed. This helps students read with a goal in mind. <i>Why It's Important</i> explains the relevance of the section. It helps students make a connection between the specific concepts being discussed and how they fit into the larger "business picture." Common student errors, hints, and advice for lesson implementation can be found throughout the TWE. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TWE. A multitude of references are available.</p>

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	The <i>Integrating Academic Skills</i> feature found in the Chapter Assessments in the Student Edition provides questions that focus on math or communication skills that are related to the concepts mastered in the section. Additional ideas for academic integration can be found on TWE pages T54 and T55.
Integration opportunities suggested and examples given.	The <i>Integrating Academic Skills</i> feature found in the Chapter Assessments in the Student Edition provides questions that focus on math or communication skills that are related to the concepts mastered in the section. Additional ideas for academic integration can be found on TWE pages T54 and T55.
Teacher resources are available online.	Teacher resources are available at www.marketing.glencoe.com .
Online resources available – Repeat of information in text.	Teacher resources are available at www.marketing.glencoe.com .
Online resources available – Practice skills only.	Teacher resources are available at www.marketing.glencoe.com .
Online resources available – New application materials.	Teacher resources are available at www.marketing.glencoe.com .



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