

Jasper City Schools Curriculum Map-CAREER TECH-Course Title: Advanced BTA

Unit: #1 Microsoft Office Word 2007	Course Introduction and Safety, Creating a Document with a Title Page, Table, Chart, & Watermark; Generating Form Letters, Mailing Labels, and Directories; Creating a Professional Newsletter (2,430 min./27 days)
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>CS1. Construct written communication using correct business format, including letters of application, resumes, and follow-up letters</p> <p>CS2. Demonstrate correct procedures for creating online forms, Web page designs, document sharing, and merging information obtained from a database</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>Become familiar with course expectations and requirements, learn and practice safety procedures for the classroom and workplace, border and shade a paragraph, insert and format a SmartArt graphic, insert a watermark and section break, insert a Word document in an open document, insert headers and footers, modify and format a Word table, sum columns in a table and create a chart from a Word table, add picture bullets to a list, create and apply a character style, draw a table, explain the merge process, use the Mail Merge task pane and the Mailings tab on the Ribbon, use a letter template as the main document for a mail merge, insert and format a shape on a drawing canvas, create and edit a data source, insert merge fields in a main document, create a multilevel list, use an IF field in a main document, merge and print form letters, sort data records, address and print mailing labels and envelope, merge all data records to a directory, change page orientation, modify table properties, create and format WordArt, insert a symbol in a document, insert and format a floating graphic, format a document in multiple columns, format a character as a drop cap, insert a column break, modify a style, place a vertical rule between columns, insert and format a text box, copy and paste using a split window, balance columns, modify and format a SmartArt graphic, add a page border</p>
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Essential Question(s):	How is safety important in the operation of a business? How will knowledge of word processing programs help me to be a more effective and productive individual?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
-Description of classroom expectations and requirements	<p>1. Students will receive a class syllabus, course outline, and register for edmodo.com. 45 min.</p> <p>- Teacher will discuss with students what is expected in the classroom in regards to behavior, assignments, and participation. 45 min.</p> <p>-Students will complete a career interest inventory, four year plan and career tech info sheet needed for student files, and Marketing Benchmark test. 45 min.</p>	1. Teacher handouts of class syllabus, course outline, and edmodo.com

<p>-Ability to explain the merge process, use the Mail Merge task pane and the Mailings tab on the Ribbon, use a letter template as the main document for a mail merge, insert and format a shape on a drawing canvas, create and edit a data source, insert merge fields in a main document, create a multilevel list, use an IF field in a main document, merge and print form letters, sort data records, address and print mailing labels and envelope, merge all data records to a director, change page orientation, modify table properties</p>	<p>Lecture)</p> <p>-Students will review for a quiz on Word Chapter 4: Creating a Document with a Title Page, Table, Chart, & Watermark. 45 min.</p> <p>-Students will pass a quiz on Word Chapter 4: Creating a Document with a Title Page, Table, Chart, & Watermark. 45 min.</p> <p>-Students will mimic the instructor as they are guided through Word Chapter 5 pages 309-339. Topics covered will include the Identifying the Main Documents for Form Letters, Working with Shapes and the Drawing Canvas, Creating a Data Source, Composing the Main Document for the Form Letters. 90 min.</p> <p>-Students will complete Dream Team Word Project W-2 “Team Envelope”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 1: Creating a Form Letter Using a Template, a Data Source, Mailing Labels, and a Directory. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>-Microsoft Office 2007 Text Word Chapter 5 and Microsoft Word</p>
	<p>-Students will mimic the instructor as they are guided through Word Chapter 5 pages 340-368. Topics covered will include Composing the Main Document for the Form Letters, Addressing & Printing Mailing Labels and Envelopes, Merging all Data Records to a Directory. 90 min.</p> <p>-Students will complete Dream Team Word Project W-3 “Letter to the League”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 2: Creating a Form Letter with an IF Field and a Multilevel List. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	

-Ability to create and format WordArt, insert a symbol in a document and format a floating graphic, format a document in multiple columns and a character as a drop cap, insert a column break, modify a style, place a vertical rule between columns, insert and format a text box, copy and paste using a split window, balance columns, modify and format a SmartArt graphic, and add a page border

-Students will review for a quiz on Word Chapter 5: Generating Form Letters, Mailing Labels, and Directories. 45 min.

-Students will pass a quiz on Word Chapter 5: Generating Form Letters, Mailing Labels, and Directories. 45 min.

-Students will mimic the instructor as they are guided through Word Chapter 6 pages 389-419. Topics covered will include the Creating the Nameplate, Formatting the First Page of the Body of the Newsletter. 90 min.

-Students will complete Dream Team Word Project W-6 "Player Personnel Form". 90 min. (Instructional Technology, Teacher Questions, & Lecture)

-Students will complete In the Lab 1: Creating a Newsletter with a Pull-Quote and an Article on File. 90 min. (Instructional Technology, Teacher Questions, & Lecture)

-Students will mimic the instructor as they are guided through Word Chapter 6 pages 420-449. Topics covered will include Creating a Pull-Quote, Formatting the Second Page of a Newsletter, Finishing and Distributing the Newsletter. 90 min.

-Students will complete Dream Team Word Project W-7 "Player Memo". 90 min. (Instructional Technology, Teacher Questions, & Lecture)

-Students will complete In the Lab 2: Creating a Newsletter with a SmartArt Graphic and an Article on File. 90 min. (Instructional Technology, Teacher Questions, & Lecture)

-Students will review for a quiz on Word Chapter 6: Creating a Professional Newsletter. 45 min.

-Microsoft Office 2007 Text Word Chapter 6 and Microsoft Word

	-Students will pass a quiz on Word Chapter 6: Creating a Professional Newsletter. 45 min. -Students will review for a test on Unit 1: Microsoft Office Word 2007. 90 min. -Students will pass a test on Unit 1: Microsoft Office Word 2007. 90 min.	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test, Production assignments
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Student labs involving Creating a Proposal that has a SmartArt Graphic, Table, Chart, Uses the Draw Table Feature and Enhances the Draft of a Proposal
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: sales proposal, research proposal, planning proposal, title page, SmartArt graphics, shadow, watermark, section, header, footer, Microsoft Graph, DrawTable, drawing object, drawing canvas, record, header record, data record, data field, field name, merge field, merge field characters, AddressBlock merge field, GreetingLine merge field, If field, condition, true text, field codes, portrait orientation, landscape orientation, nameplate, banner, issue information line, ruling line, horizontal rule, vertical rule, subhead, pull-quote, WordArt, floating object, justified, dropcap, column break, text box, source object, destination object, PDF, Acrobat Reader

Course Title: Advanced BTA

Unit: #2 Microsoft Office Excel 2007	Financial Functions, Data Tables, and Amortization Schedules; Creating, Sorting, and Querying a Table; Creating Templates and Working with Multiple Worksheets and Workbooks (1,980 min./22 days)
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>CS3. Design spreadsheets for personal and business use</p> <p>CS4. Apply mathematical , statistical, and logical functions to solve problems using spreadsheets</p> <p>CS5. Create charts and graphs to clarify data and share information</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>Control the color and thickness of outlines and borders, assign a name to a cell and refer to the cell in a formula using the assigned name, determine the monthly payment of a loan using the financial function PMT, use the financial functions PV and FV, create a data table to analyze data in a worksheet, add a pointer to a data table, create an amortization schedule, analyze worksheet data by changing values, use names and the Set Print Area command to print sections of a worksheet, set print options, protect and unprotect cells in a worksheet, use the formula checking features of Excel, hide and unhide cell gridlines, rows, columns, sheets, and workbooks, create and manipulate a table, delete sheets in a workbook, validate data, add calculated columns to a table, use icon sets with conditional formatting, use the VLOOKUP function to look up a value in a table, print a table, add and delete records and change values in a table, sort a table on one field or multiple fields, display automatic subtotals, use group and outline features to hide and unhide data, query a table, apply database functions, the SUMIF function, and the COUNTIF function, save a workbook in different file formats, create and use a template, use the ROUND function, utilize custom format codes, define, apply, and remove a style, add a worksheet to a workbook, create formulas that us 3-D cell references, draw a Clustered Cone chart, use WordArt to create a title and create and modify shapes, add a header or footer, change margins, and insert and move a page break, save a workbook as a PDF or XPS file, use the find and replace commands, create a workspace, consolidate data by linking workbooks</p>
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Essential Question(s):	How will knowledge of spreadsheet programs help me to be a more effective and productive individual?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
-Ability to control the color and thickness of outlines and borders, assign a name to a cell and refer to the cell in a formula using the assigned name, determine the monthly payment of a loan using the financial function PMT, use the financial functions PV and FV, create a data table to analyze data in a worksheet, add a pointer to a data table, create an amortization schedule, analyze worksheet data by changing values, use names and the Set Print Area command to print sections of a	-Students will mimic the instructor as they are guided through Excel Chapter 4 pages 270-295. Topics covered will include Adding Custom Borders and a Background Color to a Range, Creating Cell Names Based on Row Titles, Using a Data Table to Analyze Worksheet Data, Adding a Pointer to the Data Table Using Conditional Formatting. 90 min.	-Microsoft Office 2007 Text Excel Chapter 4 and Microsoft Excel

<p>worksheet, set print options, protect and unprotect cells in a worksheet, use the formula checking features of Excel, and hide and unhide cell gridlines, rows, columns, sheets, and workbooks</p>	<p>-Students will complete Dream Team Excel Project E-1 “Team Roster”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 1: 401(k) Retirement Savings Model. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through Excel Chapter 4 pages 296-319. Topics covered will include Creating an Amortization Schedule, Printing Sections of the Worksheet, Protecting the Worksheet, Formula Checking. 90 min.</p> <p>-Students will complete Dream Team Excel Project E-2 “Average Salary”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 2: Quarterly Income Statement & Break-Even Analysis. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	
<p>-Ability to create and manipulate a table, delete sheets in a workbook, validate data, add calculated columns to a table, use icon sets with conditional formatting, use the VLOOKUP function to look up a value in a table, print a table, add and delete records and change values in a table, sort a table on one field or multiple fields, display automatic subtotals, use group and outline features to hide and unhide data, query a table, apply database functions, the SUMIF function, and the COUNTIF function, and save a workbook in different file</p>	<p>-Students will review for a quiz on Financial Functions, Data Tables, and Amortization Schedules. 45 min.</p> <p>-Students will pass a quiz on Financial Functions, Data Tables, and Amortization Schedules. 45 min.</p> <p>-Students will mimic the instructor as they are guided through Excel Chapter 5 pages 343-368. Topics covered will include Adding Computational Fields to a Table, Adding a Lookup Table, Conditional Formatting, and Working with Tables in Excel. 90 min.</p> <p>-Students will complete Dream Team Excel Project E-3 “Season Schedule”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>-Microsoft Office 2007 Text Excel Chapter 5 and Microsoft Excel</p>

<p>formats</p>	<p>-Students will complete In the Lab 1: Creating, Filtering, and Sorting a Table and Determining Subtotals. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through Excel Chapter 5 pages 369-393. Topics covered will include Sorting a Table, Displaying Automatic Subtotals in a Table, Querying a Table Using AutoFilter, Using a Criteria Range on the Worksheet, Extracting Records, Using Database Functions, Using the SUMIF and COUNTIF Functions. 90 min.</p> <p>-Students will complete Dream Team Excel Project E-4 “Projected Revenue from Ticket Sales”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 2: Sorting, Finding, & Advanced Filtering. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Creating, Sorting, and Querying a Table. 45 min.</p>	
<p>-Create and use a template, use the ROUND function, utilize custom format codes, define, apply, and remove a style, add a worksheet to a workbook, create formulas that use 3-D cell references, draw a Clustered Cone chart, use WordArt to create a title and create and modify shapes, add a header or footer, change margins, and insert and move a page break, save a workbook as a PDF or XPS file, use the find and replace commands, create a workspace, consolidate data by linking workbooks</p>	<p>-Students will pass a quiz on Creating, Sorting, and Querying a Table. 45 min.</p> <p>-Students will mimic the instructor as they are guided through Excel Chapter 6 pages 423-455. Topics covered will include Creating the Template, Formatting the Template, Using Templates, and Creating a Workbook from a Template. 90 min.</p> <p>-Students will complete Dream Team Excel Project E-5 “Top 5 Salaries”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 1: Using a Template to Create a Multiple Sheet Workbook. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>-Microsoft Office 2007 Text Excel Chapter 6 and Microsoft Excel</p>

	<p>-Students will mimic the instructor as they are guided through Excel Chapter 6 pages 456-489. Topics covered will include Drawing the Clustered Cone Chart, Adding a Header, Changing the Margins, and Printing the Workbook, The Find and Replace Commands, and Consolidating Data by Linking Workbooks. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 2: Using a Template to Create a Multiple-Sheet Workbook. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Creating Templates and Working with Multiple Worksheets and Workbooks. 45 min.</p> <p>-Students will pass a quiz on Creating Templates and Working with Multiple Worksheets and Workbooks. 45 min.</p> <p>-Students will review for a test on Unit 2: Microsoft Office Excel 2007. 90 min.</p> <p>-Students will pass a test on Unit 2: Microsoft Office Excel 2007. 90 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Student labs
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: sales proposal, research proposal, planning proposal, title page, SmartArt graphics, shadow, watermark, section, header, footer, Microsoft Graph, DrawTable, drawing object, drawing canvas, record, header record, data record, data field, field name, merge field, merge field characters, AddressBlock merge field, GreetingLine merge field, If field, condition, true text, field codes, portrait orientation, landscape orientation, nameplate, banner, issue information line, ruling line, horizontal rule, vertical rule, subhead, pull-quote, WordArt, floating object, justified, dropcap, column break, text box, source object, destination object, PDF, Acrobat Reader

Course Title: Advanced BTA

Unit: #3 Microsoft Office PowerPoint 2007	Creating a Presentation with Custom Backgrounds and SmartArt Diagrams, Working with Information Graphics, Collaborating on and Delivering Presentations (1,710 min./19 days)
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>CS7. Create a multimedia resume</p> <p>CS8. Present a self-designed multimedia presentation with visual elements, including graphics, sound, and on-screen navigation and preparing a slideshow for live and kiosk demonstrations</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>Create a presentation from a Microsoft Office Word 2007 outline, add a picture to create a custom background, add background graphics to slide masters, add slide numbers and the date to slide masters, apply a WordArt style, format WordArt, apply effects to pictures, insert and modify text boxes, apply effects to shapes, create a SmartArt graphic, use the text pane to enter placeholder text, apply a SmartArt style to a graphic, modify an entire presentation by changing the theme colors and fonts, insert and format pictures and clips into slides without content placeholders, apply effects to pictures and clips, add hyperlinks to a slide, create and format a table, create a chart, find synonyms using the thesaurus, add action buttons and action settings, display guides to position slide elements, hide slides, run a slide show with hyperlinks, insert, delete, and modify comments, inspect and protect files, compress files and mark them as final, create a digital signature, save files as a PowerPoint show, run shows with pens and highlighters, package presentations for a CD</p>
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Essential Question(s):	How will knowledge of presentation programs help me to be a more effective and productive individual?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
-Create a presentation from a Microsoft Office Word 2007 outline, add a picture to create a custom background, add background graphics to slide masters, add slide numbers and the date to slide masters, apply a WordArt style, format WordArt, apply effects to pictures, insert and modify text boxes, apply effects to shapes, create a SmartArt graphic, use the text pane to enter placeholder text, apply a SmartArt style to a graphic	<p>-Students will mimic the instructor as they are guided through PowerPoint Chapter 3 pages 164-189. Topics covered will include Formatting Slide Backgrounds, Using WordArt, Creating and Formatting a SmartArt Graphic. 90 min.</p> <p>-Students will complete In the Lab 1: Modifying and Grouping Two Clips. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through PowerPoint Chapter 3 pages 189-211. Topics covered will include Inserting and Modifying Clips, Creating and Modifying a</p>	-Microsoft Office 2007 Text PowerPoint Chapter 3 and Microsoft PowerPoint

<p>-Modify an entire presentation by changing the theme colors and fonts, insert and format pictures and clips into slides without content placeholders, apply effects to pictures and clips, add hyperlinks to a slide, create and format a table, create a chart, find synonyms using the thesaurus, add action buttons and action settings, display guides to position slide elements, hide slides, run a slide show with hyperlinks</p>	<p>SmartArt Diagram. 90 min.</p> <p>-Students will complete Dream Team PowerPoint Project PPT-1 “Meet the Team”. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete In the Lab 2: Creating a Presentation by Inserting an Outline and SmartArt. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Creating a Presentation with Custom Backgrounds and SmartArt Diagrams. 45 min.</p> <p>-Students will pass a quiz on Creating a Presentation with Custom Backgrounds and SmartArt Diagrams. 45 min.</p> <p>-Students will mimic the instructor as they are guided through PowerPoint Chapter 4 pages 228-254. Topics covered will include Developing the Core Presentation Slides, Customizing Entire Presentation Elements, Inserting and Formatting a Picture and a Clip into Slides Without Content Placeholders, Adding Hyperlinks, Adding a Table to a Slide and Formatting. 90 min.</p> <p>-Students will complete In the Lab 1: Inserting and Formatting a Clip and Chart. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through PowerPoint Chapter3 pages 255-281. Topics covered will include Adding a Chart to a Slide and Formatting, Revising and Customizing Individual Slides, Adding and Formatting Action Buttons. 90 min.</p> <p>-Students will complete In the Lab 2: Creating a Presentation by Inserting a Table and Chart. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>-Microsoft Office 2007 Text PowerPoint Chapter 4 and Microsoft PowerPoint</p>
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<p>-Insert, delete, and modify comments, inspect and protect files, compress files and mark them as final, create a digital signature, save files as a PowerPoint show, run shows with pens and highlighters, package presentations for a CD</p>	<p>-Students will complete In the Lab 3: Creating a Presentation with a Text Box and WordArt. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Working with Information Graphics. 45 min.</p> <p>-Students will pass a quiz on Working with Information Graphics. 45 min.</p> <p>-Students will mimic the instructor as they are guided through PowerPoint Chapter 5 pages 300-310. Topics covered will include Collaborating on a Presentation and Protecting, Securing, and Sharing a Presentation. 90 min.</p> <p>-Students will complete In the Lab 1: Adding Comments to and Protecting a Presentation. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through PowerPoint Chapter 5 pages 311-320. Topics covered will include Protecting, Securing, and Sharing a Presentation and Using Presentation Tools to Navigate. 90 min.</p>	<p>-Microsoft Office 2007 Text PowerPoint Chapter 5 and Microsoft PowerPoint</p>
	<p>-Students will complete In the Lab 2: Modifying and Deleting Comments in a Protected Presentation. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Collaborating on and Delivering Presentations. 45 min.</p> <p>-Students will pass a quiz on Collaborating on and Delivering Presentations. 45 min.</p> <p>-Students will review for a test on Unit 3: Microsoft Office PowerPoint 2007. 90 min.</p> <p>-Students will pass a test on Unit 3: Microsoft Office PowerPoint 2007. 90 min.</p>	

Unit Assessment:	Review questions and multiple choice, true/false, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Student labs
Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: sales proposal, research proposal, planning proposal, title page, SmartArt graphics, shadow, watermark, section, header, footer, Microsoft Graph, DrawTable, drawing object, drawing canvas, record, header record, data record, data field, field name, merge field, merge field characters, AddressBlock merge field, GreetingLine merge field, If field, condition, true text, field codes, portrait orientation, landscape orientation, nameplate, banner, issue information line, ruling line, horizontal rule, vertical rule, subhead, pull-quote, WordArt, floating object, justified, dropcap, column break, text box, source object, destination object, PDF, Acrobat Reader

Course Title: Advanced BTA

Unit: #4 Microsoft Office Outlook 2007	Managing Calendars and Instant Messaging (540 min./6 days)
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Content Standard(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>CS15. Utilize email features safely and effectively</p> <p>CS16. Analyzing e-mail data obtained from spreadsheets and databases</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>Start Outlook and open the Calendar folder, describe the components of the calendar, enter, move, and edit one-time and recurring appointments, create an event, display the calendar in various views, create and customize a task list and move it to a new folder, import, export, and delete personal subfolders, delegate tasks, schedule a meeting, customize the calendar, print the calendar in various styles, enable and start instant messaging in Outlook, add an instant messaging address in the contact list, send an instant message and a file with instant messaging</p>
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Essential Question(s):	How will knowledge of email programs help me to be a more effective and productive individual?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
-Start Outlook and open the Calendar folder, describe the components of the calendar, enter, move, and edit one-time and recurring appointments, create an event, display the calendar in various views, create and customize a task list and move it to a new folder, import, export, and delete personal subfolders, delegate tasks, schedule a meeting, customize the calendar, print the calendar in various styles, enable and start instant messaging in Outlook, add an instant messaging address in the contact list, send an instant message and a file with instant messaging	<p>-Students will mimic the instructor as they are guided through Outlook Chapter 2 pages 77-111. Topics covered will include Collaborating on a Starting and Customizing Outlook, Entering Appointments, Editing Appointments, Creating an Event, Various Calendar Views, Organizing Tasks, Exporting, Deleting, and Importing Subfolders, Meeting and Task Management. 90 min.</p> <p>-Students will complete In the Lab 1: Planning a Meeting. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through Outlook Chapter 2 pages 111-144. Topics covered will include Customize Calendar Settings, Printing a Calendar, Archiving Items, and Instant Messaging. 90 min.</p> <p>-Students will complete In the Lab 2: Using</p>	-Microsoft Office 2007 Text Outlook Chapter 2 and Microsoft PowerPoint

	<p>Windows Live Messenger with Outlook. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a test on Unit 4: Microsoft Office Outlook 2007. 90 min.</p> <p>-Students will pass a test on Unit 4: Microsoft Office Outlook 2007. 90 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Student labs
Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: sales proposal, research proposal, planning proposal, title page, SmartArt graphics, shadow, watermark, section, header, footer, Microsoft Graph, DrawTable, drawing object, drawing canvas, record, header record, data record, data field, field name, merge field, merge field characters, AddressBlock merge field, GreetingLine merge field, If field, condition, true text, field codes, portrait orientation, landscape orientation, nameplate, banner, issue information line, ruling line, horizontal rule, vertical rule, subhead, pull-quote, WordArt, floating object, justified, dropcap, column break, text box, source object, destination object, PDF, Acrobat Reader

Course Title: Advanced BTA

Unit:#5 Microsoft Office Access 2007	Creating Reports and Forms, Multi-Table Forms, Using Macros, Switchboards, PivotTables, and PivotCharts (1,530 min./17 days)
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Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS6. Utilize database functions for business and personal use to create tables, forms, reports, and queries
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <p>Create reports and forms using wizards, group and sort in a report, add totals and subtotals to a report, resize columns, conditionally format controls, filter records in reports and forms, print reports and forms, add a field to a report or form, include gridlines, add a date, change the format of a control, move controls, use Yes/No, Date, Memo, OLE Object, Attachment, and Hyperlink fields, use the Input Mask Wizard, update fields and enter data, change row and column size, create a form with a sub form in Design view, modify a sub form and form design, enhance the form title, change tab stops and tab order, use the form to view data and attachments, use Date, Memo, and Yes/No fields in a query, view object dependencies, start Outlook and open the Calendar folder, describe the components of the calendar, enter, move, and edit one-time and recurring appointments, create an event, display the calendar in various views, create and customize a task list and move it to a new folder, import, export, and delete personal subfolders, delegate tasks, schedule a meeting, customize the calendar, print the calendar in various styles, enable and start instant messaging in Outlook, add an instant messaging address in the contact list, send an instant message and a file with instant messaging</p>
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Essential Question(s):	How will knowledge of database programs help me to be a more effective and productive individual?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
-Create reports and forms using wizards, group and sort in a report, add totals and subtotals to a report, resize columns, conditionally format controls, filter records in reports and forms, print reports and forms, add a field to a report or form, include gridlines, add a date, change the format of a control, move controls	<p>-Students will mimic the instructor as they are guided through Access Chapter 4 pages 237-256. Topics covered will include Report Creation. 90 min.</p> <p>-Students will complete In the Lab 1: Presenting Data in the JMS TechWizards Database. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through Access Chapter 4 pages 257-282. Topics covered will include Multi-Table Reports and Form Creation. 90 min.</p>	-Microsoft Office 2007 Text Access Chapter 4 and Microsoft PowerPoint

<p>-Use Yes/No, Date, Memo, OLE Object, Attachment, and Hyperlink fields, use the Input Mask Wizard, update fields and enter data, change row and column size, create a form with a sub form in Design view, modify a sub form and form design, enhance the form title, change tab stops and tab order, use the form to view data and attachments, use Date, Memo, and Yes/No fields in a query, view object dependencies</p>	<p>-Students will complete In the Lab 2: Presenting Data in the Hockey Fan Zone Database. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Creating Reports and Forms. 45 min.</p> <p>-Students will pass a quiz on Creating Reports and Forms. 45 min.</p> <p>-Students will mimic the instructor as they are guided through Access Chapter 5 pages 300-322 Topics covered will include Adding Special Fields, Updating the New Fields, and Multi-Table Form Techniques. 90 min.</p> <p>-Students will complete In the Lab 1: Creating Multi-Table Forms for the JMS TechWizards Database. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through Access Chapter 5 pages 323-345. Topics covered will include Multi-Table Form Techniques, Date, Memo, and Yes/No Fields in Queries, and Datasheets in Forms. 90 min.</p>	<p>-Microsoft Office 2007 Text Access Chapter 5 and Microsoft PowerPoint</p>
<p>-Start Outlook and open the Calendar folder, describe the components of the calendar, enter, move, and edit one-time and recurring appointments, create an event, display the calendar</p>	<p>-Students will complete In the Lab 2: Adding Fields and Creating Multi-Table Forms in the Hockey Fan Zone Database. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Creating Reports and Forms. 45 min.</p> <p>-Students will pass a quiz on Creating Reports and Forms. 45 min.</p> <p>-Students will mimic the instructor as they are guided through Access Chapter 6 pages 365-388. Topics covered will include Creating and Using Macros and Creating and Using a Switchboard.</p>	<p>-Microsoft Office 2007 Text Access Chapter 6 and Microsoft PowerPoint</p>

in various views, create and customize a task list and move it to a new folder, import, export, and delete personal subfolders, delegate tasks, schedule a meeting, customize the calendar, print the calendar in various styles, enable and start instant messaging in Outlook, add an instant messaging address in the contact list, send an instant message and a file with instant messaging	<p>90 min.</p> <p>-Students will complete In the Lab 1: Creating Macros, a Switchboard, and a PivotTable for the JMS TechWizards Database. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will mimic the instructor as they are guided through Access Chapter 6 pages 388-412. Topics covered will include Additional Tables and PivotTables and PivotCharts. 90 min.</p> <p>-Students will complete In the Lab 2: Creating Macros and a Switchboard for the Hockey Fan Zone Database. 90 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Using Macros, Switchboards, PivotTables, and PivotCharts. 45 min.</p> <p>-Students will pass a quiz on Using Macros, Switchboards, PivotTables, and PivotCharts. 45 min.</p> <p>-Students will review for a test on Unit 5: Microsoft Office Access 2007. 90 min.</p> <p>-Students will pass a test on Unit 5: Microsoft Office Access 2007. 90 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Student labs
Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: sales proposal, research proposal, planning proposal, title page, SmartArt graphics, shadow, watermark, section, header, footer, Microsoft Graph, DrawTable, drawing object, drawing canvas, record, header record, data record, data field, field name, merge field, merge field characters, AddressBlock merge field, GreetingLine merge field, If field, condition, true text, field codes, portrait orientation, landscape orientation, nameplate, banner, issue information line, ruling line, horizontal rule, vertical rule, subhead, pull-quote, WordArt, floating object, justified, dropcap, column break, text box, source object, destination object, PDF, Acrobat Reader

Jasper City Schools Curriculum Map-CAREER TECH-Course Title: Marketing Principles

Unit: #1 The World of Marketing	Course Introduction and Safety, Marketing Is All Around Us, The Marketing Plan (1,080 min./12 days) Beginning Date: 8/19/13 Ending Date: 9/4/13
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Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS1. Interpret research results to analyze the purpose, definition, concepts, benefits, and strategies of marketing for their impact on individuals and businesses.
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Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Become familiar with course expectations and requirements, learn and practice safety procedures for the classroom and workplace, define marketing, list the seven marketing core functions, understand the marketing concept, analyze the benefits of marketing, apply the concept of utility, describe the concept of market, differentiate consumer and industrial markets, describe market share, define target market, list the four components of the marketing mix, conduct a SWOT analysis, list the three key areas of an internal company analysis, identify the factors in an environmental scan, explain the basic elements of a marketing plan, explain the concept of market segmentation, analyze a target market, differentiate between mass marketing and market segmentation
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Essential Question(s):	How would you define marketing and all the activities that fall under its umbrella?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Description of classroom expectations and requirements	1. Students will receive a class syllabus, course outline, and register for edmodo.com. 45 min. - Teacher will discuss with students what is expected in the classroom in regards to behavior, assignments, and participation. 45 min. -Students will complete a career interest inventory and Marketing Benchmark test. 45 min.	1. Teacher handouts of class syllabus, course outline, and edmodo.com
2. Recognition of the importance of safety in the classroom and workplace	2. Students will complete Learning Activity Packet on Following Safety Precautions. 45 min. Students will complete Learning Activity Packet on Handling Accidents. 45 min. -Students will review for and pass test on Safety in the Workplace and Classroom. 45 min.	2. MarkEd Learning Activity Packets on Following Safety Precautions and Handling Accidents

<p>3. Definition of marketing, listing of the seven marketing core functions, understanding of the marketing concept</p>	<p>3. Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 1.1 with them. Upon completion they will then complete review questions 1-5 on p. 7 and 2-5 on p. 11 and submit via edmodo. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-FBLA Recruitment PowerPoint and discussion. 20 min.</p> <p>Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 1: Creating a Spreadsheet and Key Marketing Concepts handouts. 45 min.</p>	<p>3. Glencoe Marketing Essentials Text Chapter 1, Glencoe Marketing Essentials Workbook Chapter 1, Socrative app, edmodo.com</p>
<p>4. Analysis of the benefits of marketing, application of the concept of utility</p>	<p>4. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 1.2 with them. Upon completion they will then complete review questions 1-5 on p. 11 and #6 on p. 21 and submit via edmodo. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>4. Glencoe Marketing Essentials Text Chapter 1, Socrative app, edmodo.com</p>
<p>5. Description of the concept of market, differentiation between consumer and industrial markets, description of market share, definition of target market, listing of the four components of the marketing mix</p>	<p>5. Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 1.3 with them. Upon completion they will then complete review questions 1-5 on p. 19 and 7-11 on p. 21. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>5. Glencoe Marketing Essentials Text Chapter 1, Socrative app, edmodo.com</p>

<p>6. Conducting a SWOT analysis, listing of the three key areas of an internal company analysis, identification of the factors in an environmental scan, explanation of the basic elements of a marketing plan</p>	<ul style="list-style-type: none"> - Students will review for a quiz on Marketing Is All Around Us. 20 min <p>Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <ul style="list-style-type: none"> - Students will pass a quiz on Marketing Is All Around Us. 45 min -Students will play "Lemonade Stand" on www.coolmathgames.com. They will play the game for "30 days" and report daily on the factors that influence their decision to buy cups, lemons, sugar, and ice cubes. <p>6. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 2.1 with them. Upon completion they will then complete review questions 1-5 on p. 36 and 2-5 on p. 43. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>6. Glencoe Marketing Essentials Text Chapter 2, Glencoe Marketing Essentials Workbook Chapter 2, Socrative app, edmodo.com</p>
<p>7. Explanation of the concept of market segmentation, analysis of a target market, differentiation between mass marketing and market segmentation</p>	<ul style="list-style-type: none"> -Students will complete Chapter 2: SWOT Analysis and Market Segmentation. 60 min. <p>7. Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <ul style="list-style-type: none"> -Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 2.2 with them. Upon completion they will then complete review questions 1-5 on p. 41 and 6-11 on p. 43. 65 min. (Instructional Technology, Teacher Questions, & Lecture) -Students will review for a quiz on The Marketing Plan. 20 min. 	<p>7.Glencoe Marketing Essentials Text Chapter 2, Socrative app, edmodo.com</p>

	<p>-Students will pass a quiz on The Marketing Plan. 45 min.</p> <p>- Students will divide into groups and complete the Unit 1 Project: Conduct a SWOT Analysis for NASCAR. 135 min.</p> <p>-Students will review for a test on Unit 1: The World of Marketing. 45min.</p> <p>-Students will pass a test on Unit 1: The World of Marketing. 45 min.</p>	
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Unit Assessment:	Review questions and true/false , multiple choice, completion, and matching test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	SWOT Analysis for NASCAR
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: behavior, employee safety, fatigue, horseplay, safety, safety hazard, stress, unsafe acts, unsafe conditions, accident, accident report form, burn, closed wound, electric shock, first aid, Good Samaritan Law, hernia, injury, OSHA, open wound, sprain, strain, unsafe acts, unsafe conditions, worker's compensation, wound, marketing, goods, services, marketing concept, utility, market, consumer market, industrial market, market share, target market, customer profile, marketing mix, SWOT analysis, environmental scan, marketing plan, executive summary, situation analysis, marketing strategy, sales forecasts, performance standard, market segmentation, demographics, disposable income, discretionary income, geographics, psychographics, mass marketing

Course Title: Marketing Principles

Unit: #2 Economics	Political and Economic Analysis, Global Analysis (810 min./9 days) Beginning Date: 9/17/13 Ending Date: 9/27/13	
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 2. Differentiate among laws and regulations associated with marketing. CS 5. Explain economic concepts, international trade, and the free enterprise system in a global economy.	
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Define the concept of an economy, list the factors of production, explain the concept of scarcity, discuss how the various economies answer the basic economic questions, cite examples of various economic systems, list the goals of a healthy economy, explain how an economy is measured, analyze the key phases of the business cycle, explain the interdependence of nations, describe international trade, discuss the balance of trade, list three trade barriers, list three significant trade agreements and alliances, list forms of international trade, identify various factors that affect international business, suggest global marketing strategies	
Essential Question(s):	Why would a weak economy in some countries affect other countries' economies? What factors should a company consider when deciding if it should get involved in international trade?	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Definition of the concept of an economy, listing of the factors of production, explanation of the concept of scarcity, discussion of how the various economies answer the basic economic questions, citing of examples of various economic systems	<p>1. Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 3.1 with them. Upon completion they will then complete review questions 1-4 on p. 59 and 2-7 on p. 69. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 3: Analyzing a Spreadsheet. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	1. Glencoe Marketing Essentials Text Chapter 3, Glencoe Marketing Essentials Workbook Chapter 3, Socrative app, edmodo.com

<p>2. Listing of the goals of a healthy economy, explanation of how an economy is measured, analysis of the key phases of the business cycle</p>	<p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 3.2 with them. Upon completion they will then complete review questions 1-4 on p. 67 and 8-11 on pg. 69. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will review for a quiz on Political and Economic Analysis. 40 min.</p> <p>-Students will pass a quiz on Political and Economic Analysis. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>2. Glencoe Marketing Essentials Text Chapter 3, Socrative app, edmodo.com</p>
<p>3. Explanation of the interdependence of nations, description of international trade, discussion of the balance of trade, listing of three trade barriers, listing of three significant trade agreements and alliances</p>	<p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 4.1 with them. Upon completion they will then complete review questions 1-5 on p. 80 and 2-6 on p. 91. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 4: Calculating Trade Balances and Global Competition. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>3. Glencoe Marketing Essentials Text Chapter 4, Glencoe Marketing Essentials Workbook Chapter 4, Socrative app, edmodo.com</p>
<p>4. Listing of the forms of international trade, identification of various factors that affect international business, suggestion of global marketing strategies</p>	<p>4. Students will view and take notes from a PowerPoint as the teacher via edmodo as the teacher discusses Section 4.2 with them. Upon completion they will then complete review questions 1-5 on p. 89 and 7-11 on p. 91. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>4. Glencoe Marketing Essentials Text Chapter 4, Socrative app, edmodo.com</p>

	<p>-Students will review for a quiz on Global Analysis. 45 min.</p> <p>-Students will pass a quiz on Global Analysis. 45 min.</p> <p>- Students will divide into groups and complete the Unit 2 Project: Conduct a Global Environment Scan. 180 min.</p> <p>- Students will review for a test on Unit 2: Economics. 45min.</p> <p>- Students will pass a test on Unit 2: Economics. 45 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, matching and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Students will conduct a Global Environment Scan
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: economy, resources, factors of production, infrastructure, entrepreneurship, scarcity, traditional economy, market economy, command economy, productivity, GDP, GNP, inflation, CPI, PPI, business cycle, expansion, recession, depression, recovery, international trade, imports, exports, balance of trade, free trade, tariff, quota, embargo, protectionism, WTO, NAFTA, EU, licensing, contract manufacturing, joint venture, FDI, multinationals, mini-nationals, globalization, adaptation, customization

Course Title: Marketing Principles

Unit: #4 Skills for Marketing	Basic Math Skills, Communication Skills, Technology Applications for Marketing, Interpersonal Skills, Management Skills (1,305 min./14.5 days) Beginning Date: 9/18/13 Ending Date: 10/8/13
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 11. Demonstrate interpersonal skills and the ability to work cooperatively as needed in the workplace with team members, supervisors, and customers from diverse cultural backgrounds using creative problem-solving, decision-making, and critical-thinking strategies. CS 12. Demonstrate effective written communication skills for the workplace by creating a variety of business communications for the workplace using correct grammar and terminology. CS 13. Demonstrate effective oral presentation skills using research materials and media to sustain listener attention and interest. CS 14. Demonstrate the ability to write clear directions, descriptions, and explanations as used in the workplace.
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Write a number in words, using commas and hyphens, understand fractions, perform basic math operations with decimal numbers and round answers, convert fractions to decimal equivalents, use a calculator to solve math problems, convert percentages to decimals and vice versa, read graphs used to present mathematical data, define effective verbal and nonverbal communication, explain the role of listening in communication, explain why awareness of cultural differences is important, define reading for meaning, explain how to organize and present your ideas, demonstrate professional telephone and communication skills, explain how to write effective business letters and persuasive messages, identify eight types of computer applications and explain how these are used in business and marketing, describe the types of computer software that are influencing and reshaping marketing, explain how the Internet and the WWW can increase business productivity, recognize the personal traits necessary for ethical action in the workplace, identify important interpersonal skills, perform effectively in diverse environments, manage conflicts by using appropriate negotiation skills, discuss how to receive and handle customer complaints, identify skills needed to be a good team member and provide leadership, name six aspects of successful teamwork, explain the difference between horizontally and vertically organized companies, name the three levels of management, explain how a self-managing team functions, name the three functions of management, describe effective management techniques, explain how to manage employees properly
Essential Question(s):	What is the point of estimating an answer to a math problem?, How has e-mail affected formal letter writing?, How would you prepare for your interactions with your business counterparts from another country?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>1. Ability to write a number in words, using commas and hyphens, understanding of fractions, performing of basic math operations with decimal numbers and round answers, conversion of fractions to decimal equivalents</p> <p>2. Use a calculator to solve math problems, conversion of percentages to decimals and vice versa, reading of graphs used to present mathematical data</p> <p>3. Definition of effective verbal and nonverbal communication, explanation of the role of listening in communication, explanation of why awareness of cultural differences is important, definition of reading for meaning</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1.Students will complete a Basic Math Assessment via edmodo, with teacher assistance as needed. 45 min.</p> <p>-Students will complete Chapter 7: Spreadsheet and Writing Checks Handouts. 40 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>2. Students will complete Chapter 7: Estimates, Rounding Off, and Decimals, and Understanding Numbers Handouts. 45 min</p> <p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 8.1. Upon completion they will then complete review questions 1-4 on p. 183 and 2-5 on p. 193. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>- Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 8: Communication Channels and Appropriate Business E-Mails. 40 min.</p>	<p>1.Glencoe Marketing Essentials Text Chapter 7, Glencoe Marketing Essentials Workbook Chapter 7, Socrative app, edmodo.com</p> <p>2.Glencoe Marketing Essentials Text Chapter 7, Glencoe Marketing Essentials Workbook Chapter 7, Socrative app, edmodo.com</p> <p>3. Glencoe Marketing Essentials Text Chapter 8, Glencoe Marketing Essentials Workbook Chapter 8, Socrative app, edmodo.com</p>
<p>4. Explanation of how to organize and present your ideas, demonstration of professional telephone and communication skills, explanation of how to write effective business letters and persuasive messages</p>	<p>4. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 8.2 with them. Upon completion they will then complete review questions 1-5 on p. 191 and 6-11 on p. 193. 45 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on</p>	<p>4.Glencoe Marketing Essentials Text Chapter 8, Socrative app, edmodo.com</p>

<p>5. Identification of eight types of computer applications and explanation of how these are used in business and marketing</p>	<p>their I-pads. 5 min.</p> <p>-Students will review for a quiz on Communication Skills. 40 min.</p> <p>-Students will pass a quiz on Communication Skills. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>5. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 9.1 with them. Upon completion they will then complete review questions 1-5 on p. 204 and 2-6 on p. 213. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 9: Using and Analyzing a Regional Sales/Expense Spreadsheet. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>5. Glencoe Marketing Essentials Text Chapter 9, Glencoe Marketing Essentials Workbook Chapter 9, Socrative app, edmodo.com</p>
<p>6. Description of the types of computer software that are influencing and reshaping marketing, explanation of how the Internet and the WWW can increase business productivity</p>	<p>6. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 9.2 with them. Upon completion they will then complete review questions 1-5 on p. 211 and 7-11 on p. 213. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Technology Applications for Marketing. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Technology Applications for Marketing. 35 min.</p>	<p>6. Glencoe Marketing Essentials Text Chapter 9, Socrative app, edmodo.com</p>

<p>7. Recognition of the personal traits necessary for ethical action in the workplace, identification of important interpersonal skills, performing effectively in diverse environments, managing conflicts by using appropriate negotiation skills</p> <p>8. Discussion of how to receive and handle customer complaints, identification of skills needed to be a good team member and provide leadership, naming of six aspects of successful teamwork</p>	<p>7. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 10.1 with them. Upon completion they will then complete review questions 1-4 on p. 224 and 2-4 on p. 231. 50 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 10: Customer Service. 45 min.</p> <p>8. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 10.2 with them. Upon completion they will then complete review questions 1-4 on p. 229 and 5-11 on p. 146. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>7. Glencoe Marketing Essentials Text Chapter 10, Glencoe Marketing Essentials Workbook Chapter 10, Socrative app, edmodo.com</p> <p>8. Glencoe Marketing Essentials Text Chapter 10, Socrative app, edmodo.com</p>
<p>9. Explanation of the difference between horizontally and vertically organized companies, naming of the three levels of management, explanation of how a self-managing team functions</p>	<p>-Students will review for a quiz on Interpersonal Skills. 45 min.</p> <p>-Students will pass a quiz on Interpersonal Skills. 40 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>9. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 11.1 with them. Upon completion they will then complete review questions 1-5 on p. 239 and 2-4 on p. 251. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>9. Glencoe Marketing Essentials Text Chapter 11, Glencoe Marketing Essentials Workbook Chapter 11, Socrative app, edmodo.com</p>

<p>10. Naming of the three functions of management, description of effective management techniques, explanation of how to manage employees properly</p>	<p>-Students will complete Chapter 11: Memo to the Delegate. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>10. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 11.2 with them. Upon completion they will then complete review questions 1-5 on p. 249 and 5-11 on p. 251. 70 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Management Skills. 15 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Management Skills. 45 min.</p>	<p>10. Glencoe Marketing Essentials Text Chapter 11, Socrative app, edmodo.com</p>
	<p>- Students will divide into groups and complete the Unit 4 Project: Design a Program for Savvy Business Travelers. 180 min.</p> <p>-Students will review for a test on Unit 4: Skills for Marketing. 40 min.</p> <p>-Students will pass a test on Unit 4: Skills for Marketing. 45 min.</p>	

Unit Assessment:	Review questions and multiple choice, true/false, matching, and completion test
Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
Unit/Course Culminating Product:	Students will design a program for savvy business travelers
Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary:

Digit, fractions, numerator, denominator, mixed number, decimal number, percentage, bar graph, line graph, circle graph, pie chart, communication, channels, feedback, barriers, setting, distractions, emotional barriers, jargon, persuade, enumeration, generalization, word processing programs, database programs, spreadsheet programs, desktop publishing programs, graphics and design programs, presentation software, home page, HTML, communications programs, ERP, Internet, ISP's, Wi-Fi, WWW, HTTP, URL, firewall, site map, self-esteem, initiative, time management, assertiveness, flexibility, ethics, equity, negotiation, empathy, teamwork, cross-training, consensus, agreement, management, vertical organization, top management, middle management, supervisory-level management, horizontal management, empowerment, planning, organizing, controlling, mission statement, remedial action, exit interview

Course Title: Marketing Principles

Unit: #5 Selling	Preparing for the Sale, Initiating the Sale, Presenting the Product, Closing the Sale (1,170 min./13 days) Beginning Date: 10/9/13 Ending Date: 10/28/13	
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 6. Explain concepts and techniques of selling.	
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Define selling and different types of selling situations, explain the purpose and goals of selling, define consultative selling, differentiate between rational and emotional buying motives, list three levels of consumer decision making, name sources of product information, explain the main focus of preparation in business-to-business, explain the main focus of preparation in retail selling, list the seven steps of a sale, explain the importance and purposes of the approach in the sales process, demonstrate how business-to-business sales representatives conduct initial approach, name three methods for making the initial approach in retail sales, explain why determining needs is an essential step in the sales process, list three methods for determining needs, describe the goal of product presentation, list four techniques that create a lively and effective product presentation, distinguish objections from excuses, explain the five buying decisions on which objections are based, demonstrate the general four-step method for handling objections, list seven specific methods for handling objections, identify customer buying signals, list rules for closing a sale, select appropriate specialized methods for closing a sale, explain the importance of suggestion selling, list the rules for effective suggestion selling, demonstrate appropriate specialized suggestion selling methods, discuss strategies for maintaining and building clientele, explain the importance of customer service and follow-up, explain the concept of customer relationship management	
Essential Question(s):	What questions would customers ask at your workplace?, What might you say to open a conversation with a customer?, How can determining needs help a salesperson do a better job at selling a camera?, Why is closing the sale such an important step in the sales process?	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Definition of selling and different types of selling situations, explanation of the purpose and goals of selling, definition of consultative selling, differentiation between rational and emotional buying motives, listing of the three levels of consumer decision making	-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. 1.Students will view and take notes from PowerPoint via edmodo as the teacher discusses Section 12.1 with them. Upon completion they will then complete review questions 1-5 on p. 264 and 2-4 on p. 273. 60 min. (Instructional Technology, Teacher Questions, & Lecture)	1.Glencoe Marketing Essentials Text Chapter 12, Glencoe Marketing Essentials Workbook Chapter 12, Socrative app, edmodo.com

<p>2. Naming of the sources of product information, explanation of the main focus of preparation in business-to-business, explanation of the main focus of preparation in retail selling</p>	<p>-Students will complete Chapter 12: Using and Analyzing a Spreadsheet and Features and Benefits. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>2. Students will view and take notes from PowerPoint via emodo as the teacher discusses Section 12.2 with them. Upon completion they will then complete review questions 1-4 on p. 271 and 5-11 on p. 273. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Preparing for the Sale. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Preparing for the Sale. 45 min.</p>	<p>2. Glencoe Marketing Essentials Text Chapter 12, Socrative app, edmodo.com</p>
<p>3. Listing of the seven steps of a sale, explanation of the importance and purposes of the approach in the sales process, demonstration of how business-to-business sales representatives conduct initial approach, naming of three methods for making the initial approach in retail sales</p>	<p>3. Students will view and take notes from PowerPoint via edmodo as the teacher discusses Section 13.1 with them. Upon completion they will then complete review questions 1-5 on p. 282 and 2-4 on p. 289. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 13: Spreadsheet Application. 45 min.</p>	<p>3. Glencoe Marketing Essentials Text Chapter 13, Glencoe Marketing Essentials Workbook Chapter 13, Socrative app, edmodo.com</p>

<p>4. Explanation of why determining needs is an essential step in the sales process, listing of three methods for determining needs</p>	<p>4. Students will view and take notes from PowerPoint via edmodo as the teacher discusses Section 13.2 with them. Upon completion they will then complete review questions 1-5 on p. 287 and 5-11 on p. 289. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 13: Approaching the Customer and Features and Benefits. 45 min.</p> <p>-Students will review for a quiz on Initiating the Sale. 20 min.</p> <p>-Students will pass a quiz on Initiating the Sale. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>4. Glencoe Marketing Essentials Text Chapter 13, Glencoe Marketing Essentials Workbook Chapter 13, Socrative app, edmodo.com</p>
<p>5. Description of the goal of product presentation, listing of four techniques that create a lively and effective product presentation</p>	<p>5. Students will view and take notes from PowerPoint via edmodo as the teacher discusses Section 14.1 with them. Upon completion they will then complete review questions 1-4 on p. 300 and 2-4 on p. 309. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 14: Spreadsheet Application and Dealing with Customer Objections. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>5. Glencoe Marketing Essentials Text Chapter 14, Glencoe Marketing Essentials Workbook Chapter 14, Socrative app, edmodo.com</p>

<p>6. Distinguishing between objections and excuses, explanation of the five buying decisions on which objections are based, demonstration of the general four-step method for handling objections, listing of the seven specific methods for handling objections</p> <p>7. Identification of customer buying signals, listing of the rules for closing a sale, selection of appropriate specialized methods for closing a sale</p>	<p>6. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 14.2 with them. Upon completion they will then complete review questions 1-5 on p. 307 and 5-11 on p. 309. 70 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Presenting the Product. 15 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Presenting the Product. 45 min.</p> <p>7. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 15.1 with them. Upon completion they will then complete review questions 1-5 on p. 319 and 2-3 on p. 329. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>6. Glencoe Marketing Essentials Text Chapter 14, Socrative app, edmodo.com</p> <p>7. Glencoe Marketing Essentials Text Chapter 15, Glencoe Marketing Essentials Workbook Chapter 15, Socrative app, edmodo.com</p>
<p>8. Explanation of the importance of suggestion selling, listing of the rules for effective suggestion selling, demonstration of appropriate specialized suggestion selling methods, discussion of strategies for maintaining and building clientele, explanation of the importance of customer service and follow-up, explanation of the concept of customer relationship management</p>	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 15: Analyzing a Database, Closing the Sale and Selling and Customers. 45 min.</p> <p>8. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 15.2 with them. Upon completion they will then complete review questions 1-4 on p. 327 and 4-11 on p. 329. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>8. Glencoe Marketing Essentials Text Chapter 15, Socrative app, edmodo.com</p>

	-Students will review for a quiz on Closing the Sale. 40 min. -Students will pass a quiz on Closing the Sale. 45 min. Students will divide into groups and complete the Unit 5 Project: Selling: LidRock Sales. 180 min. -Students will review for a test on Unit 5: Selling. 45 min. -Students will pass a test on Closing the Sale. 45 min.	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Students will design a program for savvy business travelers
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: personal selling, B2B selling, telemarketing, consultative selling, feature-benefit selling, product features, customer benefits, rational motive, emotional motive, extensive decision making, limited decision making, routine decision making, pre-approach, prospect, referrals, endless chain method, cold canvassing, sales quotas, service approach, greeting approach, merchandise approach, nonverbal communication, open-ended questions, layman's terms, objections, excuses, objection analysis sheet, paraphrase, substitution method, boomerang method, superior-point method, third-party method, closing the sale, buying signals, trial close, which close, standing-room-only close, direct close, service close, suggestion selling, customer relationship management

Course Title: Marketing Principles

Unit: #6 Promotion	Promotional Concepts and Strategies, Visual Merchandising and Display, Advertising, Print Advertisements (1,170 min./13 days) Beginning Date: 10/29/13 Ending Date: 11/18/13	
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 7. Analyze promotional and merchandising tools and types of promotions in marketing and management to optimize revenue.	
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Explain the role of promotion in business and marketing, identify types of promotion, distinguish between public relations and publicity, write a news release, describe the concept of the promotional mix, define sales promotion, explain the use of promotional tie-ins, trade sales promotions, and loyalty marketing programs, explain the concept and purpose of visual merchandising, identify the elements of visual merchandising, describe types of display arrangements, understand the role of visual merchandisers on the marketing team, list the five steps in creating a display, explain how artistic elements function in display design, describe the importance of display maintenance, explain the concept and purpose of advertising in the promotional mix, identify the different types of advertising media, discuss the planning and selection of media, identify media measurement techniques, explain techniques used to evaluate media, summarize how media costs are determined, explain promotional budget methods, discuss how advertising campaigns are developed, explain the role of an advertising agency, identify the main components of print advertisements, explain the principles of preparing an ad layout, list advantages and disadvantages of using color in advertising, describe how typefaces and sizes add variety and emphasis to print advertisements	
Essential Question(s):	What promotional activity have you witnessed in the past week?, What business categories rely heavily on displays?, When planning an ad budget and strategy, do you think it is important to study how and where the competition is advertising?,	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Explanation of the role of promotion in business and marketing, identification of types of promotion, distinguishing between public relations and publicity, writing of a news release, description of the concept of the promotional mix	-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. 1.Students will view and take notes from aPowerPoint via edmodo as the teacher discusses Section 17.1 with them. Upon completion they will then complete review questions 1-5 on p. 368 and 2-3 on p. 377. 60 min. (Instructional Technology, Teacher Questions, & Lecture)	1.Glencoe Marketing Essentials Text Chapter 17, Glencoe Marketing Essentials Workbook Chapter 17, Socrative app, edmodo.com

<p>2. Definition of sales promotion, explanation of the use of promotional tie-ins, trade sales promotions, and loyalty marketing programs</p>	<p>-Students will complete Chapter 17: Public Relations and Promotions. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>2. Students will view and take notes from a PowerPoint as the teacher guides them through Section 17.2. Upon completion they will then complete review questions 1-5 on p. 375 and 4-11 on p. 377. 70 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Promotional Concepts and Strategies. 15 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Promotional Concepts and Strategies. 45 min.</p>	<p>2.Glencoe Marketing Essentials Text Chapter 17, Socrative app, edmodo.com</p>
<p>3. Explanation of the concept and purpose of visual merchandising, identification of the elements of visual merchandising, description of the types of display arrangements, understanding of the role of visual merchandisers on the marketing team</p> <p>4. Listing of the five steps in creating a display, explanation of how artistic elements function in display design, description of the importance of display maintenance</p>	<p>3. Students will view and take notes from a PowerPoint as the teacher guides them through Section 18.1. Upon completion they will then complete review questions 1-5 on p. 387 and 2-6 on p. 395. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 18: Spreadsheet Application. 45 min.</p> <p>4. Students will view and take notes from a PowerPoint as the teacher guides them through Section 18.2. Upon completion they will then complete review questions 1-4 on p. 393 and 7-11 on p. 377. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p>	<p>3.Glencoe Marketing Essentials Text Chapter 18, Glencoe Marketing Essentials Workbook Chapter 18, Socrative app, edmodo.com</p> <p>4.Glencoe Marketing Essentials Text Chapter 18, Socrative app, edmodo.com</p>

<p>5. Explanation of the concept and purpose of advertising in the promotional mix, identification of the different types of advertising media, discussion of the planning and selection of media</p>	<ul style="list-style-type: none"> -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. -Students will review for a quiz on Visual Merchandising and Display. 40 min. -Students will pass a quiz on Visual Merchandising and Display. 45 min. -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. <p>5. Students will view and take notes from a PowerPoint as the teacher guides them through Section 19.1. Upon completion they will then complete review questions 1-5 on p. 408 and 2-6 on p. 417. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <ul style="list-style-type: none"> -Students will complete Chapter 19: Public Relations and Making Choices about Advertising. 20 min. 	<p>5.Glencoe Marketing Essentials Text Chapter 19, Glencoe Marketing Essentials Workbook Chapter 19, Socrative app, edmodo.com</p>
<p>6. Identification of media measurement techniques, explanation of techniques used to evaluate media, summarization of how media costs are determined, explanation of promotional budget methods</p>	<ul style="list-style-type: none"> -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. <p>6. Students will view and take notes from a PowerPoint as the teacher guides them through Section 19.2. Upon completion they will then complete review questions 1-5 on p. 415 and 7-11 on p. 417. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <ul style="list-style-type: none"> -Students will review for a quiz on Advertising. 20 min. -Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min. -Students will pass a quiz on Advertising. 45 min. 	<p>6.Glencoe Marketing Essentials Text Chapter 19, Socrative app, edmodo.com</p>

<p>7. Discussion of how advertising campaigns are developed, explanation of the role of an advertising agency, identification of the main components of print advertisements</p> <p>8. Explanation of the principles of preparing an ad layout, listing of the advantages and disadvantages of using color in advertising, description of how typefaces and sizes add variety and emphasis to print advertisements</p>	<p>7. Students will view and take notes from a PowerPoint as the teacher guides them through Section 20.1. Upon completion they will then complete review questions 1-5 on p. 428 and 2-5 on p. 429. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 20: Oral and Visual Presentations and Create an Ad. 45 min.</p> <p>8. Students will view and take notes from a PowerPoint as the teacher guides them through Section 20.2. Upon completion they will then complete review questions 1-4 on p. 433 and 6-11 on p. 435. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	<p>7. Glencoe Marketing Essentials Text Chapter 20, Glencoe Marketing Essentials Workbook Chapter 20, Socrative app, edmodo.com</p> <p>8. Glencoe Marketing Essentials Text Chapter 20, Socrative app, edmodo.com</p>
	<p>-Students will review for a quiz on Print Advertisements. 45 min.</p> <p>-Students will pass a quiz on Print Advertisements. 40 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>- Students will divide into groups and complete the Unit 6 Project: Pitch a New Client. 180 min.</p> <p>-Students will review for a test on Unit 6: Promotion. 40 min.</p> <p>-Students will pass a test on Unit 6: Promotion. 45 min.</p>	

Unit Assessment:	Review questions and multiple choice, true/false, and completion test
Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
Unit/Course Culminating Product:	Students will design a program for savvy business travelers
Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: promotion, product promotion, institutional promotion, advertising, direct marketing, sales promotion, public relations, news release, publicity, promotional mix, push policy, pull policy, trade promotions, consumer promotions, coupons, premiums, incentives, promotional tie-ins, visual merchandising, display, storefront, marquee, store layout, fixtures, POP's, kiosk, color wheel, complementary colors, adjacent colors, triadic colors, focal point, proportion, formal balance, informal balance, promotional advertising, institutional advertising, media, print media, transit advertising, broadcast, online advertising, specialty media, media planning, audience, impression, frequency, CPM, advertising campaign, advertising agencies, headline, copy, illustration, clip art, signature, slogan, ad layout, advertising proof

Course Title: Marketing Principles

Unit: #8 Pricing	Price Planning, Pricing Strategies (720 min./8 days) Beginning Date: 11/19/13 Ending Date: 12/3/13	
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 8. Use cost analysis to evaluate methods for purchasing and distributing merchandise CS 9. Critique factors affecting pricing decisions	
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Recognize the different forms of pricing, discuss the importance of pricing, explain the goals of pricing, differentiate between market share and market position, list the four market factors that affect price planning, analyze demand elasticity and supply and demand theory, explain how government regulations affect price planning, name three pricing policies used to establish a base price, explain two polar pricing policies for introducing a new product, explain the relationship between pricing and the product life cycle, describe pricing strategies that adjust the base price, list the steps involved in determining a price, explain the use of technology in the pricing function	
Essential Question(s):	Why did the price of a product you like change in the past few years?	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Recognition of the different forms of pricing, discussion of the importance of pricing, explanation of the goals of pricing, differentiation between market share and market position	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 25.1 with them. Upon completion they will then complete review questions 1-5 on p. 530 and 2-5 on p. 539. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 25: Spreadsheet Application, Maintaining Profitability, and Understanding Antitrust Legislation. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on</p>	1. Glencoe Marketing Essentials Text Chapter 25, Glencoe Marketing Essentials Workbook Chapter 25, Socrative app, edmodo.com

<p>2. Listing of the four market factors that affect price planning, analysis of demand elasticity and supply and demand theory, explanation of how government regulations affect price planning</p>	<p>their I-pads. 5 min.</p> <p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 25.2 with them. Upon completion they will then complete review questions 1-5 on p. 537 and 6-11 on p. 539. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Price Planning. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Price Planning. 45 min.</p>	<p>2.Glencoe Marketing Essentials Text Chapter 25, Socrative app, edmodo.com</p>
<p>3. Naming of three pricing policies used to establish a base price, explanation of two polar pricing policies for introducing a new product, explanation of the relationship between pricing and the product life cycle</p>	<p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 26.1 with them. Upon completion they will then complete review questions 1-5 on p. 551 and 2-4 on p. 561. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 26: Using and Analyzing a Spreadsheet, Policy Analysis, and Steps to Pricing a Product. 45 min.</p>	<p>3.Glencoe Marketing Essentials Text Chapter 26, Glencoe Marketing Essentials Workbook Chapter 26, Socrative app, edmodo.com</p>
<p>4. Description of the pricing strategies that adjust the base price, listing of the steps involved in determining a price, explanation of the use of technology in the pricing function</p>	<p>4. Students will view and take notes from a PowerPoint as the teacher guides them through Section 26.2. Upon completion they will then complete review questions 1-5 on p. 559 and 5-11 on p. 539. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on</p>	<p>4.Glencoe Marketing Essentials Text Chapter 26, Socrative app, edmodo.com</p>

	<p>their I-pads. 5 min.</p> <p>-Students will review for a quiz on Pricing Strategies 40 min.</p> <p>-Students will take a quiz on Pricing Strategies 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>- Students will divide into groups and complete the Unit 8 Project: Pricing Toys. 175 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will review for a test on Unit 8: Pricing 40 min.</p> <p>-Students will take a test on Unit 8: Pricing 45 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
Unit/Course Culminating Product:	Students will divide into groups and complete the project: Selling: LidRock Sales
Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: price, ROI, market share, break-even point, demand elasticity, law of diminishing marginal utility, price fixing, price discrimination, unit pricing, loss leader, markup pricing, cost-plus pricing, one-price policy, flexible-price policy, skimming pricing, penetration pricing, product mix pricing strategies, price lining, bundle pricing, geographical pricing, segmented pricing strategy, psychological pricing, prestige pricing, ELP, promotional pricing

Course Title: Marketing Principles

Unit: #9 Marketing Information Management	Marketing Research, Conducting Marketing Research (630 min./ 7 days) Beginning Date: 12/4/13 Ending Date: 12/12/13
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Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 4. Analyze methods of conducting market research to gain a competitive edge.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>The student will:</p> <ul style="list-style-type: none"> - Describe the purpose of marketing research - Explain the characteristics and purposes of a marketing information system - Identify procedures for gathering information using technology - Identify the methods of conducting marketing research - Discuss trends and limitations in marketing research - Explain the steps in designing and conducting marketing research - Compare primary and secondary data - Collect and interpret marketing information - Identify the elements in a marketing research report - Design a marketing research survey - Administer a marketing research survey
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Essential Question(s):	Why do you think companies conduct marketing research and testing in different markets?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Description of the purpose of marketing research, explanation of the characteristics and purposes of a marketing information system, identification of procedures for gathering information using technology	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 28.1 with them. Upon completion they will then complete review questions 1-4 on p. 595 and 2-4 on p. 605. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 28: Analyzing a Market Research Database. 25 min.</p> <p>-Students will complete a bell ringer regarding the</p>	1. Glencoe Marketing Essentials Text Chapter 28, Glencoe Marketing Essentials Workbook Chapter 28, Socrative app, edmodo.com

<p>2. Identification of the methods of conducting marketing research, discussion of trends and limitations in marketing research</p> <p>3. Explanation of the steps in designing and conducting marketing research, comparison of primary and secondary data, collection and interpretation of marketing information, identification of the elements in a marketing research report</p>	<p>previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 28.2 with them. Upon completion they will then complete review questions 1-5 on p. 603 and 5-11 on p. 605. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Marketing Research. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Marketing Research. 45 min.</p> <p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 29.1 with them. Upon completion they will then complete review questions 1-4 on p. 617 and 2-6 on p. 625. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will create and conduct a survey amongst their classmates at school. Survey results will be compiled using Microsoft Excel to form a pie chart. 45 min.</p>	<p>2. Glencoe Marketing Essentials Text Chapter 28, Socrative app, edmodo.com</p> <p>3. Glencoe Marketing Essentials Text Chapter 29, Socrative app, edmodo.com</p>
<p>4. Design of a marketing research survey, administration of a marketing research survey</p>	<p>4. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 29.2 with them. Upon completion they will then complete review questions 1-5 on p. 623 and 7-11 on p. 625. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the</p>	<p>4. Glencoe Marketing Essentials Text Chapter 29, Socrative app, edmodo.com</p>

	<p>previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will review for a quiz on Conducting Marketing Research. 40 min.</p> <p>-Students will pass a quiz on Conducting Marketing Research. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>- Students will divide into groups and complete the Unit 9 Project: Research Male Grooming Products. 175 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will review for a test on Unit 9: Marketing Information Management. 40 min.</p> <p>-Students will pass a test on Unit 9: Marketing Information Management. 45 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Students will divide into groups and complete the project: Selling: LidRock Sales
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Vocabulary: marketing research, marketing information system, database marketing, database, quantitative research, qualitative research, attitude research, market intelligence, media research, product research, problem definition, primary data, secondary data, survey method, sample, observation method, point-of-sale research, experimental method, data analysis

Course Title: Marketing Principles

Unit: #11 Entrepreneurship and Finance	Entrepreneurial Concepts, Risk Management, Developing a Business Plan, Financing the Business (225 min./ 2.5 days) Beginning Date: 12/13/13 Ending Date: 12/18/13	
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 3. Explain differences among business enterprises of sole-proprietorship, partnership, corporation, franchise, and licensing.	
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Define entrepreneurship, detail the advantages of entrepreneurship, explain the risks of entrepreneurship, list the characteristics and skills of entrepreneurs, understand the importance of small business in various economies, identify the forms of business ownership, name the legal steps to take in establishing a business	
Essential Question(s):	What two questions must entrepreneurs answer before starting a new business?	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Definition of entrepreneurship, detailing of the advantages of entrepreneurship, explanation of the risks of entrepreneurship, listing of the characteristics and skills of entrepreneurs, understanding of the importance of small business in various economies	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 33.1 with them. Upon completion they will then complete review questions 1-5 on p. 703 and 2-4 on p. 713. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 33: Using Presentation Software. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	1. Glencoe Marketing Essentials Text Chapter 33, Glencoe Marketing Essentials Workbook Chapter 33, Socrative app, edmodo.com

2. Identification of the forms of business ownership, naming of the legal steps to take in establishing a business	<p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 33.2 with them. Upon completion they will then complete review questions 1-5 on p. 711 and 5-11 on p. 713. 70 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a test on Unit 11: Entrepreneurship and Finance. 15 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a test on Unit 11: Entrepreneurship and Finance. 40 min.</p>	2. Glencoe Marketing Essentials Text Chapter 33, Socrative app, edmodo.com
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
Unit/Course Culminating Product:	N/A
Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:	

Vocabulary: entrepreneurship, entrepreneurs, franchise, sole proprietorship, unlimited liability, partnership, general partnership, limited partnership, corporation, stockholders, limited liability, foreign corporation, LLC, DBA, articles of incorporation

Course Title: Marketing Principles

Unit: #12 Employability and Career Development	Identifying Career Opportunities, Finding and Applying for a Job (630 min./ 7 days)	
Content Standard(s) and Depth of Knowledge Level(s):	The student will: CS 10. Determine career and entrepreneurial opportunities, responsibilities, and educational and credentialing requirements in marketing.	
Learning Objective(s) and Depth of Knowledge Level(s):	The student will: Assess your goals, values, interests, skills, and aptitudes, appraise your personality, complete a career assessment, locate career research resources, develop a plan to reach your career goals, explain the importance of marketing careers to the U.S. economy, identify a variety of sources for job leads, describe the best ways to develop job leads, name the legal document necessary to begin working, write a letter of application and complete an application form, write a resume' and a cover letter, prepare for an interview	
Essential Question(s):	How will you begin to narrow down your choices to find a career? How many hours per week are you willing to spend looking for the right job?	
Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
1. Assessment of your goals, values, interests, skills, and aptitudes, appraisal of your personality, completion of a career assessment, location of career research resources, development of a plan to reach your career goals	<p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>1. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 37.1 with them. Upon completion they will then complete review questions 1-4 on p. 796 and 2-5 on p. 801. 60 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete Chapter 37: Spreadsheet Analysis and Career Choices. 25 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p>	1. Glencoe Marketing Essentials Text Chapter 37, Glencoe Marketing Essentials Workbook Chapter 37, Socrative app, edmodo.com

<p>2. Explanation of the importance of marketing careers to the U.S. economy</p> <p>3. Identification of a variety of sources for job leads, description of the best ways to develop job leads</p>	<p>2. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 37.2 with them. Upon completion they will then complete review questions 1-5 on p. 799 and 6-11 on p. 801. 65 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will review for a quiz on Identifying Career Opportunities. 20 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will pass a quiz on Identifying Career Opportunities. 45 min.</p> <p>3. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 38.1 with them. Upon completion they will then complete review questions 1-5 on p. 810 and 2-4 on p. 823. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>-Students will complete Chapter 38: Word Processing Application and Following Up on Job Leads. 45 min.</p>	<p>2. Glencoe Marketing Essentials Text Chapter 37, Socrative app, edmodo.com</p> <p>3. Glencoe Marketing Essentials Text Chapter 38, Glencoe Marketing Essentials Workbook Chapter 38, Socrative app, edmodo.com</p>
<p>4. Naming of the legal document necessary to begin working, completion of a letter of application and an application form, completion of a resume' and a cover letter, preparation for an interview</p>	<p>4. Students will view and take notes from a PowerPoint via edmodo as the teacher discusses Section 38.2 with them. Upon completion they will then complete review questions 1-4 on p. 821 and 5-11 on p. 823. 40 min. (Instructional Technology, Teacher Questions, & Lecture)</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on</p>	<p>4. Glencoe Marketing Essentials Text Chapter 38, Socrative app, edmodo.com</p>

	<p>their I-pads. 5 min.</p> <p>-Students will review for a quiz on Finding and Applying for a Job. 40 min.</p> <p>-Students will take a quiz on Finding and Applying for a Job. 45 min.</p> <p>-Students will complete a bell ringer regarding the previous day's subject matter via the Socrative app on their I-pads. 5 min.</p> <p>- Students will divide into groups and complete the Unit 12 Project: Design an Employment Test. 175 min.</p>	
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Unit Assessment:	Review questions and multiple choice, true/false, and completion test
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Unit/Course CTSO Activity:	Students will take a practice FBLA Competitive Events test
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Unit/Course Culminating Product:	Design an employment test
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:	
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Vocabulary: lifestyle, values, aptitude, OOH, career outlook, O*NET, internship, planning goals, specific goal, realistic goal, occupational area, job lead, networking, public employment agencies, private employment agencies, staffing/temporary agencies, standard English, references, cover letter, resume