

RETAIL MARKETING

INDUSTRY SECTOR | Marketing, Sales, and Service PATHWAY | Marketing and Professional Sales

COURSE ESSENTIAL QUESTION:

How does marketing help companies discover, create, arouse and fulfill customer needs?

COURSE OVERVIEW:

Do you have what it takes to run a successful store while providing great customer service? In Retail Marketing, students will produce store displays, develop sales promotions, and generate successful advertising strategies by identifying product features and benefits. Students will learn valuable skills in providing excellent customer experiences. Worksite (Community Classroom) learning is an exciting component of this course where students will receive classroom and workplace instruction in preparation for employment.

INFORMATION:

- A. **Pre-requisite:** 16 years old minimum
- B. **Abilities Required:** [Click here to enter text.](#)
- C. **Dress Requirement and Grooming:** As required by Industry Standards
- D. **Students must master** [Click here to enter text.](#) **% of the certificate competencies to receive a certificate.**
- E. **Fee:** [Click here to enter text.](#)
- F. **Course Length:** 180 hours
- G. **Textbook:** Marketing Essentials
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** No
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** Yes
- N. **Career Technical Student Organization:** No
- O. **Work-Based Learning:** Yes

IDEA/THEME: UNIT 1. POSITIVE COMMUNICATION SKILLS
ENGAGING UNIT TITLE: YOU ARE WHAT YOU SAY
ESSENTIAL QUESTION: Do your words help or hurt you at work?
INSTRUCTIONAL HOURS: 15 hours

Common Core Unit Objective

Students will learn business appropriate oral and written communication skills.

Key Assignments

- Students will write essays and prepare/present powerpoint presentations on: Retail Store Observations; Team Player Definitions; and Top 10 Employee Characteristics.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Pathway Standards

- A1.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.
- A1.2 Describe tools, techniques, systems used to plan, staff, lead and organize in human resources.
- B3.0 Analyze customer/client behavior in the selling process.
- B3.3 Explain the importance of customer service and explain communication techniques
- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
- B4.1 Explain the main characteristics of a successful salesperson including; listening, verbal and written communication skills, product knowledge, customer connection, trustworthiness, and power of persuasion.



Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- LS 11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RESOURCES:

Resources

1. Worksheets – Communication exerciser
2. Modeling
3. Written Samples
4. YouTube Videos - “Carl & Ellie’s Love Story”, Disney
5. On-Line Research



IDEA/THEME: UNIT 2. EFFECTIVE INTERPERSONAL SKILLS

ENGAGING UNIT TITLE: Personal Interaction – putting down the phone!

ESSENTIAL QUESTION: Do you know how to work well with other people?

INSTRUCTIONAL HOURS: 25 hours

Common Core Unit Objective

Students will participate in multiple group projects in the classroom and at CC locations and learn professional interpersonal skills appropriate to the classroom and workplace settings.

Key Assignments

- Students will work in teams on a series of projects including: Concept Store Design; Product Catalogs; Hotel Concepts; and Seasonal Promotional Events to learn the fundamentals of teamwork in accomplishing defined goals.
- Students will learn and practice social etiquette and interpersonal skills daily at CC worksites, including appropriate manager/employee relationships.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.4 Demonstrate the importance of truthfulness, honesty, and quality in the Marketing, Sales, and Services sector.
- 8.5 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.



Pathway Standards

- A1.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.
 - A1.2 Describe tools, techniques, systems used to plan, staff, lead and organize in human resources
 - A1.7 Examine management styles and the role of management in marketing.
- B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.
 - B2.4 Analyze ethical responsibilities in relationships with sales personnel, customer/clients, competitors, and vendors.
- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
 - B4.1 Explain the main characteristics of a successful salesperson including; listening, verbal and written communication skills, product knowledge, customer connection, trust worthiness, and power of persuasion.

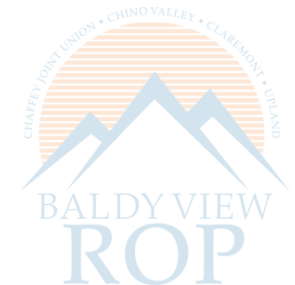
Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RESOURCES:

Resources

1. Videos – Customer Service (YouTube)
2. Modeling
3. Role Play
4. Oral Presentations
5. CC Location
6. PowerPoint – Customer Service



IDEA/THEME: UNIT 3. EMPLOYABILITY SKILLS

ENGAGING TITLE:

ESSENTIAL QUESTION: WHY WOULD ANYONE HIRE YOU?

INSTRUCTIONAL HOURS: 10 hours

Common Core Unit Objective

Students will learn how to complete the steps required to successfully obtain a job and the skills required to succeed as an employee.

Key Assignments

- Students will complete multiple error-free Job Applications, Professional Resumes including store research, write answers to typical Interview Questions, and participate in Mock Interviews in class with peers and with management at CC worksites.

Anchor Standards

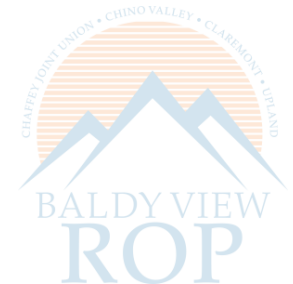
- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options

Pathway Standards

Enter Pathway Standards

Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.



RESOURCES:

Resources

1. Written Samples
2. Role Play
3. Sample Applications
4. YouTube Video – “Caveman Interview”
5. Mock Interviews



IDEA/THEME: UNIT 4. PERSONAL AND OCCUPATIONAL SAFETY

ENGAGING TITLE:

ESSENTIAL QUESTION: Are you staying safe in the work place?

INSTRUCTIONAL HOURS: 5 hours

Common Core Unit Objective

Students will learn and practice general workplace safety procedures.

Key Assignments

- Students will learn and practice workplace safety in classroom and daily at worksites.

Anchor Standards

- 6.0 **Health and Safety** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

Pathway Standards

Enter Pathway Standards

Common Core Standards

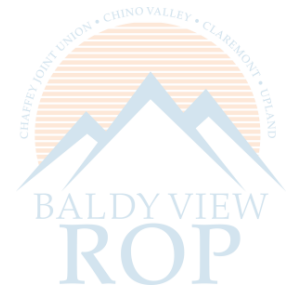
- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.



RESOURCES:

Resources

1. Video Clips
2. YouTube



IDEA/THEME: UNIT 5. MARKETING FUNDAMENTALS AND TRENDS

ENGAGING TITLE:

ESSENTIAL QUESTION: MARKETING IS NOT GROCERY SHOPPING!

INSTRUCTIONAL HOURS: 15 hours

Common Core Unit Objective

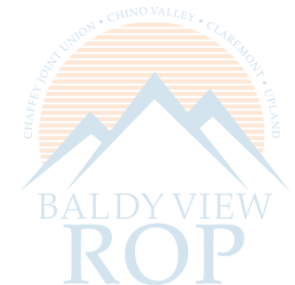
Students will learn the essential elements of Marketing including: Distribution; Financing; marketing Information Management; Pricing; Product/Service management; Promotion; and Selling and incorporate these elements into practical, team-based projects. Students will learn how to determine trends, define and incorporate technology into Marketing projects.

Key Assignments

- Students will complete individual off-site Retail Store Observation Surveys (class field trip) to observe marketing efforts applied in real-world businesses and use the information collected to create team Concept Store Posters.
- Students will identify the 7 Elements of Marketing and use the information in teams to create 7 Elements PowerPoint.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 4.0 **Technology:** Use existing technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspective, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization.



Pathway Standards

- A1.0 Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.
- A2.0 Demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators and trends, as well as international concepts.
- A3.0 Demonstrate the importance of legal, ethical and financial issues in business marketing decisions.
- A4.0 Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business marketing decisions.

Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RESOURCES:

Resources

1. Textbooks – Marketing Essentials, pages 527
2. Videos
3. Industry Speakers – Store Managers



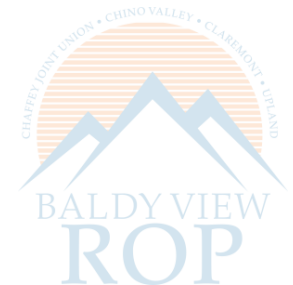
IDEA/THEME: UNIT 6. CUSTOMER SERVICE AND SELLING SKILLS
ENGAGING TITLE:
ESSENTIAL QUESTION: THE CUSTOMER IS ALWAYS RIGHT, RIGHT?
INSTRUCTIONAL HOURS: 35 hours

Common Core Unit Objective

Students will learn how to successfully interact with customers, meet customers' needs and how to effectively close sales.

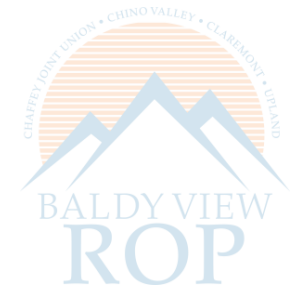
Key Assignments

- Students will learn customer service/selling skills in simulated practice in the classroom and will be trained in and practice selling and customer service daily at worksites.
- Students will create a store at a school event. Students will incorporate selling skills along with customer service.



Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.1 Recognize the elements of communication using a sender-receiver model.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
 - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
 - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 7.0 **Responsibility and Flexibility:** Initiate and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales and Services sector workplace environment and community settings.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
 - 7.7 Demonstrate the qualities and behaviors that constitute a p
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
 - 8.4 Demonstrate the importance of truthfulness, honesty, and quality in the Marketing, Sales, and Services sector.



Pathway Standards

- B3.0 Analyze customer/client behavior in the selling process.
 - B3.2 Differentiate between each stage of the customer buying process.
 - B3.3 Explain the importance of customer service and explain communication techniques.
 - B3.5 Resolve contradictions when possible.
 - B3.7 Defend why quality customer service translates into a competitive edge in marketing efforts.
- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
 - B4.1 Explain the main characteristics of a successful salesperson including; listening, verbal and written communication skills, product knowledge, customer connection, trust worthiness, and power of persuasion.
 - B4.3 Apply techniques used by salespeople to enhance selling potential and customer satisfaction.
- B8.0 Access and use marketing information to enhance sales opportunities and activities.
 - B8.5 Research consumers' needs and wants to identify product/service gaps and to develop, maintain, and improve, products and services.

Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RESOURCES:

Resources

1. Modeling
2. Role Playing
3. Store Observations and Practice
4. Videos



IDEA/THEME: UNIT 7. PROMOTION, ADVERTISING AND DISPLAY

ENGAGING TITLE:

ESSENTIAL QUESTION: CAN YOU ATTRACT YOUR TARGET?

INSTRUCTIONAL HOURS: 35 hours

Common Core Unit Objective

Students will learn the various aspects of promotion, how to create a promotional plan and apply these principles to specific businesses and products.

Key Assignments

- Students will learn the principles of promotion by individually designing Print Advertisements and Work Site Posters as well as team projects including: Product Catalogs; Hotel Concepts and Seasonal Promotional Events.
- Students will learn the principles of Store Display and practice techniques at worksites.



Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats
 - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 4.0 **Technology:** Use existing technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Services sector workplace environment.
 - 4.1 Use electronic reference materials to gather information and produce products and services.
 - 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
 - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspective, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA career technical student organization.
 - 9.7 Participate in interactive teamwork to solve real Marketing, Sales, and Services sector issues and problems.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments of performing technical tasks.
 - 10.3 Construct projects and products specific to the Marketing, Sales, and Services sector requirements and expectations.
 - 10.5 Integrate the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing decisions.



Pathway Standards

- A7.0 Demonstrate an understanding of product and institutional promotion through advertising, publicity/public relations, promotional sales, and e-commerce, using product, services, images, and ideas to achieve a desired outcome.
 - A7.1 Describe the types of promotion.
 - A7.3 Understand important promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment.
 - A7.4 Explain the role of promotion.
 - A7.6 Summarize the effectiveness of different types of advertising media.
 - A7.8 Differentiate between publicity, public relations and advertising.

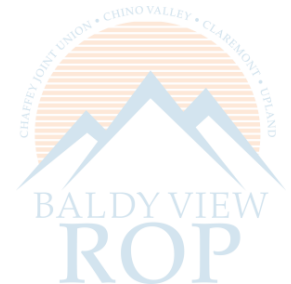
Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RESOURCES:

Resources

1. Magazines
2. Catalogs
3. Worksheets
4. On-Line Research
5. CC Store Corporate Display Standards Binders



IDEA/THEME: UNIT 8. INVENTORY AND PRICING PROCEDURES

ENGAGING TITLE:

ESSENTIAL QUESTION: Is the price right?

INSTRUCTIONAL HOURS: 34 hours

Common Core Unit Objective

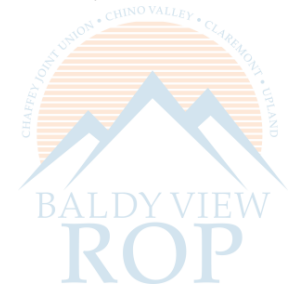
Students will learn the procedures involved in store inventory including: shipping; receiving; pricing; labeling; and returns and how stores manage inventory through physical counts and technology.

Key Assignments

- Students will learn the principles of inventory and pricing by creating pricing strategies for their concept stores.
- Students will practice inventory control and pricing at CC worksites.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments of performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Marketing, Sales, and Services sector.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Integrate the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing



Pathway Standards

- A8.0 Demonstrate an understanding of the process of establishing and communicating the value or cost of goods and services, the nature and scope of pricing concepts, and the strategies and outcomes of pricing.
 - A8.1 Understand the nature, scope and factors affecting the pricing function.
 - A8.2 Develop a foundational knowledge of pricing to understand its role in the marketing.
 - A8.3 Explain the role of business ethics and legal considerations in the pricing as well as the importance of a reputation for honesty in communication and for quality products.
 - A8.4 Connect the use of technology in the pricing function.
 - A8.5 Employ pricing strategies to determine prices.

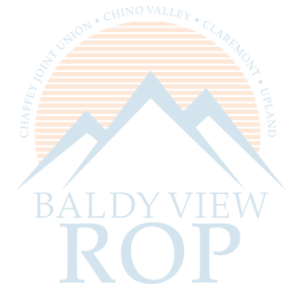
Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RESOURCES:

Resources

1. Textbook – Marketing Essentials, page 500, 524
2. CC Internships
3. On-Line Research



IDEA/THEME: UNIT 9. LOSS PREVENTION

ENGAGING TITLE:

ESSENTIAL QUESTION: Pardon me, did you pay for that?

INSTRUCTIONAL HOURS: 3 hours

Common Core Unit Objective

Students will learn the definition of Loss Prevention and the effects on the business, as well as means to control and minimize loss.

Key Assignments

- Students will learn the principles of loss prevention by individually answering store loss scenario questions on a prepared worksheet, and by practicing loss prevention procedures at their CC store assignments.

Anchor Standards

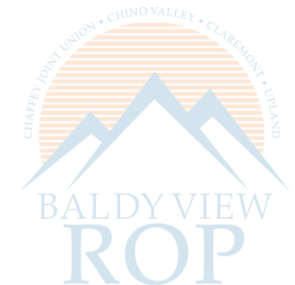
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.4 Demonstrate the importance of truthfulness, honesty, and quality in the Marketing, Sales, and Services sector.
- 8.5 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

Pathway Standards

- A3.0 Demonstrate the importance of legal, ethical and financial issues in business marketing decisions.
- A3.3 Define the significance of ethical behavior in the workplace.

Common Core Standards

- RS 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.



RESOURCES:

Resources

1. PowerPoint – (Retail Security and Loss Prevention)
2. CC Store Training



IDEA/THEME: UNIT 10. CASH HANDLING PROCEDURES

ENGAGING TITLE:

ESSENTIAL QUESTION: Can you make change?

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

Students will learn the skills and procedures for handling cash and credit in a retail environment.

Key Assignments

- Students will learn the principles of handling cash by individually completing math equations requiring computation of specific change in customer transactions.
- Students will also learn the basics of cash and charge transactions through simulated customer purchase scenarios in the classroom.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.3 Demonstrate ethical and legal practices consistent with Marketing, Sales, and Services sector workplace standards.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments of performing technical tasks.
- 10.3 Construct projects and products specifics to the Marketing, Sales, and Services sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.



Pathway Standards

- B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.
- B3.0 Analyze customer/client behavior in the selling process.
- B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.
- B8.0 Access and use marketing information to enhance sales opportunities and activities.

Common Core Standards

- LS 9-10 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- SLS 11-12 12.2: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each course and noting any discrepancies among the data.
- SLS 9-10 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.
- SLS 11-12.1D: Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue, resolve contradictions when possible, and determining what additional information or research is required to deepen the investigation or complete the work.
- WS 11-12.6: Use technology, include the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

RESOURCES:

Resources

1. Cash Registers

