

TEXAS
CORRELATION OF STANDARDS WITH
GOODHEART-WILLCOX
RETAILING AND E-TAILING © 2014
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§130.345. Implementation of Texas Essential Knowledge and Skills for Career Development, High School.

§130.345. Retailing and E-tailing (One-Half to One Credit).

- (a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance.
- (b) Introduction. Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.
- (c) Knowledge and skills.

STANDARDS		CORRELATING PAGES
(1) The student knows how to use information technology tools to manage and perform marketing-research responsibilities. The student is expected to:		
(A) assess the impact of technology on marketing research; and		Instruction: Pg. 223, 330 Review/Activity/Assessment: Pg. 233, Checkpoint 10.2, #2 Pg. 345, Apply Your Knowledge #2
(B) determine types of technology needed by a company.		Instruction: Pg. 336–340 Review/Activity/Assessment: Pg. 346, Teamwork
(2) The student identifies business concepts and understands how retail businesses satisfy economic needs. The student is expected to:		
(A) categorize retailing activities such as buying and pricing, transporting and storing, advertising and selling, servicing, financing, and risk taking; and		
(i) buying and pricing,		Instruction: Pg. 148–151, 164–166 Review/Activity/Assessment Pg. 152, Checkpoint 7.1, #1 Pg. 170, Checkpoint 8.1, #1
(ii) transporting and storing,		Instruction: Pg. 150, 151–152 Review/Activity/Assessment: Pg. 158, Apply Your Knowledge #2
(iii) advertising and selling,		Instruction: Pg. 196–206, 224–233 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #3 Pg. 233, Checkpoint 10.2, #3
(iv) servicing,		Instruction: Pg. 240–245 Review/Activity/Assessment: Pg. 274, Checkpoint 11.1, #1
(v) financing, and		Instruction: Pg. 135–136 Review/Activity/Assessment: Checkpoint 6.2, #4
(vi) risk taking; and		Instruction:

		Pg. 42–45, 428–429 Review/Activity/Assessment: Pg. 47, Apply Your Knowledge #10 Pg. 429, Checkpoint 18.1, #5
(B) explain the interdependence each retailing activity has with marketing and business.		Instruction: Pg. 18–20, 105–108 Review/Activity/Assessment: Pg. 21, Checkpoint 1.2, #3 Pg. 108, Checkpoint 5.2, #1 Pg. 108, Checkpoint 5.2, #3
(3) The student knows the relationship of business and society. The student is expected to:		
(A) understand the ramifications of business conduct;		Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 392, Critical Thinking
(B) identify ways that businesses contribute to the community;		Instruction: Pg. 10–14 Review/Activity/Assessment: Pg. 23, Apply Your Knowledge #6 Pg. 14, Checkpoint 1.1, #4–5
(C) analyze the ethical issues and questions of everyday life;		Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 401, Checkpoint 17.1, #1
(D) apply critical-thinking skills to ethical issues, problems, and questions		
	(i) apply critical-thinking skills to ethical issues,	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #5
	(ii) apply critical-thinking skills to ethical problems, and	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #2
	(iii) apply critical-thinking skills to ethical questions;	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #4
(E) compare and contrast the roles of cultural diversity in society and understand and respect different ethical opinions;		
	(i) compare the roles of cultural diversity in society	Instruction: Pg. 374 Review/Activity/Assessment: Pg. 386–387, Apply Your Knowledge #2
	(ii) contrast the roles of cultural diversity in society	Instruction: Pg. 374 Review/Activity/Assessment: Pg. 386–387, Apply Your Knowledge #2
	(iii) understand and respect different ethical opinions	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #6
(F) cite evidence for research as an important element in problem solving; and		Instruction: Pg. 53, 59 (research statistics) Review/Activity/Assessment: Pg. 52, Web Connect
(G) develop a logical argument establishing the importance of public discussion in finding answers to difficult ethical issues.		Instruction: Pg. 392–393

		Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #6
(4) The student identifies the eight key ethical topics and analyzes each topic using a decision-making model. The student is expected to:		
(A) develop an understanding of office ethics, corporate ethics, outside influences on ethics, technology and ethics, communicating and ethics, employee and office ethics, and perceptions and behaviors.		
	(i) develop an understanding of office ethics,	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #1
	(ii) develop an understanding of corporate ethics,	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #2
	(iii) develop an understanding of outside influences on ethics,	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #3
	(iv) develop an understanding of technology and ethics	Instruction: Pg. 399–400 Review/Activity/Assessment: Pg. 412, Review Your Knowledge #5
	(v) develop an understanding of communicating and ethics,	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #5
	(vi) develop an understanding of employee and office ethics, and	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #1
	(vii) develop an understanding of perceptions and behaviors.	Instruction: Pg. 392–393 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #8
(5) The student knows how to design quantitative marketing research activities to ensure accuracy, appropriateness, and adequacy of data collection efforts. The student is expected to:		
(A) explain the nature of actionable research;		Instruction: Pg. 74–75 Review/Activity/Assessment: Pg. 92–93, Apply Your Knowledge #2
(B) compare business objectives with the expected use of the marketing research outcomes;		Instruction: Pg. 88–90 Review/Activity/Assessment: Pg. 92, Apply Your Knowledge #1
(C) select appropriate research techniques;		Instruction: Pg. 81–84 Review/Activity/Assessment: Pg. 92–93, Apply Your Knowledge #2
(D) identify the marketing research problem;		Instruction: Pg. 75–76 Review/Activity/Assessment: Pg. 92–93, Apply Your Knowledge #2
(E) determine research approaches such as observation, survey, and experimentation appropriate to the research problem;		
	(i) observation appropriate to the research problem	Instruction: Pg. 83 Review/Activity/Assessment:

		Pg. 85, Checkpoint 4.1, #5
	(ii) survey appropriate to the research problem	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8–9
	(iii) experimentation appropriate to the research problem	Instruction: Pg. 84 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #7
(F) select data collection methods such as observations, mail, telephone, Internet, discussion groups, interviews, and scanners;		
	(i) observations	Instruction: Pg. 83 Review/Activity/Assessment: Pg. 85, Checkpoint 4.1, #5
	(ii) mail	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #3
	(iii) telephone	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #3
	(iv) Internet	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #3
	(v) discussion groups	Instruction: Pg. 82–83 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #9
	(vi) interviews	Instruction: Pg. 82–83 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #9
	(vii) scanners	Instruction: Pg. 154–155 Review/Activity/Assessment: Pg. 159, Apply Your Knowledge #7
(G) evaluate the relationship between the research purpose and the marketing research objectives;		Instruction: Pg. 74–75, 88–90 Review/Activity/Assessment: Pg. 85, Checkpoint 4.1, #1 Pg. 92, Apply Your Knowledge #1
(H) estimate the value of research information;		Instruction: Pg. 75–76 Review/Activity/Assessment: Pg. 92–93, Apply Your Knowledge #2
(I) develop sampling plans such as who, how many, and how chosen;		
	(i) who	Instruction: Pg. 84–85 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #4, #9
	(ii) how many	Instruction: Pg. 84–85 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #4

	(iii) how chosen	Instruction: Pg. 84–85 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #4
(J) prepare research briefs and proposals;		
	(i) prepare research briefs	Instruction: Pg. 75–76 Review/Activity/Assessment: Pg. 92–93, Apply Your Knowledge #2
	(ii) prepare research proposals	Instruction: Pg. 75–76 Review/Activity/Assessment: Pg. 92–93, Apply Your Knowledge #2
(K) control sources of error and bias such as response errors, interview errors, non-response errors, and sample design;		
	(i) control response errors	Instruction: Pg. 75–76, 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #5
	(ii) control interview errors	Instruction: Pg. 75–76, 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #5
	(iii) control non-response errors	Instruction: Pg. 75–76, 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #5
	(iv) control sample design	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #4
(L) develop rating scales such as Likert, semantic differential, and behavior intention scales;		
	(i) develop Likert	Instruction: Pg. 86–87 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
	(ii) develop semantic differential	Instruction: Pg. 87 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
	(iii) develop behavior intention scales	Instruction: Pg. 86–87 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
(M) prepare diaries such as product, media-use, and contact; and		
	(i) product	Instruction: Pg. 83 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #10
	(ii) media-use	Instruction: Pg. 83 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #10
	(iii) contact	Instruction: Pg. 83 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #10

(N) create simple questionnaires such as types of questions, question wording, routing, sequencing, length, and layout.		
	(i) types of questions	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
	(ii) question wording	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
	(iii) routing	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #3
	(iv) sequencing	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
	(v) length	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
	(vi) layout	Instruction: Pg. 81–82 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #8
(6) The student knows how to collect marketing information to facilitate decision making. The student is expected to:		
	(A) explain how the marketing mix contributes to successful retailing;	Instruction: Pg. 105–106 Review/Activity/Assessment: Pg. 108, Checkpoint 5.2, #1
	(B) explain the importance of target markets;	Instruction: Pg. 98–99 Review/Activity/Assessment: Pg. 104, Checkpoint 5.1, #2
	(C) obtain information from customer databases;	Instruction: Pg. 223 Review/Activity/Assessment: Pg. 235, Apply Your Knowledge, #7
(D) obtain marketing information from online sources such as search engines, databases, blogs, and listservs;		
	(i) obtain marketing information from search engines	Instruction: Pg. 332–335 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #2
	(ii) obtain marketing information from databases	Instruction: Pg. 329 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #2
	(iii) obtain marketing information from blogs	Instruction: Pg. 330 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #2
	(iv) obtain marketing information from listservs	Instruction: Pg. 330 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #2
	(E) explain web log data mining for marketing information;	Instruction:

		Pg. 88 Review/Activity/Assessment: Pg. 92, Review Your Knowledge #9
(F) track environmental changes that impact marketing such as technological changes, consumer trends, economic changes, and regulatory changes;		
	(i) technological changes	Instruction: Pg. 108 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #9
	(ii) consumer trends	Instruction: Pg. 108 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #9
	(iii) economic changes	Instruction: Pg. 108 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #9
	(iv) regulatory changes	Instruction: Pg. 108 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #9
(G) monitor sales data by volume, product, territory, channel, and time period;		
	(i) monitor sales data by volume	Instruction: Pg. 362–363 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #8
	(ii) monitor sales data by product	Instruction: Pg. 362–363 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #10
	(iii) monitor sales data by territory	Instruction: Pg. 362–363 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #10
	(iv) monitor sales data by channel,	Instruction: Pg. 365 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #9
	(v) monitor sales data by time period	Instruction: Pg. 362–363 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #9
(H) identify transactional data through electronic means such as bar coding, optical scanners, automatic replenishment systems, electronic data interchange, and reader-sorters; and		
	(i) bar coding	Instruction: Pg. 154–155 Review/Activity/Assessment: Pg. 159, Apply Your Knowledge #3
	(ii) optical scanners	Instruction: Pg. 154–155 Review/Activity/Assessment: Pg. 159, Apply Your Knowledge #7
	(iii) automatic replenishment systems	Instruction: Pg. 154 Review/Activity/Assessment: Pg. 159, Apply Your Knowledge #4

	(iv) electronic data interchange	Instruction: Pg. 154–155 Review/Activity/Assessment: Pg. 159, Apply Your Knowledge #6
	(v) reader-sorters	n/a
(I) describe advantages and disadvantages of market segmentation and mass marketing		
	(i) advantages of market segmentation	Instruction: Pg. 99 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #2
	(ii) disadvantages of market segmentation	Instruction: Pg. 99 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #2
	(iii) advantages of mass marketing.	Instruction: Pg. 98–99 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #2
	(iv) disadvantages of mass marketing.	Instruction: Pg. 98–99 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #2
(7) The student knows mathematics concepts in retailing and performs calculations manually and with the use of technology. The student is expected to:		
(A) complete sales transactions, returns, and adjustments;		
	(i) complete sales transactions	Instruction: Pg. 218–219 Review/Activity/Assessment: Pg. 235, Apply Your Knowledge #4
	(ii) complete returns	Instruction: Pg. 220 Review/Activity/Assessment: Pg. 235, Apply Your Knowledge #6
	(iii) complete adjustments	Instruction: Pg. 220 Review/Activity/Assessment: Pg. 235, Apply Your Knowledge #9
	(B) apply mathematics concepts in retailing; and	Instruction: Pg. 218–220 Review/Activity/Assessment: Pg. 235, Apply Your Knowledge #4
(C) evaluate data in tables, graphs, and charts.		
	(i) evaluate data in tables	Instruction: Pg. 43 Review/Activity/Assessment: Pg. 46, Review Your Knowledge #8
	(ii) evaluate data in graphs	Instruction: Pg. 131–132 Review/Activity/Assessment: Pg. 142, Review Your Knowledge #5
	(iii) evaluate data in charts	Instruction: Pg. 127–130 Review/Activity/Assessment: Pg. 132, Checkpoint 6.1, #3
(8) The student communicates interpersonal skills, reports findings to others, and integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:		

(A) demonstrate comprehension of technical and specialized written communication;		
	(i) demonstrate comprehension of technical written communication	Instruction: Pg. 191 Review/Activity/Assessment: Pg. 208–209, Apply Your Knowledge #2
	(ii) demonstrate comprehension of specialized written communication	Instruction: Pg. 191 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #9
(B) communicate effectively in a retail setting;		
		Instruction: Pg. 188–190 Review/Activity/Assessment: Pg. 195, Checkpoint 9.1, #1
(C) observe audience reaction and adjust presentation such as pace, tone, vocabulary, and body language to suit the audience;		
	(i) observe audience reaction and adjust presentation such as pace to suit the audience	Instruction: Pg. 192 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #6
	(ii) observe audience reaction and adjust presentation such as tone to suit the audience	Instruction: Pg. 191 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #11
	(iii) observe audience reaction and adjust presentation such as vocabulary to suit the audience	Instruction: Pg. 191 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #10
	(iv) observe audience reaction and adjust presentation such as body language to suit the audience	Instruction: Pg. 192–193 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #5
(D) use effective verbal and nonverbal response strategies to adjust the message in response to audience's facial expressions and body language;		
	(i) use effective verbal response strategies to adjust the message in response to audience's facial expressions and body language	Instruction: Pg. 192 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #7
	(ii) use effective nonverbal response strategies to adjust the message in response to audience's facial expressions and body language	Instruction: Pg. 193 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #8
(E) set confidence levels;		
		Instruction: Pg. 191–192 Review/Activity/Assessment: Pg. 208, Apply Your Knowledge #1
(F) test for significant differences, relationships, and associations;		
	(i) test for significant differences	Instruction: Pg. 75–76 Review/Activity/Assessment: Pg. 85, Checkpoint 4.1, #2
	(ii) test for relationships,	Instruction: Pg. 88–90 Review/Activity/Assessment: Pg. 91, Checkpoint 4.2, #3
	(iii) test for associations	Instruction: Pg. 86–88 Review/Activity/Assessment:

		Pg. 92, Review Your knowledge #6
(G) use statistical inferences to make estimates or to test hypotheses;		
	(i) use statistical inferences to make estimates	Instruction: Pg. 75–76 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #9
	(ii) use statistical inferences to test hypotheses	Instruction: Pg. 75–76 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #9
(H) identify types of modeling techniques;		
		Instruction: Pg. 319–320 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #7
(I) apply mathematical modeling techniques; and		
		Instruction: Pg. 319 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #7
(J) use statistical software systems.		
		Instruction: Pg. 88, 319–320 Review/Activity/Assessment: Pg. 94, Teamwork Pg. 345, Apply Your Knowledge #7
(9) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:		
(A) describe how teams function;		
		Instruction: Pg. 374–376 Review/Activity/Assessment: Pg. 377, Checkpoint 16.1 #4
(B) participate in teamwork to solve problems;		
		Instruction: Pg. 373 Review/Activity/Assessment: Pg. 386, Review Your Knowledge #4
(C) distinguish between the roles of team leaders and team members;		
	(i) distinguish between the roles of team leaders and	Instruction: Pg. 378–383 Review/Activity/Assessment: Pg. 386, Apply Your Knowledge #1
	(ii) distinguish between the roles of team members	Instruction: Pg. 372–374 Review/Activity/Assessment: Pg. 386, Apply Your Knowledge #1
(D) identify characteristics of good leaders;		
		Instruction: Pg. 378–383 Review/Activity/Assessment: Pg. 386, Review Your Knowledge #8
(E) identify employers' expectations and appropriate work habits;		
	(i) identify employer's expectations	Instruction: Pg. 216–218 Review/Activity/Assessment: Pg. 221, Checkpoint 10.1, #2
	(ii) identify appropriate work habits	Instruction: Pg. 216–218 Review/Activity/Assessment: Pg. 235, Apply Your Knowledge #10
(F) define discrimination, harassment, and equality;		
	(i) define discrimination	Instruction:

		Pg. 407 Review/Activity/Assessment: Pg. 412, Review Your Knowledge #7
	(ii) define harassment	Instruction: Pg. 407 Review/Activity/Assessment: Pg. 412, Review Your Knowledge #7
	(iii) define equality	Instruction: Pg. 407 Review/Activity/Assessment: Pg. 412, Review Your Knowledge #7
(G) apply time-management techniques to develop and maintain schedules and meet deadlines;		
	(i) apply time-management techniques to develop schedules,	Instruction: Pg. 383 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #6
	(ii) apply time-management techniques to maintain schedules, and	Instruction: Pg. 383 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #6
	(iii) apply time-management techniques to meet deadlines	Instruction: Pg. 383 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #6
(H) describe how teams measure results;		Instruction: Pg. 383–384 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #7
(I) develop two methods to recognize and reward team performance;		
	(i) develop two methods to recognize team performance and	Instruction: Pg. 383–384 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #8
	(ii) develop two methods to reward team performance;	Instruction: Pg. 383–384 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #8
(J) participate in leadership and career development activities; and		
	(i) participate in leadership activities and	Instruction: Pg. 378–383 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #9
	(ii) participate in career development activities; and	Instruction: Pg. 384–385 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #9
(K) identify and practice effective interpersonal and team-building skills.		
	(i) identify effective interpersonal skills	Instruction: Pg. 373–374 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #10
	(ii) practice effective interpersonal skills	Instruction: Pg. 373–374 Review/Activity/Assessment: Pg. 387, Apply Your Knowledge #10
	(iii) identify effective team-building skills	Instruction:

		Pg. 375 Review/Activity/Assessment: Pg. 372, Web Connect
	(iv) practice effective team-building skills	Instruction: Pg. 375 Review/Activity/Assessment: Pg. 372, Web Connect
(10) The student develops basic knowledge of E-tailing principles. The student is expected to:		
	(A) articulate different types of E-tailing; and	Instruction: Pg. 52–58 Review/Activity/Assessment: Pg. 66, Apply Your Knowledge #1
	(B) document the advantages and disadvantages of doing business on the web.	
	(i) document the advantages of doing business on the web and	Instruction: Pg. 54–55 Review/Activity/Assessment: Pg. 58, Checkpoint 3.1, #2
	(ii) document the disadvantages of doing business on the web.	Instruction: Pg. 56–57 Review/Activity/Assessment: Pg. 66, Review Your Knowledge #2
(11) The student identifies the use of the Internet as a marketing tool. The student is expected to:		
	(A) interpret the basic marketing functions and how they apply to E-tailing;	
	(i) interpret the basic marketing functions	Instruction: Pg. 286–288 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge, #4
	(ii) interpret how they apply to E-tailing	Instruction: Pg. 286–288 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge, #4
	(B) describe criteria for identifying a potential website product or service;	
	(i) describe criteria for identifying a potential website product	Instruction: Pg. 286 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge #5
	(ii) describe criteria for identifying a potential website service	Instruction: Pg. 286 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge #5
	(C) discover and identify the Internet tools and methods used to market goods and services;	
	(i) discover Internet tools used to market goods	Instruction: Pg. 203-206 Review/Activity/Assessment: Pg. 196, Web Connect Pg. 208, Review Your Knowledge, #10
	(ii) discover Internet tools used to market services	Instruction: Pg. 203-206 Review/Activity/Assessment: Pg. 196, Web Connect Pg. 208, Review Your Knowledge, #10
	(iii) identify Internet tools used to market goods	Instruction: Pg. 203-206 Review/Activity/Assessment: Pg. 196, Web Connect Pg. 208, Review Your Knowledge, #10

	(iv) identify Internet tools used to market services	Instruction: Pg. 203-206 Review/Activity/Assessment: Pg. 196, Web Connect Pg. 208, Review Your Knowledge, #10
(D) depict target marketing and niche marketing in relation to E-tailing;		
	(i) depict target marketing in relation to E-tailing	Instruction: Pg. 98–104 Review/Activity/Assessment: Pg. 104, Checkpoint 5.1, #2
	(ii) depict niche marketing in relation to E-tailing	Instruction: Pg. 98–99 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #5
(E) understand the importance of search engines optimization;		Instruction: Pg. 332–335 Review/Activity/Assessment: Pg. 335, Checkpoint 14.2, #5
(F) identify and illustrate customer service as it relates to E-tailing;		
	(i) identify customer service as it relates to E-tailing	Instruction: Pg. 248–252 Review/Activity/Assessment: Pg. 257, Apply Your Knowledge #6
	(ii) illustrate customer service as it relates to E-tailing	Instruction: Pg. 248–255 Review/Activity/Assessment: Pg. 257, Apply Your Knowledge #9
(G) describe collection and payment options for websites; and		
	(i) describe collection options for websites	Instruction: Pg. 332 Review/Activity/Assessment: Pg. 335, Checkpoint 14.2, #4
	(ii) describe payment options for websites	Instruction: Pg. 327 Review/Activity/Assessment: Pg. 335, Checkpoint 14.2, #2
(H) analyze various marketing functions in existing E-tailing sites.		Instruction: Pg. 286–292 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge #3, 4
(12) The student identifies the ethical, legal, and security aspects of E-tailing. The student is expected to:		
(A) define, identify, and examine security concerns and threats;		
	(i) define security concerns	Instruction: Pg. 56 Review/Activity/Assessment: Pg. 67, Apply Your Knowledge #4
	(ii) identify security concerns	Instruction: Pg. 418–421 Review/Activity/Assessment: Pg. 430, Apply Your Knowledge #3
	(iii) examine security concerns	Instruction: Pg. 418–421 Review/Activity/Assessment: Pg. 430, Apply Your Knowledge #3
	(iv) define threats	Instruction: Pg. 56

		Review/Activity/Assessment: Pg. 67, Apply Your Knowledge #4
	(v) identify threats	Instruction: Pg. 418–421 Review/Activity/Assessment: Pg. 431, Apply Your Knowledge #4
	(vi) examine threats	Instruction: Pg. 418–421 Review/Activity/Assessment: Pg. 431, Apply Your Knowledge #4
(B) identify security procedures and providers;		
	(i) identify security procedures	Instruction: Pg. 422–427 Review/Activity/Assessment: Pg. 431, Apply Your Knowledge #7
	(ii) identify security providers	Instruction: Pg. 422–427 Review/Activity/Assessment: Pg. 431, Apply Your Knowledge #8
(C) evaluate appropriate copyright and trademark compliance; and		
	(i) evaluate appropriate copyright compliance	Instruction: Pg. 409–410 Review/Activity/Assessment: Pg. 411, Checkpoint 17.2 #5
	(ii) evaluate trademark compliance	Instruction: Pg. 410 Review/Activity/Assessment: Pg. 411, Checkpoint 17.2 #5
(D) identify relevant laws and explain how to obtain a copyright or trademark.		
	(i) identify relevant laws	Instruction: Pg. 407–410 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #8
	(ii) explain how to obtain a copyright	Instruction: Pg. 409–410 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #9
	(iii) explain how to obtain a trademark.	Instruction: Pg. 410 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #9
(13) The student analyzes and creates an effective E-tailing website. The student is expected to:		
(A) develop website goals and objectives;		
	(i) develop website goals	Instruction: Pg. 318–319 Review/Activity/Assessment: Pg. 344, Review Your Knowledge #2
	(ii) develop website objectives	Instruction: Pg. 318–319 Review/Activity/Assessment: Pg. 344, Review Your Knowledge #2
(B) analyze website structure and design components such as text, graphics, digital images, animation, links, forms, frames, applets, and multimedia components;		
	(i) analyze website structure	Instruction: Pg. 293–302 Review/Activity/Assessment:

		Pg. 311, Apply Your Knowledge #9
	(ii) analyze design components	Instruction: Pg. 286–292 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge, #6, 7
	(iii) analyze text,	Instruction: Pg. 304–308 Review/Activity/Assessment: Pg. 309, Checkpoint 13.3, #3 Pg. 312, Apply Your Knowledge, #10
	(iv) analyze graphics,	Instruction: Pg. 305 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge, #7
	(v) analyze digital images,	Instruction: Pg. 306 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge, #7
	(vi) analyze animation,	Instruction: Pg. 307 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge, #7
	(vii) analyze links,	Instruction: Pg. 304 Review/Activity/Assessment: Pg. 311, Apply Your Knowledge, #8
	(viii) analyze forms,	Instruction: Pg. 329 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #3
	(ix) analyze frames,	Instruction: Pg. 339–340 Review/Activity/Assessment: Pg. 343, Checkpoint 14.3, #3
	(x) analyze applets, and	Instruction: Pg. 337 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #5
	(xi) analyze multimedia components.	Instruction: Pg. 342–343 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #6
	(C) identify methods of determining the Internet identity of a business;	Instruction: Pg. 323 Review/Activity/Assessment: Pg. 344, Review Your Knowledge #3
	(D) explain how to obtain an Internet name;	Instruction: Pg. 322–323 Review/Activity/Assessment: Pg. 344, Review Your Knowledge #3
	(E) construct and use appropriate tools in the creation of complex web pages containing forms, data collection, frames, and tables; and	
	(i) construct web pages containing forms	Instruction: Pg. 329 Review/Activity/Assessment: Pg. 346, Teamwork

	(ii) construct web pages containing data collection	Instruction: Pg. 329–330 Review/Activity/Assessment: Pg. 346, Teamwork
	(iii) construct web pages containing frames	Instruction: Pg. 339–340 Review/Activity/Assessment: Pg. 346, Teamwork
	(iv) construct web pages containing tables	Instruction: Pg. 340–341 Review/Activity/Assessment: Pg. 346, Teamwork
	(v) use appropriate tools in the creation of complex web pages containing forms	Instruction: Pg. 329 Review/Activity/Assessment: Pg. 346, Teamwork
	(vi) use appropriate tools in the creation of complex web pages containing data collection	Instruction: Pg. 329–330 Review/Activity/Assessment: Pg. 346, Teamwork
	(vii) use appropriate tools in the creation of complex web pages containing frames	Instruction: Pg. 339–340 Review/Activity/Assessment: Pg. 346, Teamwork
	(viii) use appropriate tools in the creation of complex web pages containing tables	Instruction: Pg. 340–341 Review/Activity/Assessment: Pg. 346, Teamwork
	(F) evaluate and confirm appropriate tools in the creation of enhanced web pages.	
	(i) evaluate appropriate tools in the creation of enhanced web pages.	Instruction: Pg. 329–332 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #8
	(ii) confirm appropriate tools in the creation of enhanced web pages.	Instruction: Pg. 329–332 Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #8
(14) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:		
(A) describe types of marketing research used in retailing; and		Instruction: Pg. 77–84 Review/Activity/Assessment: Pg. 93, Apply Your Knowledge #3
(B) list benefits and limitations of marketing research when applied to a retail situation.		
	(i) list benefits of marketing research when applied to a retail situation	Instruction: Pg. 88 Review/Activity/Assessment: Pg. 91, Checkpoint 4.2, #3
	(ii) list limitations of marketing research when applied to a retail situation	Instruction: Pg. 99 Review/Activity/Assessment: Pg. 119, Apply Your Knowledge #2
(15) The student demonstrates knowledge of retail pricing policies, objectives, and strategies. The student is expected to:		
(A) compare and contrast pricing policies and strategies among retail establishments; and		
	(i) compare pricing policies among retail establishments	Instruction: Pg. 34, 166–169 Review/Activity/Assessment:

		Pg. 46, Apply Your Knowledge #1 Pg. 180, Apply Your Knowledge #1
	(ii) contrast pricing policies among retail establishments	Instruction: Pg. 34, 166–169 Review/Activity/Assessment: Pg. 46, Apply Your Knowledge #1 Pg. 180, Apply Your Knowledge #2
	(iii) compare pricing strategies among retail establishments	Instruction: Pg. 8, 34, 171–173 Review/Activity/Assessment: Pg. 23, Apply Your Knowledge #3 Pg. 46, Apply Your Knowledge #1 Pg. 181, Apply Your Knowledge #7
	(iv) contrast pricing strategies among retail establishments	Instruction: Pg. 8, 34, 171–173 Review/Activity/Assessment: Pg. 23, Apply Your Knowledge #3 Pg. 46, Apply Your Knowledge #1 Pg. 181, Apply Your Knowledge #8
	(B) explain how business conduct often plays a major role in pricing decisions such as prices after a natural disaster.	Instruction: Pg. 393–395 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #7
(16) The student knows controllable and uncontrollable variables that affect pricing. The student is expected to:		
	(A) list controllable variables that impact price; and	Instruction: Pg. 166–167 Review/Activity/Assessment: Pg. 170, Checkpoint 8.1, #3
	(B) describe uncontrollable variables that impact price.	Instruction: Pg. 166, 167–169 Review/Activity/Assessment: Pg. 181, Apply Your Knowledge #3
(17) The student knows that successful retailers develop, implement, and evaluate promotional plans. The student is expected to:		
	(A) evaluate promotional objectives used in retail businesses;	Instruction: Pg. 196–198 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #3
	(B) explain legal and ethical issues involved in promotion; and	
	(i) explain legal issues involved in promotion	Instruction: Pg. 397–398 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #8
	(ii) explain ethical issues involved in promotion;	Instruction: Pg. 397–398 Review/Activity/Assessment: Pg. 413, Apply Your Knowledge #4
	(C) discuss how display, publicity, personal selling, and customer service work together to achieve retail promotional objectives.	Instruction: Pg. 206–207 Review/Activity/Assessment: Pg. 209, Apply Your Knowledge #4
(18) The student knows that a retail establishment should project a positive image. The student is expected to:		
	(A) classify components of image and critique the physical environment of a retail business; and	
	(i) classify components of image	Instruction: Pg. 265–270 Review/Activity/Assessment: Pg. 280, Review Your Knowledge #1

	(ii) critique the physical environment of a retail business	Instruction: Pg. 265–270 Review/Activity/Assessment: Pg. 280, Apply Your Knowledge #2
	(B) explain the impact of visual merchandising on retail sales.	Instruction: Pg. 265 Review/Activity/Assessment: Pg. 280, Review Your Knowledge #2
(19) The student knows that purchasing occurs in a continuous cycle. The student is expected to:		
	(A) explain responsibilities of a retail buyer;	Instruction: Pg. 133–141 Review/Activity/Assessment: Pg. 141, Checkpoint 6.2
	(B) use current technology to examine a retail merchandise plan	Instruction: Pg. 127–128 Review/Activity/Assessment: Pg. 143, Apply Your Knowledge #3
(C) identify goods and services retailers use for daily operations; and		
	(i) identify goods retailers use for daily operations	Instruction: Pg. 362–363 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #6
	(ii) identify services retailers use for daily operations	Instruction: Pg. 362–363 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #6
	(D) describe ways to reduce operational expenses.	Instruction: Pg. 362–363 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #6
(20) The student knows that risks impact retail businesses. The student is expected to:		
	(A) categorize types of business risks; and	Instruction: Pg. 42–45, 418 Review/Activity/Assessment: Pg. 47, Apply Your Knowledge #10 Pg. 430, Apply Your Knowledge #1
(B) explain methods retailers use to control risks such as		
	(i) surveillance,	Instruction: Pg. 424 Review/Activity/Assessment: Pg. 431, Apply Your Knowledge #5
	(ii) insurance, and	Instruction: Pg. 427–428 Review/Activity/Assessment: Pg. 431, Apply Your Knowledge #10
	(iii) safety training.	Instruction: Pg. 425–426 Review/Activity/Assessment: Pg. 431, Apply Your Knowledge #9
(21) The student knows what influences retail customers before they make a purchase. The student is expected to:		
	(A) discuss the Consumer Bill of Rights; and	Instruction: Pg. 403–405 Review/Activity/Assessment: Pg. 411, Checkpoint 17.2, #2
	(B) identify a customer's buying motives.	Instruction: Pg. 112–114

		Review/Activity/Assessment: Pg. 117, Checkpoint 5.3, #2
(22) The student knows the selling process. The student is expected to:		
(A) illustrate the importance of product and service knowledge when presenting sales demonstrations; and		
	(i) illustrate the importance of product knowledge when presenting sales demonstrations and	Instruction: Pg. 224–233 Review/Activity/Assessment: Pg. 234, Apply Your Knowledge #1
	(ii) illustrate the importance of service knowledge when presenting sales demonstrations; and	Instruction: Pg. 224–233 Review/Activity/Assessment: Pg. 235, Apply You Knowledge #5
(B) prepare and deliver a sales presentation.		
	(i) prepare a sales presentation	Instruction: Pg. 230 Review/Activity/Assessment: Pg. 235, Apply You Knowledge #2
	(ii) deliver a sales presentation	Instruction: Pg. 224–233 Review/Activity/Assessment: Pg. 235, Apply You Knowledge #3
(23) The student knows the important role each retail employee plays in providing exceptional customer service. The student is expected to:		
(A) describe employee actions and attitudes that result in customer satisfaction; and		
	(i) describe employee actions that result in customer satisfaction and	Instruction: Pg. 253 Review/Activity/Assessment: Pg. 256, Apply Your Knowledge #2
	(ii) describe employee attitudes that result in customer satisfaction; and	Instruction: Pg. 243 Review/Activity/Assessment: P g. 257, Apply Your Knowledge #3
(B) identify management actions and attitudes that result in customer satisfaction.		
	(i) identify management actions that result in customer satisfaction and	Instruction: Pg. 361 Review/Activity/Assessment: Pg. 367, Apply Your Knowledge #7
	(ii) identify management attitudes that result in customer satisfaction.	Instruction: Pg. 361 Review/Activity/Assessment: Pg. 359, Critical Thinking