§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.

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

1. **(i) apply critical-thinking skills to ethical issues,**

   **Instruction:**
Pg. 392–393
   **Review/Activity/Assessment:**
Pg. 413, Apply Your Knowledge #5

2. **(ii) apply critical-thinking skills to ethical problems,** and

   **Instruction:**
Pg. 392–393
   **Review/Activity/Assessment:**
Pg. 413, Apply Your Knowledge #2

3. **(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;

1. **(i) compare the roles of cultural diversity in society**

   **Instruction:**
Pg. 374
   **Review/Activity/Assessment:**
Pg. 386–387, Apply Your Knowledge #2

2. **(ii) contrast the roles of cultural diversity in society**

   **Instruction:**
Pg. 374
   **Review/Activity/Assessment:**
Pg. 386–387, Apply Your Knowledge #2

3. **(iii) understand and respect different ethical opinions**

   **Instruction:**
Pg. 392–393
   **Review/Activity/Assessment:**
Pg. 413, Apply Your Knowledge #4

(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
(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:**
| (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 |
| (J) prepare research briefs and proposals; | Instruction:  
Pg. 75–76  
Review/Activity/Assessment:  
Pg. 92–93, Apply Your Knowledge #2 |
| (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; | Instruction:  
Pg. 75–76, 81–82  
Review/Activity/Assessment:  
Pg. 93, Apply Your Knowledge #5 |
| (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; | Instruction:  
Pg. 86–87  
Review/Activity/Assessment:  
Pg. 93, Apply Your Knowledge #8 |
| (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 | Instruction:  
Pg. 83  
Review/Activity/Assessment:  
Pg. 93, Apply Your Knowledge #10 |
| (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; | Instruction: Pg. 332–335  
                     Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #2 |
| (i) obtain marketing information from search engines              | Instruction: Pg. 329  
                     Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #2 |
| (ii) obtain marketing information from databases                 | Instruction: Pg. 330  
                     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. 330  
                     Review/Activity/Assessment: Pg. 345, Apply Your Knowledge #2 |
(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 |
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<tr>
<td>(v) reader-sorters</td>
<td>n/a</td>
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(1) 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:
<table>
<thead>
<tr>
<th>A</th>
<th>demonstrate comprehension of technical and specialized written communication;</th>
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<tbody>
<tr>
<td>(i)</td>
<td>demonstrate comprehension of technical written communication</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 191</td>
</tr>
<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 208–209, Apply Your Knowledge #2</td>
</tr>
<tr>
<td>(ii)</td>
<td>demonstrate comprehension of specialized written communication</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 191</td>
</tr>
<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 209, Apply Your Knowledge #9</td>
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<table>
<thead>
<tr>
<th>B</th>
<th>communicate effectively in a retail setting;</th>
</tr>
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<tbody>
<tr>
<td>Instruction:</td>
<td>Pg. 188–190</td>
</tr>
<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 195, Checkpoint 9.1, #1</td>
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<tr>
<th>C</th>
<th>observe audience reaction and adjust presentation such as pace, tone, vocabulary, and body language to suit the audience;</th>
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<tbody>
<tr>
<td>(i)</td>
<td>observe audience reaction and adjust presentation such as pace to suit the audience</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 192</td>
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<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 209, Apply Your Knowledge #6</td>
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<tr>
<td>(ii)</td>
<td>observe audience reaction and adjust presentation such as tone to suit the audience</td>
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<td>Instruction:</td>
<td>Pg. 191</td>
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<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 209, Apply Your Knowledge #11</td>
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<tr>
<td>(iii)</td>
<td>observe audience reaction and adjust presentation such as vocabulary to suit the audience</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 191</td>
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<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 209, Apply Your Knowledge #10</td>
</tr>
<tr>
<td>(iv)</td>
<td>observe audience reaction and adjust presentation such as body language to suit the audience</td>
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<tr>
<td>Instruction:</td>
<td>Pg. 192–193</td>
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<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 209, Apply Your Knowledge #5</td>
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<tr>
<th>D</th>
<th>use effective verbal and nonverbal response strategies to adjust the message in response to audience's facial expressions and body language;</th>
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<tbody>
<tr>
<td>(i)</td>
<td>use effective verbal response strategies to adjust the message in response to audience's facial expressions and body language</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 192</td>
</tr>
<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 209, Apply Your Knowledge #7</td>
</tr>
<tr>
<td>(ii)</td>
<td>use effective nonverbal response strategies to adjust the message in response to audience's facial expressions and body language</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 193</td>
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<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 209, Apply Your Knowledge #8</td>
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<tr>
<th>E</th>
<th>set confidence levels;</th>
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<tr>
<td>Instruction:</td>
<td>Pg. 191–192</td>
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<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 208, Apply Your Knowledge #1</td>
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<table>
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<tr>
<th>F</th>
<th>test for significant differences, relationships, and associations;</th>
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<tbody>
<tr>
<td>(i)</td>
<td>test for significant differences</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 75–76</td>
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<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 85, Checkpoint 4.1, #2</td>
</tr>
<tr>
<td>(ii)</td>
<td>test for relationships,</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 88–90</td>
</tr>
<tr>
<td>Review/Activity/Assessment:</td>
<td>Pg. 91, Checkpoint 4.2, #3</td>
</tr>
<tr>
<td>(iii)</td>
<td>test for associations</td>
</tr>
<tr>
<td>Instruction:</td>
<td>Pg. 86–88</td>
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<tr>
<td>Review/Activity/Assessment:</td>
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<tr>
<td>(G) use statistical inferences to make estimates or to test hypotheses;</td>
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</table>
| (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 |

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<th>(H) identify types of modeling techniques;</th>
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| Instruction:  
Pg. 319–320  
Review/Activity/Assessment:  
Pg. 345, Apply Your Knowledge #7 |

<table>
<thead>
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<th>(I) apply mathematical modeling techniques; and</th>
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| Instruction:  
Pg. 319  
Review/Activity/Assessment:  
Pg. 345, Apply Your Knowledge #7 |

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<tr>
<th>(J) use statistical software systems.</th>
</tr>
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</table>
| Instruction:  
Pg. 88, 319–320  
Review/Activity/Assessment:  
Pg. 94, Teamwork  
Pg. 345, Apply Your Knowledge #7 |

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<tr>
<th>(9) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:</th>
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</table>
| (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 |

<table>
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<th>(C) distinguish between the roles of team leaders and team members;</th>
</tr>
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</table>
| (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 |

<table>
<thead>
<tr>
<th>(E) identify employers’ expectations and appropriate work habits;</th>
</tr>
</thead>
</table>
| (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 |

<table>
<thead>
<tr>
<th>(F) define discrimination, harassment, and equality;</th>
</tr>
</thead>
</table>
| (i) define discrimination | Instruction:  

Texas 10
(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:
### (iv) practice effective team-building skills

**Instruction:**
Pg. 375  
**Review/Activity/Assessment:**  
Pg. 372, Web Connect

---

<table>
<thead>
<tr>
<th>(10) The student develops basic knowledge of E-tailing principles. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A)</strong> articulate different types of E-tailing; and</td>
</tr>
</tbody>
</table>

**Instruction:**
Pg. 52–58  
**Review/Activity/Assessment:**  
Pg. 66, Apply Your Knowledge #1

<table>
<thead>
<tr>
<th>(B) document the advantages and disadvantages of doing business on the web.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(i)</strong> document the advantages of doing business on the web and</td>
</tr>
</tbody>
</table>

**Instruction:**
Pg. 54–55  
**Review/Activity/Assessment:**  
Pg. 58, Checkpoint 3.1, #2

<table>
<thead>
<tr>
<th><strong>(ii)</strong> document the disadvantages of doing business on the web.</th>
</tr>
</thead>
</table>

**Instruction:**
Pg. 56–57  
**Review/Activity/Assessment:**  
Pg. 66, Review Your Knowledge #2

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<table>
<thead>
<tr>
<th>(11) The student identifies the use of the Internet as a marketing tool. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A)</strong> interpret the basic marketing functions and how they apply to E-tailing;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>(i)</strong> interpret the basic marketing functions</th>
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**Instruction:**
Pg. 286–288  
**Review/Activity/Assessment:**  
Pg. 311, Apply Your Knowledge, #4

<table>
<thead>
<tr>
<th><strong>(ii)</strong> interpret how they apply to E-tailing</th>
</tr>
</thead>
</table>

**Instruction:**
Pg. 286–288  
**Review/Activity/Assessment:**  
Pg. 311, Apply Your Knowledge, #4

<table>
<thead>
<tr>
<th><strong>(B)</strong> describe criteria for identifying a potential website product or service;</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>(i)</strong> describe criteria for identifying a potential website product</th>
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</table>

**Instruction:**
Pg. 286  
**Review/Activity/Assessment:**  
Pg. 311, Apply Your Knowledge #5

<table>
<thead>
<tr>
<th><strong>(ii)</strong> describe criteria for identifying a potential website service</th>
</tr>
</thead>
</table>

**Instruction:**
Pg. 286  
**Review/Activity/Assessment:**  
Pg. 311, Apply Your Knowledge #5

<table>
<thead>
<tr>
<th><strong>(C)</strong> discover and identify the Internet tools and methods used to market goods and services;</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>(i)</strong> discover Internet tools used to market goods</th>
</tr>
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</table>

**Instruction:**
Pg. 203–206  
**Review/Activity/Assessment:**  
Pg. 196, Web Connect  
Pg. 208, Review Your Knowledge, #10

<table>
<thead>
<tr>
<th><strong>(ii)</strong> discover Internet tools used to market services</th>
</tr>
</thead>
</table>

**Instruction:**
Pg. 203–206  
**Review/Activity/Assessment:**  
Pg. 196, Web Connect  
Pg. 208, Review Your Knowledge, #10

<table>
<thead>
<tr>
<th><strong>(iii)</strong> identify Internet tools used to market goods</th>
</tr>
</thead>
</table>

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

| (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 | 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. 119, Apply Your Knowledge #2 |
| (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

<table>
<thead>
<tr>
<th>(B) explain the impact of visual merchandising on retail sales.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction:</strong> Pg. 265</td>
</tr>
<tr>
<td><strong>Review/Activity/Assessment:</strong> Pg. 280, Review Your Knowledge #2</td>
</tr>
</tbody>
</table>

(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
[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: Pg. 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 |