

Unit 03: Selling (6 Weeks)

Content Area: **Business**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

	Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RST.11-12	Reading Science and Technical Subjects
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

CS.9-12.8.1.12.AP.5

Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

ELA.K-12.1

Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

ELA.K-12.2

Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

ELA.K-12.3

Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

1. What are the goals of selling?
2. At what point in the sales process do you stop determining the customer's needs?
3. What is the goal of the product presentation?
4. What is suggestion selling, and why is it important?
5. How is a credit card sale different from a debit card sale?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. Learning how to research products and customers is helpful when selling any type of product or idea.
2. A thorough analysis of customers' needs and wants is necessary when planning and executing effective sales presentations.
3. When you sell you analyze your customer's needs and buying motives.
4. The goal of selling is to help customers make satisfying buying decisions so they buy from you again.
5. There are a variety of forms of payment involved in a sales transaction

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. The definition & goals of selling
2. The various sales situations encountered in the business world
3. The definition of feature-benefit selling
4. How customers make decisions & the difference between rational & emotional buying decisions
5. Sources for developing product information
6. Prospecting sources & methods
7. How leads are developed
8. Preparation for the sale in business-to-business selling & retail selling
9. The seven steps of a sale
10. The importance & purposes of the approach in the sales process
11. How business-to-business sales representatives conduct the initial approach

12. The three initial approach methods used by retail salespeople
13. Why determining needs is an essential step in the sales process
14. Three methods used for determining needs
15. The goal of the product presentation
16. How products are selected for the presentation
17. What to say during the product presentation
18. Four techniques that will make a lively & effective product presentation
19. The difference between objections & excuses
20. The five buying decisions upon which common objections are based
21. The general four-step method for handling customer objections
22. The six specific methods of handling objections & when each should be used
23. The buying signals that a customer sends
24. The rules for closing a sale
25. The specialized methods of closing a sale
26. Why suggestion selling is important
27. The rules for effective suggestion selling
28. Specialized suggestion selling methods
29. The concept of relationship marketing & how it is related to the sales process
30. The three general functions of all cash registers
31. The arrangement of currency & coins in a cash register drawer
32. The two methods of making change
33. The two most important rules for safeguarding money at the cash register
34. The general content of sales checks & the basic ways of generating them
35. The various types of sales transactions
36. The math calculations necessary to fill out sales checks

Skills

Skills

Student will be skilled at ...

1. Explain the nature & scope of the selling function.
2. Analyze product information for use in selling.
3. Identify customer's buying motives for use in selling.
4. Facilitate customer-buying decisions.
5. Determine customer/client needs.
6. Explain key factors in building a clientele.
7. Differentiate between consumer & organizational buying behavior
8. Explain the selling process.
9. Prepare for the sales presentation.
10. Establish relationship with client/customer
11. Determine customer/client needs.
12. Demonstrate product.
13. Recommend specific product.
14. Convert customer/client objections into selling points.
15. Handle customer inquiries
16. Close the sale.
17. Sell good/service/idea to individuals.
18. Facilitate customer-buying decisions.
19. Demonstrate suggestion selling.
20. Process sales documentation.
21. Analyze technology for use in the sales function.
22. Process sales documentation.
23. Calculate miscellaneous charges.
24. Explain the purpose & importance of credit.
25. Address the needs of individual personalities.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Marketing Essentials

0-02-640601-2

Glencoe/McGraw Hill 1997

Various internet sites

Scholastic UPFRONT magazine

Formative Assessment Strategies

Formative Assessment Strategies

Key Concepts

Oral and/or written responses

Participation

Class Activities

Learning Activities/Unit of Study

Learning Activities/Unit of Study

1. outline including chapter terms.
2. Students will write summaries of best & worst experience they have had with salespeople. Open discussion to follow.
3. Discuss the difference between seeing an advertisement & going to a store & having a salesperson help you.
4. Introduce customer buying motives by discussing the students last product purchases.
5. Using magazines, have students select several ads depicting rational & emotional motive purchasing. Discussion to follow.
6. In groups of 2-3, students will select a product at random & develop a feature/benefit chart.
7. Have student's explain the following statement: customers do not buy products; they buy what the products will do for them.
8. Conduct a discussion about gold miners in the Old West & prospecting. Introduce the concept of prospecting for customers as practiced by salespeople.
9. Have student's role-play a scenario demonstrating the personal characteristics & skills of an effective salesperson.
10. Students will complete chapter outline including chapter terms.
11. To introduce the steps of a sale, have students illustrate what happens when they walk into a store & a salesperson approaches them
12. Discuss a salesperson's goal during the initial approach to a customer.
13. In groups of 3-4, have students select a product & write down its major selling points. Have them write an effective retail merchandise approach using its key selling points. Have student's role play their approaches.
14. Have students go to an online retail web site to see how the customer is greeted.
15. Have students write down 10 questions that could be used to determine what type of athletic shoe a person might want to buy. Discussion to follow.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson

being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

