



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES & SERVICE

PATHWAY: Marketing and Management
COURSE: Advanced Marketing
UNIT 8: Purchasing and Pricing Strategies



INTRODUCTION

Annotation:

In this unit, students will view PowerPoint presentations covering buying and pricing methods, fill in note-taking guides, and create a merchandise plan in a store they have invented.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

7 – 50 minute class periods

Author:

Revised by Meghan Hatcher

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

MKT-AM-8 Utilize purchasing and pricing strategies to maximize return and meet customers' perceptions of value.

- a. Explain the nature of purchasing for resale.
- b. Determine what goods and/or services to buy and when to buy.
- c. Determine open-to-buy in the buying process.
- d. Outline the steps in a buying plan.
- e. Describe key aspects utilized when selecting vendors.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will be able to grasp information that is necessary to select vendors.
- Students will realize the importance of buying products as a result of customer need or want.
- Matching product offerings with target market needs.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is it important to understand the steps in a buying plan?
- What strategies would you use when choosing a vendor?
- Why is it important to know what goods/services to buy and when to buy them?

Knowledge from this Unit: Factual information.

- Students will become aware of the nature of purchasing for resale.
- Students will identify aspects of selecting vendors.

Skills from this Unit: Performance.

- Students will determine what goods/services to buy and when to buy taking into account seasonality.
- Students will outline the steps in the buying plan.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MKT-AM-8 Utilize purchasing and pricing strategies to maximize return and meet customers' perceptions of value.

- a. Explain the nature of purchasing for resale.
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2. Review Essential Questions.

- Why is it important to understand the steps in a buying plan?
- What strategies would you use when choosing a vendor?
- Why is it important to know what goods/services to buy and when to buy them?

3. Identify and review the unit vocabulary.

Day1: Introduction

-Explain the important role that buyers play.

MKT-AM-8 Buying Marketing PP

Day 2:

MKT-AM-8 Buying Merchandise PP

MKT-AM-8 Buying Merchandise Note Taking Guide

Day 3:

MKT-AM-8 Merchandise Assortment PP

MKT-AM-8 Merchandise Assortment Note Taking Guide

Day 4-7:

Unit Project: MKT-AM-8 Merchandise Buying Project

MKT-AM-8 Merchandise Buying Project Rubric

4. Assessment Activity.

Attachments for Learning Experiences: Please list.

MKT-AM-8 Buying Marketing PP
MKT-AM-8 Buying Merchandise PP
MKT-AM-8 Buying Merchandise Note Taking Guide
MKT-AM-8 Merchandise Assortment PP
MKT-AM-8 Merchandise Assortment Note Taking Guide
MKT-AM-8 Merchandise Buying Project
MKT-AM-8 Merchandise Buying Project Rubric

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

- This unit can be linked into several DECA events along with other elements (example: Internet Business Plan).



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

MKT-AM-8 Merchandise Buying Project

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

This performance assessment can be given as an individual or groups project. Aspects of this assignment can also be used in creating DECA competition manuals. Students should be creative in their development of a store and merchandise selection. The written portion should follow the same format as the assignment. Also, inviting business professionals/advisory members to sit in on presentations would also be a great way to evaluate student work. Students will also be exposed to presenting in a professional manner to actual business people. Presentation guidelines can be teacher mandated or at the discretion of the teacher, depending on class dynamic.

Attachments for Culminating Performance Task: Please list.

MKT-AM-8 Merchandise Buying Plan Rubric
The attached rubric should be distributed with the project. Teachers can adjust (add or subtract components). Students should use the rubric to self evaluate.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		