

COURSE OUTLINE DEVELOPMENT

1. **1. Course Title:** **Marketing**
2. **2. CBEDS Title:**
3. **3. CBEDS Number:**
4. **Job Titles:** **Account Representative** **Buyer's Assistant**
 Sales Associate **Marketing Assistant**
 Customer Service Clerk **Telemarketer**
 Sales Associate **Ticket Agent**

5. Course Description:

This course is designed prepare students for entry-level positions in marketing, advertising and/or public relations. The course will focus on the basic concepts of economics and the fundamentals of marketing. Students will learn to make realistic management decisions as they apply what they have learned in the classroom to realistic business simulations and other activities. The second semester will emphasize entrepreneurial studies and managerial skills. Topics covered include a marketing plan and a business plan.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology and employment literacy connection to core academic standards. Employment in the banking industry is expected to increase because of the expansion of credit unions, small regional banks and savings institutions.

Business and Accounting Pathways	
<i>Introductory</i>	Computer Foundations
<i>Skill Building</i>	Accounting 1, 2 or Computerized Accounting or Entrepreneurship or Financial Services or Retail Merchandising
<i>Advanced</i>	Marketing or Accounting 3, 4 or Business Management or Business Co-op, or Retail Co-op

Students will:

1. Describe the scope of marketing.
2. Summarize the key principles on which a modified free enterprise system is based.
3. Describe what business is and its basic functions.
4. Use the eight steps of the sales process on the job.
5. Explain the role and types of promotion and advertising.
6. Describe the Channels of Distribution.
7. Plan and implement a pricing strategy.
8. Explain the importance and function of marketing research.
9. Explain how businesses plan what products to produce and sell and how they position and manage these products.
10. Describe the different forms of business ownership and the associated risks.
11. Develop a Business Plan.

6. **Hours:** **180 hours**
7. **Prerequisites:** **Accounting 1, 2; or Computerized Accounting; or Entrepreneurship Or Financial Services, or Retail Merchandising**
8. **Date:** **July 2011**

9. Course Outline

COURSE OUTLINE				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
<p>I. CAREER PREPARATION</p> <p>A. Career Planning and Management.</p> <ol style="list-style-type: none"> 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. <ol style="list-style-type: none"> a. Students will identify skills needed for job success b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. <ol style="list-style-type: none"> a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. 3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. <ol style="list-style-type: none"> a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications. b. Students will participate in mock job interviews. 4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> <ol style="list-style-type: none"> a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> <ol style="list-style-type: none"> a. <i>Contact two professional organization and identify the steps to become a member.</i> 6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> <ol style="list-style-type: none"> a. <i>Students will describe careers in the business industry sector.</i> b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i> <p>B. Technology.</p> <ol style="list-style-type: none"> 1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. 3. Use appropriate technology in the chosen career pathway. <p>C. Problem solving and Critical Thinking.</p> <ol style="list-style-type: none"> 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks. 	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Finance and Business Industry Sector, Model Curriculum Standards 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5 LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

<p>2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</p> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 2. Understand critical elements of health and safety practices related to a variety of business environments. <p>E. Responsibility & Flexibility.</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community. 3. Understand the need to adapt to varied roles and responsibilities. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. <i>Contact a business and obtain a copy of their rules for employment.</i> b. <i>Role play difference ethical scenarios.</i> 3. Understand the role of personal integrity and ethical behavior in the workplace. <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> 1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals. 2. Understand the ways in which professional associations, such as Skills USA, FBLA and competitive career activities enhance academic skills, career choices, and contribute to promote employability. 3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I Students understand the concepts involved in the world of Marketing.</p> <p>A. Students will define marketing.</p> <p>B. Students will describe the foundations of marketing.</p> <p>C. Students will describe the functions of marketing</p> <ol style="list-style-type: none"> 1. Students will work in teams and look for examples of marketing functions and economic utilities on a field trip to a local mall. 2. Each team will generate a written report on their findings and present to the class. 3. Students will ask questions of a panel of local business owners discussing marketing and its functions as they related to their business. 4. Students will conduct an Internet search on an item to determine to whom it was marketed when it first appeared. 5. Students will understand the economic benefits of mktg. 	20	Marketing, Sales & Svc. Industry Sec. Professional Sales & Marketing Pathway D1.0	W(11-12) 1.5 L&S (11-12) 1.8	WA 1.1 (8)R2.1 (10)R2.1, 2.7 (10)WS1.1, 1.2, 1.4, 1.9
<p>II. Students will use understand the concept of Marketing.</p> <p>A. Students will describe the difference between customers and consumers.</p> <p>B. Students will describe what a market is and how it can be described.</p> <p>C. Students will describe the four “Ps” of marketing.</p> <ol style="list-style-type: none"> 1. In small groups, students will generate a list of their favorite clothing items and provide reasons why those items are special to them. 2. Students will complete assignments from Business Week case studies and Internet resources. 	10	Professional Sales & Marketing Pathway D1.6	Alg.(8-12) 24.2	(10)A1.1 (8)Rd.1 (10)R2.1, 2.5 (10)WS1.2, 1.3 M(7)NS1.2, 1.3
<p>III. Students will understand the economic principles that govern the way Marketing functions in different economic systems.</p> <p>A. Students will summarize the key principles on which a modified free enterprise system is based.</p> <p>B. Students will explain how supply and demand interact to set prices.</p> <p>C. Students will identify various types of economies.</p> <p>D. Students will identify various economic measurements.</p> <p>E. Students will discuss the role of the government and the consumer in a market economy.</p> <p>F. Students will identify the factors of production and relation them to the three basic questions that all economies must answer.</p> <p>G. List the goals of a health economy and explain how they are measured.</p> <p>H. Describe the four phases of the business cycle.</p> <ol style="list-style-type: none"> 1. Students will use current business publications and find an article related to the content of this unit, summarize the article and link it to one or more marketing concepts. 2. Students will research three federal regulatory agencies and create a database of their findings. 3. Students will use the Internet to research professional athletes who have endorsed products and identify potential problems for the manufacturer. 4. Students will interview a local business owner about government policies that may have cost them money and report finding to the class. 	20	Entrepreneur Pathway B5.4, B5.6	Econ.12.1 12.1.1, 12.2.1, 12.2.7 R(11-12) 2.3 L&S(11-12) 1.8 M2.8	Stat(6) 2.5, 3.3 (7)MR1.1 , 1.2, 3.3

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>IV. Students demonstrate an understanding of Business and International Marketing.</p> <p>A. Students will describe what a business is and explain its basic functions.</p> <p>B. Students will identify and classify different types of businesses.</p> <p>C. Students will discuss business ethics and areas in which businesses are thought to have a social responsibility.</p> <p>D. Students will discuss the importance of international trade and government methods to encourage or discourage it.</p> <p>E. Students will explain how business can get involved in international trade and what factors they should consider before doing so.</p> <ol style="list-style-type: none"> 1. Students will write a report researching both sides of NAFTA and give their own opinion. 2. Students will research the top exports from designated countries and prepare a PowerPoint presentation. 	18.5	Int'l Trade Pathway C1.0 C1.2 C1.3 Entrepreneur Pathway B1.2	R(9-10) 2.1 R(11-12) 2.3 W(11-12) 1.1, 1.3	R(8)R2.1 R(10)R2.4, 2.5, 2.7 (10)WS1.1, 1.2, 1.4, 1.5, 1.9
<p>V. Students understand the basic concept of Selling.</p> <p>A. Students will be able to use the seven steps of the sales process on the job.</p> <p>B. Students will explain the process and techniques of both retail and business-to-business selling.</p> <p>D. Students will identify ways to prepare for selling and determining customer needs.</p> <p>E. Students will demonstrate effective suggestion selling and sale closing techniques.</p> <ol style="list-style-type: none"> 1. Students will prepare a written sales training manual and present to the class. 	10	Professional Sales & Marketing Pathway D1.3 D1.4		
<p>VI. Students demonstrate an understanding of the importance of Promotional Strategies when selling goods and services or developing a business image.</p> <p>A. Students will identify promotional concepts and strategies.</p> <p>B. Students will describe visual merchandising and create a display.</p> <p>C. Students will explain the importance and ethics of advertising.</p> <ol style="list-style-type: none"> 1. Students will create a print advertisement. 2. Students will prepare a display advertisement. 3. Students will identify popular slogans. 	15	Professional Sales & Marketing Pathway D3.1 Entrepreneur Pathway B4.2	W(11-12) 1.6 2.5(10)	
<p>VII. Students demonstrate an understanding of Channels of Distribution.</p> <p>A. Students will explain the nature and scope of transportation systems and services.</p> <p>B. Students will describe the buying process and effect the Internet has had on the purchasing function.</p> <p>C. Students will calculate the major entries in a merchandise plan.</p> <p>D. Students will discuss the nature and impact of technology on inventory management and inventory systems.</p> <ol style="list-style-type: none"> 1. Students will research why stock turnover rates vary by type of retail institution. 2. Students will research inventory management systems. 	15	Int'l Trade Pathway C3.1 C4.1 E-Commerce Pathway A4.0 Entrepreneur Pathway B1.6	Alg. 1.1 13.0 15.0	

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards.	CAHSEE
<p>VIII. Students demonstrate an understanding of the importance of Pricing.</p> <p>A. Students will explain the nature and scope of price planning.</p> <p>B. Students will describe pricing strategies.</p> <p>1. Students will use pricing math to calculate markups and markdowns.</p>	18.5	Finance & Business Ind. Sector Business Financial Mgmt. PW C1.3	Alg. (8-12)15.0	M (9) NS1.7 MR1.1, 1.2
<p>IX. Students understand the importance of Marketing Information Management.</p> <p>A. Students will learn how to construct a Marketing Survey with valid questions.</p> <p>B. Students will distinguish between open-ended and forced-choice questions.</p> <p>1. Students will conduct marketing research for a new minor league baseball franchise.</p>	10		W(11-12) 1.6, 1.7	W(10)W S1.2 and 1.9 (10)WA 1.2
<p>X. Students describe Product and Service Management.</p> <p>A. Students explain how businesses plan what products to produce and sell and how they position and manage these products.</p> <p>B. Students distinguish between product planning, product mix, and product development.</p> <p>C. Students explain the nature and scope of branding, packaging, and labeling in product planning.</p> <p>D. Students identify the importance of branding, branding elements, and branding strategies to product/service management.</p> <p>E. Students discuss extended product features such as warranties.</p> <p>1. Students will create a product and prototype and include a warranty.</p>	15	Professional Sales & Marketing Pathway D3.3 D3.4		
<p>XII. Students describe the concepts of Entrepreneurship and Finance.</p> <p>A. Students will identify the risks, rewards, advantages and disadvantages of entrepreneurship.</p> <p>B. Students will identify the different forms of business ownership and explain the risks and methods used to handle them.</p> <p>C. Students will identify the three major sections of a business plan.</p> <p>D. Students will prepare proforma financial statements.</p> <p>1. Students will develop a Business Plan.</p>	18	Finance & Business Ind. Sector Business Financial Mgmt. PW C1.1 C2.1 Entrepreneur Pathway B1.2 B2.0	Alg. (8-12) 1.1, 5.0, 15.0	W(10)WS1 .2 and 1.9 (10)WA 1.2 (7)MR1.2 (7)MR 2.4 (7)MR 3.3

10. Additional recommended/optional items
- a. Articulation: None
 - b. Academic credit: None
 - c. Instructional strategies:
 - Methods of Instruction:
 - a. Lecture
 - b. Audio Visual Materials
 - c. Research Readings and Written Presentations
 - d. Group & Individual Activities
 - e. Quizzes, Tests & Final Exam
 - f. Internet Exploration
 - g. Employer Evaluations – 2 annually
 - h. Guest Speakers
 - i. Projects:
 - d. Instructional materials: Marketing Essentials. Farese, Kimbrell, Woloszyk. Glenco McGraw-Hill, 2005. Woodland Hills, CA.
 - e. Certificates: