

# High School Course Description for **Marketing and Business Leadership**

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<p><b>Course Title:</b> Marketing and Business Leadership</p> <p><b>Course Number:</b> CTE1129</p> <p><b>Grade Level(s):</b> 9-12</p> <p><b>Meets a UC a-g Requirement:</b> Yes</p> <p><b>Meets High School Graduation Requirement for:</b> Computer Literacy/VAPA/Foreign Language/CTE</p>	<p><b>Curricular Area:</b></p> <p><b>Length:</b> One Year</p> <p><b>Prerequisites:</b></p> <p><b>Meets NCAA Requirement:</b> NO</p> <p><b>CTE Primary Industry Sector:</b> Marketing, Sales &amp; Service</p> <p><b>CTE Sequencing:</b> Concentration Course</p>
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**Course Description**

This course provides students with an introduction to Marketing and Business Leadership and is designed to provide a basic introduction to the scope and importance of marketing in the global economy. The course is also designed to serve the needs of both college and career readiness. This course is based upon the Marketing Education Framework which includes business, management and entrepreneurship; communication and interpersonal skills; economics and professional development foundation. Emphasis will be placed on both oral and written communications, mathematic applications, problem solving, and critical thinking skills, as they relate to distribution, financing, marketing-information management, pricing, product/service management, promotion, entrepreneurship, and selling. Instructional strategies may include computer/technology applications, as well as real and/or simulated occupational experiences and projects in the business and marketing functions.

**Alignment**

This course is aligned to the California Common Core Standards of Business and Finance Pathway, Marketing, Sales, and Services Pathway, and Information Support and Services Pathway, as well as Industry Sectors and College Career Readiness Standards.

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|--|--|
| Standard 1.0 Academics                             | Standard 2.0 Communications                    |
| Standard 3.0 Career Planning and Management        | Standard 4.0 Technology                        |
| Standard 5.0 Problem Solving and Critical Thinking | Standard 6.0 Health and Safety                 |
| Standard 7.0 Responsibility and Flexibility        | Standard 8.0 Ethics and Legal Responsibilities |
| Standard 9.0 Leadership and Teamwork               | Standard 10.0 Technical Knowledge and Skills   |
| Standard 11.0 Demonstration and Application        |  |

**Required Textbook(s)**

Marketing Essentials-Teacher Edition  
 ISBN 978-0-07-8953132

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Daily Work, Classwork, Class Participation, Homework.....	35%
Project-Based Assignments and Presentations .....	35%
Mastery Checkpoints and Assessments.....	10%
Final Examination.....	20%
	Total: 100%

# High School Course Description for **Marketing and Business Leadership**

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## **Development Team**

This Course of Study was developed/revised in May 2015 by Elizabeth Callaham, Jamie Megee and Jennifer Wymer.

## Instructional Guide for **Marketing and Business Leadership**

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

### **Support for Special Education Students:**

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

### **Stretching the Lesson for GATE Students:**

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

## Pacing Guide for Marketing and Business Leadership

### Unit 1: The World of Marketing Semester 1 — Weeks 1-3 Chapters 1-2

<b>OVERVIEW</b>	
<p>Students will be able to demonstrate understanding of the base knowledge of marketing and explain the benefits of marketing. Students will be able to provide an overview of careers in marketing. Students will be exposed to the foundation for marketing principles and practices. Students will be able to explain the marketing concept, the four Ps of the marketing mix, target marketing, and market segmentation.</p>	
<b>BIG IDEAS/ ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL/GUIDING QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Marketing is an educational process of creating, communicating, delivering, and exchanging ideas, goods and services that are valuable to the consumers.</li> <li>• Seven Marketing Core Functions.</li> <li>• The four P's of the marketing mix.</li> <li>• Customer Relationship Management combines customer information (through database and computer technology) with customer service and marketing communication.</li> <li>• Economic Benefits of Marketing.</li> <li>• SWOT Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how marketing has influenced your purchases?</li> <li>• How do businesses find out their strengths and weaknesses in the marketplace?</li> <li>• What are the three offerings in the scope of marketing?</li> <li>• Which of the functions focus on the consumer?</li> <li>• What marketing strategies do you see in the classroom or at home?</li> <li>• Why is it important to serve customers efficiently?</li> <li>• What is the benefit of competition?</li> <li>• What is the difference between internal analysis and external analysis?</li> </ul>
<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• Seven Marketing Core Functions: Channel Management, Marketing Information Management, Market Planning, Pricing, Product/Service Management, Promotion, and Selling.</li> <li>• Marketing Concept</li> <li>• Customer Relationship ( Management)</li> <li>• Economic Benefits of Marketing</li> <li>• Target Markets</li> <li>• Describe and explain the scope of marketing.</li> </ul>	<p>Analyze the importance of business law, communications, and customer relations as skills and knowledge in marketing.</p> <p>Explain why it is important that everyone in an organization recognize that repeat customers keep a company in business.</p> <p>Examine why companies collect information about customers' buying trends.</p> <p>Explain and defend the role that marketing plays in an economy.</p> <p>Compare and Contrast the difference between the consumer market and the organizational market.</p> <p>Describe and explain the four P's.</p> <p>Connect: How does the importance of target markets connect to the use of a customer profile.</p>

## Pacing Guide for Marketing and Business Leadership

### UNIT OBJECTIVES TO BE ASSESSED

- Write a marketing plan and a presentation on the scenario of using a selected organization/business to promote a client. Include SWOT analysis and demographic study.

### UNIT ASSESSMENT:

- Four foundations of Marketing
- Seven Functions of Marketing
- The Marketing Plan
- Marketing Segmentation
- SWOT Analysis

### KEY ASSIGNMENTS

- Identify a small a small business; write a two paragraph description of the product or service your business will market. Develop two goals you hope to attain in the first year of business.
- Prepare a presentation on a new fruit drink targeted at teenagers. Use the seven functions of marketing.
- Plan and develop a marketing mix for a small business.

Outside reading of business and finance-related resources

Explore and analyze outside reading resources that connect with topics and themes of core text

Cornell Notes

Graphic Organizers

Quick Writes

Digital Notebook

Power Points and Projects; Presentations

### TEXTS

Marketing Essentials-Teacher Edition ISBN 978-0-07-8953132

### ACADEMIC VOCABULARY

- Create
- Conduct
- Impact
- Benefits
- Similar
- Elements
- Factors
- Technology
- Ranges

### CONTENT-SPECIFIC VOCABULARY

- Marketing
- Goods
- Services
- Marketing Concept
- Utility
- Market
- Consumer Market
- Organizational Market
- Market Share

## Pacing Guide for Marketing and Business Leadership

<ul style="list-style-type: none"> <li>• <b>Attitudes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Target Market</b></li> <li>• <b>Customer Profile</b></li> <li>• <b>Marketing mix</b></li> <li>• <b>SWOT analysis</b></li> <li>• <b>PEST analysis</b></li> <li>• <b>Marketing Plan</b></li> <li>• <b>Executive Summary</b></li> <li>• <b>Situation Analysis</b></li> <li>• <b>Marketing Strategy</b></li> <li>• <b>Sales Forecasts</b></li> <li>• <b>Performance Standard</b></li> <li>• <b>Market Segmentation</b></li> <li>• <b>Demographics</b></li> <li>• <b>Disposable income</b></li> <li>• <b>Discretionary income</b></li> <li>• <b>Geographics</b></li> <li>• <b>Psychographics</b></li> <li>• <b>Mass marketing</b></li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<b>A5.0</b> <b>B8.0</b> <b>C3.0</b>	A5.5 A5.6 B8.2 B8.3 B8.4 C3.3
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> <li>• Whole-class and small-group collaborative discussions/panels</li> <li>• Think/pair/share</li> <li>• Socratic Seminar</li> <li>• Independent reading</li> <li>• Small group work</li> <li>• Oral presentations (individual, partner, and group) with visual and digital aids</li> <li>• Graphic organizers, advanced organizers, and response frames</li> <li>• Evidence gathering and research</li> <li>• Quick Writes</li> <li>• Self and peer editing</li> </ul>	

## Pacing Guide for Marketing and Business Leadership

### Unit 2: Economics

#### Semester 1 — Weeks 4-5 Chapters 3-4

<b>OVERVIEW</b>	
<p>Students will discuss some of the most basic principles of economic and political systems. The students will explore the characteristics of the free enterprise system: private ownership, competition, profit and risk. Students will also compare the free enterprise system to other economic systems and the various political systems that go with them.</p>	
<b>BIG IDEAS/ ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL/GUIDING QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Aspects of an economy such as consumers, businesses and governments affect the economy and marketing decisions.</li> <li>• Nations rely on each other to provide goods and services this interdependence creates a global marketplace.</li> <li>• An economy is how a nation chooses to use its resources to produce and distribute goods and services to provide for the needs and wants of its people.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss three ways in which economics affects your life every day.</li> <li>• Describe the basic economic choices available for each individual, business and society.</li> </ul>
<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• Definition of Economy</li> <li>• Business Cycle</li> <li>• Economic Measures and Resources</li> <li>• Trade Barriers</li> <li>• Trade Agreements</li> </ul> <p>Evaluate factors affecting the business cycle.            Compare and contrast the political and economic philosophies.            Compare and contrast types of trade barriers.            Describe the benefits and implications of International Trade.</p>	
<b>UNIT OBJECTIVES TO BE ASSESSED</b>	
<ul style="list-style-type: none"> <li>• Overview of Economics</li> <li>• Choices: Individual, Business and Society</li> <li>• Scarcity and its Impact on Economics</li> <li>• Productive Resources</li> <li>• Trade-offs and Opportunity Costs</li> </ul>	
<b>UNIT ASSESSMENT:</b>	
<ul style="list-style-type: none"> <li>• Visit the website the CIA's World Fact Book to conduct a global environmental scan for a country of your choice. Decide if it is a country where you could sell American-made products or if it is a country where you might want to have goods manufactured. Consider the following questions as you complete your research:</li> <li>• Are any of your competitors in the market in this country?</li> <li>• What are the risks of exporting as compared to foreign direct investment (FDI)?</li> </ul>	

## Pacing Guide for Marketing and Business Leadership

- What will you need to do to distinguish your product from others in the country?
- What resources (human, capital, and natural) will you need?

### KEY ASSIGNMENTS

- Describe and defend the basic economic choices available for each individual, business or society.
- Analyze the idea that social relationships are basically comprised of opportunity costs and trade-offs.
- Construct a model of a society in which the economy is owned by the government and discuss the advantages and pitfall of such a society.

Outside reading of business and finance-related resources

Explore and analyze outside reading resources that connect with topics and themes of core text

Cornell Notes

Graphic Organizers

Quick Writes

Digital Notebook

Power Points and Projects; Presentations

### TEXTS

Marketing Essentials-Teacher Edition ISBN 978-0-07-8953132

### ACADEMIC VOCABULARY

- Approaches
- Theory
- Invest
- Method
- Potential
- Infrastructure
- Proprietary
- Corporate

### CONTENT-SPECIFIC VOCABULARY

- **Economy**
- **Resources**
- **Factors of Production**
- **Infrastructure**
- **Entrepreneurship**
- **Scarcity**
- **Traditional Economy**
- **Market Economy**
- **Command Economy**
- **Productivity**
- **Gross National Product (GNP)**
- **Inflation**
- **Consumer Price Index (CPI)**
- **Producer Price Index (PPI)**
- **Business Cycle**
- **Expansion**
- **Recession**
- **Depression**
- **Recovery**



## Pacing Guide for Marketing and Business Leadership

	<ul style="list-style-type: none"> <li>• <b>International Trade</b></li> <li>• <b>Imports</b></li> <li>• <b>Exports</b></li> <li>• <b>Balance of Trade</b></li> <li>• <b>Free Trade</b></li> <li>• <b>Tariff</b></li> <li>• <b>Quota</b></li> <li>• <b>Embargo</b></li> <li>• <b>Protectionism</b></li> <li>• <b>World Trade Organization (WTO)</b></li> <li>• <b>North America Free Trade Agreement (NAFTA)</b></li> <li>• <b>European Union (EU)</b></li> <li>• <b>Licensing</b></li> <li>• <b>Contract Manufacturing</b></li> <li>• <b>Joint Venture</b></li> <li>• <b>Foreign direct Investment (FDI)</b></li> <li>• <b>Multinationals</b></li> <li>• <b>Mini-nationals</b></li> <li>• <b>Globalization</b></li> <li>• <b>Adaptation</b></li> <li>• <b>Customization</b></li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<p>A2.0 B1.0 C1.0</p>	<p>A2.3 A2.4 A2.5 B1.3 C1.2 C1.3 C1.4 C1.5</p>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> <li>• Whole-class and small-group collaborative discussions/panels</li> <li>• Think/pair/share</li> <li>• Socratic Seminar</li> <li>• Independent reading</li> <li>• Small group work</li> <li>• Oral presentations (individual, partner, and group) with visual and digital aids</li> </ul>	

## Pacing Guide for Marketing and Business Leadership

- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

### Unit 3: Economics

#### Semester 1 — Weeks 6-7 Chapters 5-6

#### OVERVIEW

Students will explore international business and the basic functions of business. The students will investigate the global marketplace and discuss the principles and practices of international trade. Students will describe the three major functions of business: production, marketing, and management. The students will explore the social responsibilities of business and society, with regard to the environment, consumers, and ethics.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Countries in the global marketplace have market-oriented economic systems that feature the traits of the free enterprise system: competition, property ownership, risk and the profit motive.
- The major functions of a business-production or procurement, marketing, management, and finance-are basis for determining the strengths and weaknesses of a company as part of a SWOT analysis.
- In the US private enterprise system, the government plays a role in safeguarding its principals and the welfare of its citizens.
- Socially responsible and civic-minded businesses are concerned with their workers, customers, communities and the environment. Business ethics are part of social responsibility and play a role in decisions made by businesses.

#### ESSENTIAL/GUIDING QUESTIONS

- How does a market economy answer the three basic economic questions of what, how and for whom?
- What three factors have led to the growth of the global marketplace?
- Is the market-oriented system in the Unites States a true free enterprise system? Why or why not?
- What are the four types of intellectual property rights?
- Why do you think that one out of three small businesses fails after one year of operation?
- What can happen if a company is sued or is tarnished by bad publicity?
- What is the theory of supply and demand?
- How do you think the internet is affecting the trend toward a more global market?
- Compare and contrast price vs. non-price competition.

## Pacing Guide for Marketing and Business Leadership

<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• Characteristics of a free enterprise system.</li> <li>• Price and non-price competition.</li> <li>• Theory of supply and demand.</li> <li>• For profit and non-profit organizations.</li> <li>• Major functions of Business.</li> <li>• Major types of business in and organizational market.</li> <li>• The role of government in the private enterprise system.</li> <li>• Federal regulatory agencies and laws that protect consumers, workers, investors and the environment.</li> <li>• The impact of government on businesses.</li> <li>• Businesses social responsibilities.</li> <li>• Concept of business ethics and guidelines for ethical behavior.</li> </ul> <p>Explain the types of economic systems. Distinguish between price and non-price competition. Determine and predict factors affecting business risk. Identify factors affecting a business's profit. Compare and contrast the relationship between government and business. Interpret supply and demand. Evaluate ethical work habits.</p>	
<b>UNIT OBJECTIVES TO BE ASSESSED</b>	
<ul style="list-style-type: none"> <li>• Characteristics of the free enterprise system</li> <li>• Price vs. Non –price competition</li> <li>• Theory of supply and demand</li> <li>• Major functions of a business</li> <li>• Role of government in private enterprise system</li> <li>• Federal regulator agencies and laws</li> <li>• Social responsibilities and ethics</li> <li>• Global marketplace</li> </ul>	
<b>UNIT ASSESSMENT:</b>	
<ul style="list-style-type: none"> <li>• Work in a group to research and report on a variety of socially responsible business efforts with regard to the environment. Look at carbon footprint efforts, green marketing, packaging, and other eco-friendly measures. Create an oral presentation using presentation software.</li> <li>• Imagine that you are the financial controller for a large profit or nonprofit business. You have recently reviewed your business' profits and you were happy to find more money than you expected. After consulting with the board of directors and your company's CEO, you have decided to donate the money to charity. Research a charity that you think your business should support.             <ul style="list-style-type: none"> <li>▪ Describe your business and its role in the market.</li> <li>▪ Identify the charity your business should support.</li> <li>▪ Justify your choice of charity.</li> <li>▪ Explain your business' marketing efforts required for the suggested charity.</li> <li>▪ Create an advertisement that shows the partnership between your business and the charity.</li> </ul> </li> </ul>	

## Pacing Guide for Marketing and Business Leadership

### KEY ASSIGNMENTS

- Research a nonprofit organization to determine how it began and how it derives its income. What percentage of its donations is spent on its cause and what percentage is spent on administration? Share your findings in a written report and an oral presentation.
- Compare and contrast how federal regulatory agencies protect customers, workers, investors and the environment.
- Defend and document the importance of businesses to be proactive about ethical practices and issues.
- Illustrate and interpret the principal of supply and demand.

Outside reading of business and finance-related resources

Explore and analyze outside reading resources that connect with topics and themes of core text

Cornell Notes

Graphic Organizers

Quick Writes

Digital Notebook

Power Points and Projects; Presentations

### TEXTS

Marketing Essentials-Teacher Edition ISBN 978-0-07-8953132

### ACADEMIC VOCABULARY

- Purchase
- Interact
- Trend
- Generate
- Structure
- Administration
- Role
- Policy

### CONTENT-SPECIFIC VOCABULARY

- **Private Enterprise**
- **Patent**
- **Trademark**
- **Copyright**
- **Competition**
- **Price Competition**
- **Nonprice Competition**
- **Monopoly**
- **Business Risk**
- **Profit**
- **Supply**
- **Demand**
- **Domestic Business**
- **Global Business**
- **For-Profit Business**
- **Nonprofit Business**
- **Public Sector**
- **Private Sector**
- **Industry**
- **Derived Demand**
- **Wholesalers**

## Pacing Guide for Marketing and Business Leadership

	<ul style="list-style-type: none"> <li>• <b>Retailers</b></li> <li>• <b>Production</b></li> <li>• <b>Management</b></li> <li>• <b>Finance</b></li> <li>• <b>Accounting</b></li> <li>• <b>Food and Drug Administration (FDA)</b></li> <li>• <b>Consumer Product Safety Commission (CPSC)</b></li> <li>• <b>Equal Employment Opportunity Commission (EEOC)</b></li> <li>• <b>Occupational Safety and Health Administration (OSHA)</b></li> <li>• <b>Securities and Exchange Commission (SEC)</b></li> <li>• <b>Environmental Protection Agency (EPA)</b></li> <li>• <b>Federal Trade Commission (FTC)</b></li> <li>• <b>Flextime</b></li> <li>• <b>Telecommuting</b></li> <li>• <b>Ad Council</b></li> <li>• <b>Green Marketing</b></li> <li>• <b>Ethics</b></li> <li>• <b>Better Business Bureau</b></li> <li>• <b>Price Gouging</b></li> <li>• <b>Whistle Blowing</b></li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<p>A2.0 A3.0 A5.0 B2.0 B3.0 C1.0 C3.0 C11.0</p>	<p>A2.7 A3.3 A3.6 A5.2 A5.3 B2.2 B2.3 B3.4 C1.4 C1.6 C3.5 C11.2 C11.3</p>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> </ul>	

## Pacing Guide for Marketing and Business Leadership

- Whole-class and small-group collaborative discussions/panels
- Think/pair/share
- Socratic Seminar
- Independent reading
- Small group work
- Oral presentations (individual, partner, and group) with visual and digital aids
- Graphic organizers, advanced organizers, and response frames
- Evidence gathering and research
- Quick Writes
- Self and peer editing

### Unit 4: Skills for Marketing Semester 1 — Weeks 8-12 Chapters 7-11

#### OVERVIEW

Students explore the concepts of business, marketing, and technology, as well as the basic skills necessary for success in the real world of work. Students will investigate important communication skills and familiarize themselves with teamwork and interpersonal skills. Students will practice and discuss computer and technology needed in business and marketing, as well as the changes in business and society with the advent of technology. Students will be introduced to the key management functions and techniques for successful business management.

#### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Marketing and business requires proficiency in basic math operations including decimals, percentages, and graph interpretation.
- Effective communication includes active listening for understanding, networking and proficient speaking and writing skills.
- Careers in marketing require an understanding and skillful use of computers and software.
- The Internet and technological innovations are providing businesses with new marketing opportunities to offer better service to customers.
- Self-development and interpersonal skills are essential to handling work situations effectively among diverse people.
- Understanding basic management functions is essential to success in the field of marketing.

#### ESSENTIAL/GUIDING QUESTIONS

- In what way have you seen adults you know use basic math skills in their daily lives?
- Why is it important to understand how to add and subtract decimal numbers when dealing with money?
- What skills are included in communication skills?
- What are some common barriers to communication among individuals from different cultures?
- How are computer applications used in business and marketing?
- Why do many major retailers depend on customer relationship management applications to help them maintain connections with their customers?
- What are some of the factors involved in building good relationships?
- Give an example of each of these functions of management; planning, organizing, controlling.
- What are two questions that should be asked

## Pacing Guide for Marketing and Business Leadership

	when analyzing management?
<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• Basic mathematical skills</li> <li>• Communication skills</li> <li>• Current technologies used in marketing</li> <li>• Teamwork and interpersonal skills</li> <li>• Management functions and techniques.</li> </ul> <p>Use basic math operations including decimals, percentages and graph interpretations. Use effective verbal and non-verbal communication. Explain and demonstrate how computer applications are used in business and marketing. Identify effective interpersonal skills needed to work effectively in a group. Compare and contrast different management team styles, management functions and organizational structures.</p>	
<b>UNIT OBJECTIVES TO BE ASSESSED</b>	
<ul style="list-style-type: none"> <li>• Convert percentages and decimals to percentages.</li> <li>• Read graphs used to present mathematical skills.</li> <li>• Effective verbal and non-verbal communication.</li> <li>• The role of listening in communication.</li> <li>• Awareness of cultural differences within communication styles.</li> <li>• Explain how to write effective business letters, persuasive messages and demonstrate professional communication skills.</li> <li>• Describe new technology that is influencing and reshaping marketing as it pertains to business productivity.</li> <li>• Identify and practice important interpersonal skills.</li> <li>• Manage conflicts by using appropriate negotiation skills.</li> <li>• Leadership and teamwork skills.</li> <li>• Describe management techniques used by effective managers.</li> </ul>	
<b>UNIT ASSESSMENT:</b>	
<ul style="list-style-type: none"> <li>• Conduct a self-study of personal qualities and traits as they pertain to management styles.</li> <li>• Evaluate personal management style based on results of self-study.</li> <li>• Determine which style of management would be the best fit for your findings.</li> <li>• Compare and contrast your personal data with a study of the management functions and organizational structure of a local business.</li> <li>• Show how your skills would be able to function within the researched business. Illustrate results of all research in a Venn-Diagram to highlight your data.</li> </ul>	

## Pacing Guide for Marketing and Business Leadership

### KEY ASSIGNMENTS

- Outside reading of business and finance-related resources
- Explore and analyze outside reading resources that connect with topics and themes of core text
- Cornell Notes
- Graphic Organizers
- Quick Writes
- Digital Notebook
- Power Points and Projects; Presentations

### TEXTS

Marketing Essentials-Teacher Edition ISBN 978-0-07-8953132

### ACADEMIC VOCABULARY

- Survey
- Formula
- Estimate
- Percent
- Process
- Respond
- Enhance
- Sequence
- Analyze
- Edit
- Consists
- Link
- Perceive
- Demonstrate
- Achieve
- Conflict
- Resource
- Individual
- Identify
- Require

### CONTENT-SPECIFIC VOCABULARY

- **Digits**
- **Fractions**
- **Numerator**
- **Denominator**
- **Mixed Numbers**
- **Decimal Number**
- **RPN**
- **Percentage**
- **Bar Graph**
- **Line Graph**
- **Circle Graph**
- **Pie Chart**
- **Communication**
- **Channels/Media**
- **Feedback**
- **Barriers**
- **Setting**
- **Distractions**
- **Emotional Barriers**
- **Jargon**
- **Persuade**
- **Enumeration**
- **Generalization**
- **Word-Processing Programs**
- **Database Programs**
- **Accounting Programs**
- **Spreadsheet Programs**



## Pacing Guide for Marketing and Business Leadership

- **Desktop Publishing Programs**
- **Graphics and Design Programs**
- **Presentation Software**
- **Home Page**
- **Hypertext Markup Language (HTML)**
- **Communications Programs**
- **WI-FI**
- **Enterprise Resource Planning (ERP)**
- **World Wide Web**
- **Internet**
- **Hypertext Transfer Protocol**
- **Uniform Resource Locator (URL)**
- **Firewall**
- **Site Map**
- **Self-Esteem**
- **Initiative**
- **Time Management**
- **Assertiveness**
- **Flexibility**
- **Ethics**
- **Equity**
- **Negotiation**
- **Empathy**
- **Timework**
- **Cross-Training**
- **Consensus**
- **Agreement**
- **Management**
- **Vertical Organization**
- **Top Management**
- **Middle-Management**
- **Supervisory-Level Management**
- **Horizontal Organization**
- **Empowerment**
- **Planning**
- **Organizing**
- **Controlling**
- **Mission Statement**
- **Remedial Action**
- **Exit Interview**

## Pacing Guide for Marketing and Business Leadership

PRIORITY STANDARDS	SUPPORTING STANDARDS
<b>A1.0</b> <b>B4.0</b> <b>B5.0</b> <b>B6.0</b> <b>C2.0</b> <b>C5.0</b> <b>C10.0</b>	A1.6 A1.7 A1.8 B4.1 B4.2 B5.2 B6.1 C2.2 C2.3 C5.2 C5.3 C10.2
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> <li>• Whole-class and small-group collaborative discussions/panels</li> <li>• Think/pair/share</li> <li>• Socratic Seminar</li> <li>• Independent reading</li> <li>• Small group work</li> <li>• Oral presentations (individual, partner, and group) with visual and digital aids</li> <li>• Graphic organizers, advanced organizers, and response frames</li> <li>• Evidence gathering and research</li> <li>• Quick Writes</li> <li>• Self and peer editing</li> </ul>	

### Unit 5: Promotion

#### Semesters 1 & 2 — Weeks 13-18 Chapters 17-20 and 31

#### OVERVIEW

Students will examine the concept of promotion and promotional strategies. Students will be able to identify visual merchandising and display concepts. Students will be able to discuss the different types of advertising media and how to calculate media costs. Students will examine advertising campaign development, the role of advertising agencies, and the elements of print/online advertisements. Students will explore the nature and scope of branding in product planning.

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<b>BIG IDEAS/ ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL/GUIDING QUESTIONS</b>
<ul style="list-style-type: none"> <li>• The combination of personal selling, advertising, direct marketing sales promotion, and public relations makes up the promotional mix.</li> <li>• Visual merchandising and displays are important to promotional strategies to sell products and services, attract potential customers, and create a desired business image.</li> <li>• Advertising is an important element of promotion. Businesses advertise to promote their ideas, goods, and services.</li> <li>• Successful advertising campaigns include essential elements to help sell goods and services.</li> <li>• Advertisers must understand effective design principals when developing ad layouts in order to quickly attract the attention of a targeted audience.</li> <li>• A company name and its products should project a positive image. An important part of product and service management is to select, promote, and protect the company image and personality of its brand.</li> </ul>	<ul style="list-style-type: none"> <li>• How do promotional activities influence purchases?</li> <li>• What are the five basic categories of promotion in the promotional mix?</li> <li>• Why do companies use promotions?</li> <li>• What are visual merchandisers vital to retail stores?</li> <li>• What characteristics should a display have?</li> <li>• What are the two main types of advertising?</li> <li>• What are the different purposes of advertising?</li> <li>• What types of advertising make up print advertising?</li> <li>• What are the steps involved in planning and integrated advertising campaign and why is it important to analyze it.</li> <li>• What are the elements of branding?</li> <li>• What are branding strategies used to increase sales and maximize profits?</li> </ul>
<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• Promotional strategies for selling goods and service or developing a business image.</li> <li>• Concepts of promotion and promotional strategies.</li> <li>• Visual merchandising and display concepts.</li> <li>• Different types of advertising media and how to calculate media costs.</li> <li>• Advertising campaign development, the role of advertising agencies, and the elements of print/online advertisements.</li> <li>• Functions of product packaging.</li> </ul>	<p>Students will be able to explain how promotional activities influence purchases.</p> <p>Students will make a judgment and defend their opinion on what is the most effective form of promotion and why.</p> <p>Describe three objectives of sales promotions such as point-of-purchase displays?</p> <p>Analyze why companies use promotional techniques.</p> <p>Students will demonstrate the nature, scope and importance of branding in the product planning process.</p>

## Pacing Guide for Marketing and Business Leadership

### UNIT OBJECTIVES TO BE ASSESSED

- Explain the role of promotion in business and advertising.
- Describe the concept of the promotional mix.
- Identify the elements of visual merchandising.
- Identify the different types of advertising media.
- Identify the main components of print advertisements.
- Explain how branding strategies are used to meet sales and company goods.

### UNIT ASSESSMENT:

- Distinguish between product promotion and institutional promotion. Why is each important for your business?
- A promotional mix is a combination of different promotional elements. Describe the promotional mix an exercise company might use vs. a promotional mix for a cosmetic company.
- Think of one example of outdoor advertising that you have seen in your community. What do you think was its target market? Did it influence you to purchase a product?
- Develop a preopening promotional plan for your proposed business. Then develop a promotional plan for your first six months of operation.

### KEY ASSIGNMENTS

Outside reading of business and finance-related resources  
 Explore and analyze outside reading resources that connect with topics and themes of core text  
 Cornell Notes  
 Graphic Organizers  
 Quick Writes  
 Digital Notebook  
 Power Points and Projects; Presentations

### TEXTS

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### ACADEMIC VOCABULARY

- Via
- Target
- Distribution
- Register
- Project
- Concept
- Equip
- Principles
- Region
- Networks
- Crucial

### CONTENT-SPECIFIC VOCABULARY

- **Promotion**
- **Product Promotion**
- **Institutional Promotion**
- **Promotional Mix**
- **Advertising**
- **Direct Marketing**
- **Social Media**
- **Sales Promotion**
- **Public Relations**
- **News Release**
- **Publicity**

## Pacing Guide for Marketing and Business Leadership

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Objective</li> <li>• Experts</li> <li>• Statistics</li> <li>• Technique</li> <li>• Emphasis</li> <li>• Component</li> <li>• Distinctive</li> <li>• Integral</li> <li>• Periods</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Push Policy</b></li> <li>• <b>Pull Policy</b></li> <li>• <b>Sales Promotion</b></li> <li>• <b>Trade Promotions</b></li> <li>• <b>Consumer Promotions</b></li> <li>• <b>Coupons</b></li> <li>• <b>Premiums</b></li> <li>• <b>Incentives</b></li> <li>• <b>Promotional tie-ins</b></li> <li>• <b>Loyalty Marketing Programs</b></li> <li>• <b>Kiosks</b></li> <li>• <b>Visual Merchandising</b></li> <li>• <b>Display</b></li> <li>• <b>Storefront</b></li> <li>• <b>Marquee</b></li> <li>• <b>Store Layout</b></li> <li>• <b>Fixtures</b></li> <li>• <b>Point-of- Purchase Displays –POPs</b></li> <li>• <b>Interactive Kiosk</b></li> <li>• <b>Props</b></li> <li>• <b>Color Wheel</b></li> <li>• <b>Complementary Colors</b></li> <li>• <b>Adjacent Colors</b></li> <li>• <b>Triadic Colors</b></li> <li>• <b>Focal Point</b></li> <li>• <b>Proportion</b></li> <li>• <b>Formal Balance</b></li> <li>• <b>Informal Balance</b></li> <li>• <b>Advertising</b></li> <li>• <b>Promotional Advertising</b></li> <li>• <b>Institutional Advertising</b></li> <li>• <b>Media</b></li> <li>• <b>Print Media</b></li> <li>• <b>Transit Advertising</b></li> <li>• <b>Broadcast Media</b></li> <li>• <b>Internet Advertising</b></li> <li>• <b>Podcast</b></li> <li>• <b>Blogs</b></li> <li>• <b>Specialty Media</b></li> <li>• <b>Media Planning</b></li> <li>• <b>Audience</b></li> <li>• <b>Frequency</b></li> <li>• <b>Impression</b></li> </ul> |
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## Pacing Guide for Marketing and Business Leadership

	<ul style="list-style-type: none"> <li>• <b>Cost Per Thousand (CPM)</b></li> <li>• <b>Advertising Campaign</b></li> <li>• <b>Advertising Agency</b></li> <li>• <b>Logotype</b></li> <li>• <b>Headline</b></li> <li>• <b>Copy</b></li> <li>• <b>Illustration</b></li> <li>• <b>Clip Art</b></li> <li>• <b>Signature</b></li> <li>• <b>Slogan</b></li> <li>• <b>Ad Layout</b></li> <li>• <b>Advertising Proof</b></li> <li>• <b>Brand</b></li> <li>• <b>Brand Name</b></li> <li>• <b>Trade Name</b></li> <li>• <b>Brand Mark</b></li> <li>• <b>Trade Character</b></li> <li>• <b>Trademark</b></li> <li>• <b>National Brands</b></li> <li>• <b>Private Distributor Brands</b></li> <li>• <b>Generic Brands</b></li> <li>• <b>Brand Extension</b></li> <li>• <b>Brand licensing</b></li> <li>• <b>Mixed Brand</b></li> <li>• <b>Co-Branding</b></li> <li>• <b>Package</b></li> <li>• <b>Mixed Bundling</b></li> <li>• <b>Prince Bundling</b></li> <li>• <b>Blisterpacks</b></li> <li>• <b>Aseptic Packaging</b></li> <li>• <b>Cause Packing</b></li> <li>• <b>Label</b></li> <li>• <b>Brand Label</b></li> <li>• <b>Descriptive Label</b></li> <li>• <b>Grade Label</b></li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<p><b>A4.0</b> <b>A7.0</b> <b>C4.0</b></p>	<p>A4.3 A7.4 A7.6 A7.7 A7.9 C4.5</p>

## Pacing Guide for Marketing and Business Leadership

<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> <li>• Whole-class and small-group collaborative discussions/panels</li> <li>• Think/pair/share</li> <li>• Socratic Seminar</li> <li>• Independent reading</li> <li>• Small group work</li> <li>• Oral presentations (individual, partner, and group) with visual and digital aids</li> <li>• Graphic organizers, advanced organizers, and response frames</li> <li>• Evidence gathering and research</li> <li>• Quick Writes</li> <li>• Self and peer editing</li> </ul>	

### **Unit 6: Marketing Information Management** **Semester 2 — Weeks 19-21 Chapters 28-29**

<b>OVERVIEW</b>	
<p>Students will explore marketing information management and understand its importance, the major areas of marketing research, and the steps performed in the marketing research process. Students will be introduced to the process of getting the marketing information needed to make sound business decisions through a systematic gathering, recording, and analyzing of data. Students will define the five steps of the marketing process: problem definition, obtaining data, data analysis, recommending solutions, and implementing the findings.</p>	
<b>BIG IDEAS/ ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL/GUIDING QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Marketing research provides information to create a business plan, solve problems, and make decisions about products.</li> <li>• Marketing research provides insight for developing strategies that will increase sales and profits.</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing research provides information to create a business plan, solve problems, and make decisions about products.</li> <li>• Marketing research provides insight for developing strategies that will increase sales and profits.</li> </ul>

## Pacing Guide for Marketing and Business Leadership

<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• Students will know the purpose of media and marketing research.</li> <li>• Students will know the methods of conducting marketing research.</li> <li>• Students will know the importance design features for constructing a marketing research survey.</li> </ul> <p>Formulate the process of marketing research done through systematic gathering, recording, and analysis of data to make sound marketing decisions.</p> <p>Synthesize the five steps of conducting marketing research; problem definition, obtaining data, data analysis, recommending solutions, and implementing findings.</p>	
<b>UNIT OBJECTIVES TO BE ASSESSED</b>	
<ul style="list-style-type: none"> <li>• Describe the purpose of marketing research.</li> <li>• Explain the characteristics and purposes of a marketing information system.</li> <li>• Identify the methods of conducting marketing research.</li> <li>• Explain the steps in designing and conducting marketing research.</li> <li>• Collect and interpret marketing information.</li> <li>• Design a marketing research survey.</li> </ul>	
<b>UNIT ASSESSMENT:</b>	
<ul style="list-style-type: none"> <li>• Students work with a partner to come up with a new product idea, answer any factors that must be considered before product development, and create, conduct and summarize a marketing research survey.</li> <li>• Students will select an industry and compare and contrast two competitive companies' Web sites. Students will write a thorough report about detailing the data from each of the company's Web site and will present findings.</li> </ul>	
<b>KEY ASSIGNMENTS</b>	
<p>Outside reading of business and finance-related resources</p> <p>Explore and analyze outside reading resources that connect with topics and themes of core text</p> <p>Cornell Notes</p> <p>Graphic Organizers</p> <p>Quick Writes</p> <p>Digital Notebook</p> <p>Power Points and Projects; Presentations</p>	
<b>TEXTS</b>	
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<b>ACADEMIC VOCABULARY</b>	<b>CONTENT-SPECIFIC VOCABULARY</b>
<ul style="list-style-type: none"> <li>• Obtained</li> <li>• Overall</li> <li>• Anticipate</li> <li>• Associated</li> <li>• Determine</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Marketing Research</b></li> <li>• <b>Marketing Information System</b></li> <li>• <b>Database Marketing</b></li> <li>• <b>Database</b></li> <li>• <b>Quantitative Research</b></li> </ul>



## Pacing Guide for Marketing and Business Leadership

<ul style="list-style-type: none"> <li>• Specific</li> <li>• Mutually</li> <li>• Accurate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Qualitative Research</b></li> <li>• <b>Attitude Research</b></li> <li>• <b>Market Intelligence</b></li> <li>• <b>Media Research</b></li> <li>• <b>Product Research</b></li> <li>• <b>Problem Definition</b></li> <li>• <b>Primary Data</b></li> <li>• <b>Secondary Data</b></li> <li>• <b>Survey Method</b></li> <li>• <b>Sample</b></li> <li>• <b>Observation Method</b></li> <li>• <b>Point-of-Sale Research</b></li> <li>• <b>Experimental Method</b></li> <li>• <b>Data Analysis</b></li> <li>• <b>Validity</b></li> <li>• <b>Reliability</b></li> <li>• <b>Forced-Choice Questions</b></li> <li>• <b>Open-Ended Questions</b></li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<p><b>A4.0</b> <b>B8.0</b> <b>C9.0</b></p>	<p>A4.0 B8.0 C9.0</p>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> <li>• Whole-class and small-group collaborative discussions/panels</li> <li>• Think/pair/share</li> <li>• Socratic Seminar</li> <li>• Independent reading</li> <li>• Small group work</li> <li>• Oral presentations (individual, partner, and group) with visual and digital aids</li> <li>• Graphic organizers, advanced organizers, and response frames</li> <li>• Evidence gathering and research</li> <li>• Quick Writes</li> <li>• Self and peer editing</li> </ul>	

## Pacing Guide for Marketing and Business Leadership

### Unit 7: Entrepreneurship and Finance Semester 2 — Weeks 22-26 Chapters 33-36

<b>OVERVIEW</b>	
<p>Students will investigate and describe entrepreneurship and the financial planning required in entrepreneurship. Students will be introduced to the process of starting and managing a business. Students will explore the economic, natural, and human risks inherent in business ownership. Students will discuss how potential business owners create a business plan to give an overall picture of a proposed business to potential investors and lenders. Students will identify capital needs for business and develop a financial plan that will meet those needs.</p>	
<b>BIG IDEAS/ ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL/GUIDING QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Entrepreneurship has many advantages, including personal freedom and financial reward. It also has disadvantages such as accepting risk.</li> <li>• Going into business involves deciding how to enter a business, determining its organizational form, and following the steps to make it legal.</li> <li>• Risk is part of doing business. Businesses manage risks to benefit public interest, safety, and the environment and to comply with current laws.</li> <li>• Businesses use various strategies to help prevent, avoid, and protect against hazards.</li> <li>• A business plan helps an entrepreneur develop goals, determine resources, and identify how the business will operate.</li> <li>• The organizational plan explains to investors how a business will function.</li> <li>• The marketing plan explains how it will market its products.</li> <li>• The financial plan projects its future profitability.</li> </ul>	<ul style="list-style-type: none"> <li>• What are some possible risks for entrepreneurs and methods to handle them?</li> <li>• What steps might you take before opening a business of your choice?</li> <li>• What are the four forms of business organization?</li> <li>• Why must a business plan convince lenders and/or investors that your business will be profitable?</li> <li>• What are the two ways that government regulations can result in economic risk?</li> <li>• You are estimating start-up costs for a potential start-up business. Would you rather underestimate or overestimate them? Why?</li> </ul>
<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• The process involved in starting a business.</li> <li>• The economic, natural, and human risks involved with business ownership and the strategies used for risk prevention and control</li> <li>• How to create a business plan to give an overview of the proposed business to potential investors and lenders.</li> <li>• How to identify capital needs for a business.</li> </ul> <p>Compare and contrast the advantages and disadvantages of entrepreneurship. Predict trends in entrepreneurship. Differentiate between economic, natural and human risks and devise strategy for risk prevention and</p>	

## Pacing Guide for Marketing and Business Leadership

control.

Illustrate the purpose, importance and factors of a business plan.

Create the financial component of a business plan and defend their position.

### UNIT OBJECTIVES TO BE ASSESSED

- Define and describe the advantages and risks of entrepreneurship.
- Identify the forms of business ownership.
- Explain the nature and scope of risk management.
- Explain effective security and safety precautions, policies, and procedures.
- Explain the purpose and importance of a business plan.
- Explain a business's organizational plan.
- Identify the financial elements of a business plan.
- Explain the purpose of financial documents.

### UNIT ASSESSMENT:

- Choose a well-known business entrepreneur from today's society or the past and compare this person's personality traits with your list of traits of successful entrepreneurs.
- Imagine you are planning to open a restaurant in your town. Describe the area, type of building and lease/purchase costs. Identify ways to "green" your operation as a form of cost cutting and utilizing sustainability practices.
- Make a list of businesses you could operate from your home. Determine the risks and potentials for each.

### KEY ASSIGNMENTS

Outside reading of business and finance-related resources

Explore and analyze outside reading resources that connect with topics and themes of core text

Cornell Notes

Graphic Organizers

Quick Writes

Digital Notebook

Power Points and Projects; Presentations

### TEXTS

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### ACADEMIC VOCABULARY

- Indication
- Domestic
- Community
- Vary
- Stress
- Internal
- Undergo

### CONTENT-SPECIFIC VOCABULARY

- **Entrepreneurship**
- **Entrepreneurs**
- **Franchise**
- **Sole Proprietorship**
- **Unlimited Liability**
- **Partnership**
- **General Partnership**

## Pacing Guide for Marketing and Business Leadership

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| <ul style="list-style-type: none"> <li>• Devices</li> <li>• Expand</li> <li>• Sources</li> <li>• Authority</li> <li>• Funding</li> <li>• Assessing</li> <li>• Purpose</li> <li>• Significant</li> <li>• Ratio</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Limited Partnership</b></li> <li>• <b>Limited Liability</b></li> <li>• <b>Corporation</b></li> <li>• <b>Stockholders</b></li> <li>• <b>Foreign Corporation</b></li> <li>• <b>Limited Liability Company (LLC)</b></li> <li>• <b>Doing Business As (DBA)</b></li> <li>• <b>Articles of Incorporation</b></li> <li>• <b>Business Risk</b></li> <li>• <b>Risk Management</b></li> <li>• <b>Economic Risks</b></li> <li>• <b>Natural Risks</b></li> <li>• <b>Human Risks</b></li> <li>• <b>Insurance Policy</b></li> <li>• <b>Extended Coverage</b></li> <li>• <b>Fidelity Bonds</b></li> <li>• <b>Performance Bonds</b></li> <li>• <b>Business Plan</b></li> <li>• <b>Business Philosophy</b></li> <li>• <b>Trading Area</b></li> <li>• <b>Buying Behavior</b></li> <li>• <b>Job Descriptions</b></li> <li>• <b>Organization Chart</b></li> <li>• <b>Equity Capital</b></li> <li>• <b>Debt Capital</b></li> <li>• <b>Collateral</b></li> <li>• <b>Credit Union</b></li> <li>• <b>Personal Financial Statement</b></li> <li>• <b>Asset</b></li> <li>• <b>Liability</b></li> <li>• <b>Net-Worth</b></li> <li>• <b>Start-Up-Costs</b></li> <li>• <b>Income Statement</b></li> <li>• <b>Gross Sales</b></li> <li>• <b>Net Sales</b></li> <li>• <b>Net Income</b></li> <li>• <b>Interest</b></li> <li>• <b>Principal</b></li> <li>• <b>Balance Sheet</b></li> <li>• <b>Cash Flow Statement</b></li> </ul> |
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## Pacing Guide for Marketing and Business Leadership

PRIORITY STANDARDS	SUPPORTING STANDARDS
<b>A2.0</b> <b>A3.0</b> <b>A6.0</b> <b>B2.0</b> <b>B3.0</b> <b>B6.0</b> <b>C5.0</b> <b>C6.0</b> <b>C8.0</b>	A2.6 A3.4 A3.5 A6.6 A6.7 B2.3 B3.4 B6.2 C5.4 C6.4 C6.5 C8.4 C8.5 C8.6
INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> <li>• Whole-class and small-group collaborative discussions/panels</li> <li>• Think/pair/share</li> <li>• Socratic Seminar</li> <li>• Independent reading</li> <li>• Small group work</li> <li>• Oral presentations (individual, partner, and group) with visual and digital aids</li> <li>• Graphic organizers, advanced organizers, and response frames</li> <li>• Evidence gathering and research</li> <li>• Quick Writes</li> <li>• Self and peer editing</li> </ul>	

## Pacing Guide for Marketing and Business Leadership

### Unit 8: Employability and Career Development Semester 2 — Weeks 27-29 Chapters 37-38

<b>OVERVIEW</b>	
<p>Students will be able to describe the practical aspects of planning a Career. Students will be introduced to the means for identifying and researching career possibilities and students will prepare a plan of action when a career choice has been made. Students will explore proven methods for conducting a job search.</p>	
<b>BIG IDEAS/ ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL/GUIDING QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Self-analysis as it pertains career search.</li> <li>• Assess and match career with attributes.</li> <li>• Career research.</li> <li>• Complete application forms, write letters of application and prepare a resume.</li> <li>• Interview skills and practice.</li> <li>• Trends and opportunities in marketing careers.</li> <li>• Identification of job leads and networking skills.</li> <li>• Digital content management (“Digital Tattoo”).</li> </ul>	<ul style="list-style-type: none"> <li>• How do your personal skills and abilities pertain to a career in marketing?</li> <li>• What is networking and how can it help in career search and opportunities?</li> <li>• What are steps in the job application process?</li> <li>• What is appropriate conduct, dress/grooming and follow up to an interview?</li> <li>• Why is it important to assess values, lifestyle goals, interests, and aptitudes when choosing a career?</li> <li>• Why is digital content management and perception so important in today’s world?</li> </ul>
<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• The areas to explore when conducting a self and career assessment.</li> <li>• Benefits of a career in marketing.</li> <li>• Identify and rank the major areas that should be considered when investigating careers.</li> <li>• Resources for researching careers.</li> <li>• Most effective ways to find a job and possible sources for discovering job leads.</li> <li>• The steps and documentation necessary for applying for a job, obtaining an interview and successful interview techniques.</li> </ul>	<p>The areas to explore when conducting a self and career assessment.</p> <p>Benefits of a career in marketing.</p> <p>Identify and rank the major areas that should be considered when investigating careers.</p> <p>Resources for researching careers.</p> <p>Most effective ways to find a job and possible sources for discovering job leads.</p> <p>The steps and documentation necessary for applying for a job, obtaining an interview and successful interview techniques.</p>

## Pacing Guide for Marketing and Business Leadership

### UNIT OBJECTIVES TO BE ASSESSED

- Assess your goals, values, interests, skills and aptitudes.
- Locate career research resources.
- Develop a plan to reach your career goals.
- Explain the importance of marketing careers in the U.S. economy.
- Identify a variety of sources for job leads.
- Write a letter of application and complete an application form.
- Write a resume and a cover letter.
- Prepare for an interview.
- Understand Cyber etiquette and implications of social media and digital content.

### UNIT ASSESSMENT:

- Students will write a one-page essay on how starting any career at an entry-level position can prepare them for a higher skill level position.
- Students will discuss with a selected partner and create a list of their career goals. Reviewing their goals, they will then create a list of their educational needs to achieve those goals. Now the students will create a plan of action to start the path and create a timeline to accomplish their goals.
- Research and compile information about a company about a company in order to prepare for an interview.
- Students will practice completing a job application, as well as create a resume, a references page and write an effective cover letter.
- Students will select a career, and prepare a list of ten questions they would like to ask someone in that career. Now locate someone in the field they can interview, and create a report.
- Students will use the Internet to conduct a career research, and create a career research paper on their search. Students will also create a PowerPoint to present their career research to the class.

### KEY ASSIGNMENTS

Outside reading of business and finance-related resources  
 Explore and analyze outside reading resources that connect with topics and themes of core text  
 Cornell Notes  
 Graphic Organizers  
 Quick Writes  
 Digital Notebook  
 Power Points and Projects; Presentations

### TEXTS

Marketing Essentials-Teacher Edition ISBN 978-0-07-8953132

### ACADEMIC VOCABULARY

- Publication
- Challenges
- Subordinate
- Monitored
- Contracting

### CONTENT-SPECIFIC VOCABULARY

- **Lifestyle**
- **Values**
- **Aptitude**
- **Occupational Outlook Handbook (OOH)**
- **Career Outlook**

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<ul style="list-style-type: none"> <li>• Pursuing</li> <li>• Convince</li> <li>• Transmit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>O*NET</b></li> <li>• <b>Internship</b></li> <li>• <b>Planning Goals</b></li> <li>• <b>Specific Goals</b></li> <li>• <b>Realistic Goals</b></li> <li>• <b>Occupational Area</b></li> <li>• <b>Job Lead</b></li> <li>• <b>Networking</b></li> <li>• <b>Public Employment Agencies</b></li> <li>• <b>Private Employment Agencies</b></li> <li>• <b>Staffing/Temporary Agencies</b></li> <li>• <b>Standard English</b></li> <li>• <b>References</b></li> <li>• <b>Cover Letter</b></li> <li>• <b>Resume</b></li> </ul>
<b>PRIORITY STANDARDS</b>	<b>SUPPORTING STANDARDS</b>
<p><b>B5.0</b> <b>C2.0</b> <b>C4.0</b> <b>C5.0</b> <b>C11.0</b></p>	<p>B5.1 B5.2 B5.3 C2.2 C4.3 C5.3 C11.4 C11.5</p>
<b>INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES</b>	
<ul style="list-style-type: none"> <li>• Direct instruction, lecture, and modeling</li> <li>• Guided and independent practice</li> <li>• Audio/video/digital supplements and instructional aids</li> <li>• Pre-teaching vocabulary</li> <li>• Reading logs or journals</li> <li>• Whole-class and small-group collaborative discussions/panels</li> <li>• Think/pair/share</li> <li>• Socratic Seminar</li> <li>• Independent reading</li> <li>• Small group work</li> <li>• Oral presentations (individual, partner, and group) with visual and digital aids</li> <li>• Graphic organizers, advanced organizers, and response frames</li> <li>• Evidence gathering and research</li> <li>• Quick Writes</li> <li>• Self and peer editing</li> </ul>	



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