

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Business & Marketing**

Date: May 2003

Subject Area: Technology

Proposed Grade Level(s):

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semestser

Prerequisites: Computer Applications suggested

BRIEF COURSE DESCRIPTION:

In this advanced course, students will continue to develop, utilize, understand, and place into practice, real business skills. Students will further their reading in the areas of marketing, economics, and critical thinking, and the analysis of the business environment. Ethical issues, policies, start-up, maintenance, and marketing of a small business will be studied. Students will produce educational, documentary, and multimedia products.

In addition, students will produce various marketing tools including flyers, brochures, posters, business cards, CD's, DVDs, and videos (PSAs, educational, documentary, learning tools, and marketing applications). Students will study the advancement of technology in marketing, from print applications to electronic applications. Lastly, students will research career opportunities in the field of marketing, as well as opportunities to work within the community.

This marketing class is set up by the teacher and run by students to prepare them for working in the real business environment. Students will learn the daily operations of a business under the guidance of consultation from an experienced real business partner. Emphasis will be placed on using current business software packages and the Internet for business transactions. This course will be open to second- and third-year pathway academy students only.

This one-year course satisfies the state of California's business and technology requirement for graduation. Students will receive an overview of micro and macroeconomics. They will study supply and demand; the Federal Reserve System; taxation by local, state, and federal governments; business organizations; the stock market; and international transactions.

GOALS AND OBJECTIVES:

Students will:

- utilize technical skills gained to produce effective communications with various forms of marketing tools and various audiences
- continue to increase their knowledge and appreciation of the marketing process, from production and packaging, to advertising and delivery
- critically analyze the marketing process through observation, discussion, comparison, and written evaluation.
- produce and market various brochures, flyers, and posters for high school, district, and community uses
- learn how to produce electronic marketing tools for high school, district, and community uses

- research and write marketing proposals and critical analysis papers. In addition, they will write papers dealing with ethical issues, policies, and business planning
- maintain a journal of class lectures and discussion
- enrich their effective editing techniques through experience, observation and critique
- gain in-depth knowledge of the various career opportunities and programs offered for various businesses.
- produce and market a video yearbook consisting of archives of video from the last four years

STUDENT WRITING COMPONENT:

Students will:

- create written research projects analyzing, comparing and contrasting, and formulating a business plan of action
- use writing to reflect on the creative processes and problem solving techniques of start-up through the marketing process in business
- write proposals involved in business writing
- maintain an ongoing journal of notes, ideas, discussion items, and self-reflection

Text to be determined.

STUDENT ORAL COMPONENT:

Students will:

- engage in class and small group discussions, cooperatively critiquing their own work and the work of others
- orally present proposals with specific audiences of intention and employ style in the use of vocabulary, tone, and literary terminology
- work through the interview process being the interviewer and interviewee

DETAILED UNITS OF INSTRUCTION:

- Web Design
- Computer Animations
- Brochure Concepts and Application
- Flyer Concepts and Application
- Poster Concepts and Application
- Educational, Promotional, and Marketable CD's/DVD's
- Public Service Announcements
- Documentaries
- Script Writing
- Producing and Editing of Video
- Review of Camera Techniques, Composition, Scripting, and Storyboarding
- The Creation of a School Yearbook DVD
- Writing a Narrative Film
- Fieldwork—How to Go Out and Film
- Supporting Your School and Community and Other Businesses
- Mentoring
- Crew Member/Team Player

All units of instruction will include:

- An examination of the elements of art through practice in new media
- Exploration of business principles within project guidelines
- Exploration of art principles within project guidelines
- Exploration of three-dimensional techniques through creative expression and production
- Business criticism valuing through oral and written assignments
- Artistic aesthetic valuing through oral and written assignments
- An examination of the historical and cultural role of the business and visual arts structure across cultures and throughout history.

Free Enterprise System – Basic laws of supply and demand, and forces, which interact to establish prices. (15 hours)

Marketing - products

Multimedia-movie work presentations

Business Plans

Educational products for all disciplines

Organizing a Business – Basic forms of business organizations. Process of starting a business (risk taking, corporate organization, sources of funds for business firms, financial structure of a business) (40 hours)

- Defining Departments
- Writing Job Descriptions
- Writing a Business Plan
- Interviewing for Jobs
- -Using the Internet and technology for business activities
- Income and Consumption- The role of the consumer in the economy, personal finance (maintaining a budget, bank accounts, consumer credit, stock market, and maintaining investments.) (10 hours)
- Money and Financial Institutions – bank services mediums of exchange, role of the Federal Reserve System, money supply, inflation, and international exchange rates. (10 hours)
- Saving and investing – An overview of how saving and investing helps the individual. Various savings and investing plans, which are open to small and medium investors.
- Market structure – Competition markets and monopolistic markets. Government regulation of business to preserve competition and protect consumers. (10 hours)
- Working with spreadsheets- creating worksheets, writing formulas, reports, learning worksheets enhancements. (10 hours)
- Working with word processing and desktop publishing documents-letters, table's graphics, catalogs memorandums, business forms, and templates. (20 hours)
- Working with the Internet-using search engines, e-mail, creating web pages, and business transactions. (40 hours)
- Working with presentations-creating slide shows and presentations, charts, using text, supporting research projects and papers, graphics, animation, digital photo imaging, audio, video and scanning. (20 hours)
- Working with a personal information manager – calendar, e-mail, journal, contacts, notes, and tasks. (10 hours)
- Business Etiquette – professional ethics, international etiquette standards, phone etiquette, teamwork, and appropriate dress in the workplace. (10 hours)
- Establishing accounting department procedures – payroll, accounts receivable/payable, financial statements, operating costs, start-up costs, and budgets. (20 hours)

- Establishing human resources department responsibilities-organizational chart, assessment of personnel, employee manual, and employee relations.
- (20 hours)
- Establishing marketing department responsibilities – advertising, market research, logos, promotional designs, and preparation of a catalog. (20 hours)
- Establishing administration department responsibilities – company directory, purchasing budget for departments, workflow, business plan, office layout, correspondence, and creating a web site. (20 hours)
- Establishing sales/purchases department responsibilities-consumer needs, competition, procedure for acquiring clients, and determining prices. (20 hours)

Total hours = 360 (125 hours for economics and 235 hours for business credit)

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, and Social Science

Recommended Instructional Materials

- **Software**

Office 97 professional, Peachtree accounting, Microsoft Outlook, Internet Explorer, Front Page, Microsoft Publisher, PageMaker, QuickBooks, Adobe Premier, Logo Motion, Adobe Photoshop, Mediacreations 3D Suite (Ray Dream Studio 5, Bryce 3D, Poser 3, Painter 3D)

- **Resource Materials**

Blanc & Vento, *Learning Microsoft Office '97*, DDC Publishing Company, 1997

Brown and Clow, *Introduction to Business, Our Business and Economics*, 4th edition, Glencoe Division of Macmillan/McGraw Hill School Publishing Company, 1997

High School Financial Planning Program, National Endowment for Financial Education, 1997

Martin, Edward, *Discovering Microsoft Office 97*, Dryden Publishing, 1998

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Economic Standards

(E 3.1, 3.3, 3.6) Demonstrate knowledge of the basic concepts used by economics, particularly scarcity, allocation of resources, economic decisions, economic goods, trade-offs, efficiency, and price stability, goals of all economic systems.

(E 1.2, 3.4, 3.2) Demonstrate an understanding of the basic differences between the different types of economic systems that exist in the world today. Students will demonstrate and understanding of the concept of a mixed economic system.

(E 3.3, 7.1, 10.1, 11.1) Demonstrate knowledge of how market system pricing operates. They should be able to demonstrate how the laws of supply and demand interact to produce prices, which “clear the market.” They will demonstrate this knowledge through explanatory statements and construction of and reading of graphs and schedules.

(E 8.1, 10.1, 10.2, 10.3, 11.1, 11.2) Demonstrate an understanding of how consumers make decisions and what factors in the economic system affect the making of those decisions.

(E 1.4, 2.1, 2.2, 3.7, 5.2, 7.1, 8.1, 10.4) Demonstrate an understanding of how businesses are organized and how they function in a market economy. Students will demonstrate an understanding of the role of profit incentive in business growth and its importance in preserving the benefits of competition.

(E 1.3, 2.2, 3.3, 3.7) Demonstrate an understanding of how and why government regulates business.

Business Standards

(B 1,3,4,6,7,12) Students will use technology to produce projects.

(B 1.3, 5, 8, 10, 12) Students will develop employability skills through interviewing, resume building, oral produce a professional portfolio and/or a “Web folio” as a useful project for obtaining employment.

(B 1, 3, 4, 12) Students will demonstrate critical thinking, organizational, and decision-making skills by developing projects proposals, time lines, and final products.

(B 1.3, 4, 6, 12) Students will demonstrate proficiency by using desktop publishing software to create a newsletter and a brochure using imported text and graphics with appropriate page layout and design.

(B1,3,4,6,12) Students will demonstrate proficiency by creating a Web site using different applications and appropriate design features

(B1,3,4,6,12) Students will demonstrate proficiency by creating multimedia presentations, which include sound, video, animation, and digital photo imaging.

(B1,3,4,5,12) Students will demonstrate proficiency by sending electronic Email, threading messages.

(B1,3,4,6) Students will demonstrate proficiency by demonstrating an understanding of computer software, hardware, and terminology.

(B1,3,4,6) Students will demonstrate proficiency by exhibiting business-like attitudes in demonstrating punctuality, turning assignments in on time, using time productively, and making up assignments when absent.

(B5) Students will demonstrate competence in listening to and following oral and written instructions.

(B1,5) Students will demonstrate competence in understanding the ethical nature of on-line communication.

Student evaluation standards

Business technology core

Student portfolios (all projects, business plan, annual report, job description)

Weekly calendar, participation-work log sheets, meetings, consultant evaluation, self evaluation

Finance records

Evaluation of economic concepts

E-mail, fax, letter, communication

Economics assignments and examinations

Final exam

DISTRICT ESLRs TO BE ADDRESSED:

- **Collaborative Learners** - Collaboration will be a highly utilized component of this course. All students will rely upon the “team” to complete projects on time. Delegation of duties concerning projects, and bringing all the components together will be key.
- **Effective Communicators** - In business, communication is of paramount importance. Students will learn communication skills through: interviewing for prospective positions, clients, and fact finding; public speaking in interviews and client presentations; and communicating ideas to team members in problem solving
- **Self-Directed Learners** - Students, once given direction and knowledge, will be responsible for their part in creating a successful project. Many of these projects will require a small team to schedule, meet, problem solve, plan, and follow through.
- **Constructive Thinkers** - In order for students to successfully complete their projects, they must be critical thinkers in analyzing all aspects of the project.
- **Quality producers and Performers** - Given the parameters of these real life projects, our students must produce quality work to succeed in business.