

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

BUSINESS MARKETING CONCEPTS IB

Date: January 2017

Proposed Grade Level(s): 10th

Grading: A-F and (1-7 MYP)

CTE Sector / Pathway: Marketing, Sales & Service / Professional Sales

Course Length: 1 Year

Subject Area: Career Technical Education

Credits: 5 per Semester

Prerequisite(s): None (Business Communications Technology and/or Business Concepts preferred)

Intent to Pursue 'A-G' College Prep Status: Yes

BRIEF COURSE DESCRIPTION:

Students in this course will develop an understanding of and ability to perform basic global marketing functions common to a variety of enterprises. The curriculum delivered will provide foundational knowledge, skills and attitudes within marketing, incorporate problem solving techniques, the ability to communicate in a professional manner, become capable of using varied software and online mediums, value technology as a powerful tool, and realize their potential within a future career. This course offers a combined technology approach that uses the IB design cycle with knowledge, skills, and techniques of both computer and design technology in the generation of products and solutions to perform a task or meet a need.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The Business Marketing Concepts course aims to encourage and enable students to:

- Apply practical and creative thinking skills to solve business marketing problems, generating ideas, and creating products and solutions.
- Explore the role of business and technology in both historical and contemporary contexts.
- Consider their responsibilities when making business decisions and taking action, and the responsible and professional use of technology.
- Develop global business marketing and technological literacy and become proficient users of the computer.

Essential Questions:

1. How can I effectively market product/service to a local/global market at a professional level?
2. What can I learn from the historical study of business marketing and technology that I can use to enhance my education today and create continued success tomorrow?
3. How do I use my knowledge and abilities to enhance my personal quality of life and contribute to and enrich my community?

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE:

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.
6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and

mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:

- 1.0 Academics: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.
- 2.0 Communications: Students will acquire and accurately use Marketing, Sales, and Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 4.0 Technology: Student will use existing and emerging technology to investigate, research, and produce Products and services, including new information, as required in the Marketing, Sales, and Service Sector workplace environment.

- 5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Marketing, Sales, and Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Marketing, Sales, and Services sector workplace environment.
- 7.0 Responsibility and Flexibility: Students will initiate, and participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Marketing, Sales, and Services sector workplace environment and community settings.
- 8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the DECA and FLBA career technical student organizations.
- 10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Marketing, Sales, and Services sector, following procedures when carrying out experiments or performing technical tasks.
- 11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Marketing, Sales, and Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the DECA and FBLA career technical student organizations.

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP)

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Questions (Factual, Conceptual & Debatable)	Additional Details
Targeting Your Market	Identities and Relationships	(F) What are the elements of demographics and psychographics as	<ul style="list-style-type: none"> ● Business Communications ● Personal

		referred to business? (C) How do we define and identify a ‘target market’? (D) Who is a consumer?	Communications • Microsoft Word • Microsoft Excel • Google Docs • Marketing Concepts • Research and Analysis
Photoshop is King	Scientific and Technical Innovation	(F) What visualizations are powerful tools reach potential customers? (C) How to efficiently use Photoshop tools to create professional visuals? (D) Will this image be effective in reaching your market?	• Adobe Photoshop • Research and Analysis • Microsoft Word • Microsoft PowerPoint • Google Slides • Google Docs

1. Adobe Photoshop
 - a. Create professional marketing design concepts using still photos, text and a combination thereof.
 - b. Understand the foundations of the Adobe Photoshop design program.
 - c. Able to utilize Adobe Photoshop for the purpose of creating solutions to business problems.
 - d. Acquire the understanding of the laws governing artistic images and the legal use of.
 - e. Practice oral, written, and visual presentation skills in professional settings.
 - f. Understanding and use of online communications tools.
 - g. Understanding and use of appropriate online sources and searches.
2. Applied Marketing Concepts
 - a. Capitalism and the basic business model.
 - b. Marketing and the Four (4) P’s.
 - c. Target market.
 - d. Branding & positioning.
 - e. Advertising, public relations and ethics.
3. Creating and Applying a Marketing Plan
 - a. The business problem solving concept.
 - b. Forecasting and evaluation

Students will be assessed on the 4 MYP Criteria as follows:

Criteria A: Inquiring and Analyzing

Criteria B: Developing Ideas

Criteria C: Creating the Solution

Criteria D: Evaluating

TEXTBOOKS AND RESOURCE MATERIALS:

1. Instructor created industry specific materials
2. Cengage Learning, Adobe Photoshop, Illustrated Series. ISBN 978-1-133-19039-4
3. California Career Zone (online). California Career Resource Network (CDE)
4. Various Online Source Materials

5. Job Hunting Handbook, Dahlstrom & Company, Inc.
6. Optional: McGraw-Hill, Understanding Business. ISBN 0-07-253876-7
7. Middle Years Programme Design Guide, Peterson House, International Baccalaureate Organization, 2014

CTE PATHWAY STANDARDS TO BE ADDRESSED:

B. Professional Sales Pathway

B1.0 Understand the interrelationships between economic and marketing concepts and selling.

B1.1 Define the role of selling in the national economy.

B1.2 Determine economic indicators that affect selling.

B1.3 Evaluate the impact of the international economic climate and international trade on selling.

B2.0 Analyze and evaluate legal, moral, and ethical issues affecting selling and sales management.

B2.1 Identify legal aspects of sales contracts and warranties.

B2.2 Recognize legal aspects of standardization, grading, and labeling options.

B2.3 Understand legal aspects pertaining to advertising and pricing.

B2.4 Analyze ethical responsibilities in relationships with sales personnel, customer/clients, competitors, and vendors.

B3.0 Analyze customer/client behavior in the selling process.

B3.1 Define and predict buying motives in the customer's decision-making process.

B3.2 Differentiate between each stage of the customer buying process.

B3.3 Explain the importance of customer service and explain communication techniques.

B3.4 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.

B3.5 Resolve contradictions when possible.

B3.6 Determine what additional information and/or research is required to deepen the investigation or complete the task.

B3.7 Defend why quality customer service translates into a competitive edge in marketing efforts.

B4.0 Understand the nature and scope of the functions associated with personal and business sales strategies, product knowledge, support activities, and management of selling techniques.

B4.1 Explain the main characteristics of a successful salesperson including; listening, verbal and written communication skills, product knowledge, customer connection, trust worthiness, and power of persuasion.

B4.2 Demonstrate steps of sales and techniques used in the selling process.

B4.3 Apply techniques used by salespeople to enhance selling potential and customer satisfaction.

B4.4 Compare and contrast selling strategies for wholesale and retail environments.

B4.5 Differentiate between each stage of the customer buying process.

B4.6 Obtain and analyze product and service information to facilitate the selling process.

B5.0 Examine different types of sales pathways.

B5.1 Compare retail and wholesale sales methods.

B5.2 Discuss telemarketing sales techniques.

B5.3 Examine Internet sales.

B6.0 Analyze the support activities of sales staff and management.

B6.1 Assess the responsibilities of building, training, and evaluating a sales staff.

- B6.2 Examine methods of compensation for a sales staff.
- B7.0 Complete a strategic plan that includes establishing individual and company sales goals to guide the activities of the sales staff.
- B7.1 Apply methods for motivating and evaluating sales staff.
- B7.2 Practice various approaches for organizing a sales staff and leading a sales force to maximize effectiveness.
- B7.3 Track sales figures, and prepare sales reports to analyze sales in relation to a sales plan.
- B8.0 Access and use marketing information to enhance sales opportunities and activities.
- B8.1 Identify sources of demographic data for sales and business planning.
- B8.2 Use personal sales information to guide business activities.
- B8.3 Analyze and use data to identify potential customers and locations for business expansion.
- B8.4 Track consumer spending trends, and analyze data to forecast sales, predict economic conditions, and guide business activities.
- B8.5 Research consumers' needs and wants to identify product/service gaps and to develop, maintain, and improve, products and services.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-directed Learners:** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators:** who can explain mathematical concepts to others and use mathematics to organize and explain data.
- **Quality Producers:** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.
- **Constructive Thinkers:** who are able to attack problems with organization, logic, and mathematical skills they've developed in a systematic fashion.
- **Collaborative Workers:** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens:** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

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