

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

New Course of Study Information Page

Course Title: MARKETING (Course #475)	
Rationale: Provide a Distributive Education Component to the Business Information Systems & Marketing Career Path in order to better prepare students for future job markets. According to the Bureau of Labor and Statistics, by the year 2000 one in every three jobs in the United States will be marketing related.	
Course Description: The student will learn how to apply economic and human resources, as well as Marketing functions and concepts to solve business problems. The course will develop competence in product/service planning, selling, pricing, risk management, promotion, and information management, using the following computer applications: word processing, spreadsheet/data base, and presentation graphics. Students will use the Internet to access current information.	
Length of Course:	1 year
Grade Level:	11-12
Credit: Number of units: 10 <input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	Computer Applications A/B and/or business technology and/or demonstrated proficiency
Department(s):	Business
District Sites:	PHS, ORHS
Board of Trustees Adoption Date:	February 10, 1998
Textbook(s)/Instructional Materials:	<i>Marketing Essentials</i> Farese, Kimbrell, Woloszyk 2 nd Edition, 1997
Date Adopted by the Board of Trustees:	June 9, 1998

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Department: Business
Course Title: Marketing

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Course Goals:	<ol style="list-style-type: none">1. Customer Service -- students will understand image, service, and customer relations.2. Marketing Principals -- student will understand the concepts and principles of marketing with a global perspective.3. Promotion -- students will understand strategies for marketing products and services. (Internet)4. Selling Concepts -- students will understand the selling process in different sales environments.
Student Performance Objectives:	<ol style="list-style-type: none">1. Demonstrate competency by describing the relationship between profit and customer service.2. Demonstrate competency by applying marketing knowledge to a variety of business situations.3. Demonstrate competency by developing and presenting a promotional plan. (Power Point)4. Identifying customer buying habits and explaining the relationship between buying behaviors and the decision making process involved in selling.
Instructional Units:	12 Units

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UNIT 1: The World of Marketing

GOAL: Introduce the concepts of: Marketing Functions, Marketing Utilities, Economic Utilities, and Customer Identification.

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Define marketing and its nine functions. 	<ul style="list-style-type: none"> • List the nine functions of marketing. • Explain why the four marketing utilities are of equal importance to business success. • Using a current publication, summarize an article related to one of the nine functions of marketing or five economic utilities
<ul style="list-style-type: none"> • Identify five economic utilities and distinguish those related to marketing. 	<ul style="list-style-type: none"> • Design a bulletin board to depict the five economic utilities.
<ul style="list-style-type: none"> • Describe future employment opportunities in marketing. 	<ul style="list-style-type: none"> • Use the Bureau of Labor Statistics to research and report on the job market in marketing and sales. (Internet)
<ul style="list-style-type: none"> • Describe ways in which a market can be segmented and targeted. 	<ul style="list-style-type: none"> • List the types of data developed using geographic, demographics, psychographics, and product benefits. • Explain the difference between sales-oriented and marketing-oriented companies. • Choose a product not typically designed for a teenage market and describe the marketing mix you would use to appeal to this marketing segment. • Explain how the four P's are used in target marketing.
<ul style="list-style-type: none"> • Define product positioning and how it can be used. 	<ul style="list-style-type: none"> • Write at least three techniques that can be used for a company to position their products. • Identify two products positioned for a changing consumer life-style and explain why.

OBJECTIVES	ACTIVITIES
<p>The student will:</p> <ul style="list-style-type: none"> • Explain how to construct a customer profile. 	<ul style="list-style-type: none"> • Conduct a student survey to determine the effectiveness of companies making teen-oriented products. Analyze the more popular brands, taking into consideration market segmentation, target marketing, and positioning strategies. (Spreadsheet)

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UNIT 2: Economic Essentials

GOAL: Introduce the concepts of: Free Enterprise and the Role of Government in it, Profit, Factors of Production, Measurements of Economics.

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Identify the principles of a free enterprise system. 	<ul style="list-style-type: none"> • List and define the four basic principles of a free enterprise system.
<ul style="list-style-type: none"> • Explain the role government plays in such a system. 	<ul style="list-style-type: none"> • Describe how the Small Business Administration supports and encourages our free enterprise system. (Guest Speaker) • Conduct a debate on the pros and cons of government involvement in business. • Using OSHA & EEOC rulings, list and define five rules that must be followed where you work. • Research and report on the ways government could intervene to help control or reduce inflation during a period of upward spiraling prices. (Internet)
<ul style="list-style-type: none"> • Discuss the role competition plays in a free enterprise system. 	<ul style="list-style-type: none"> • Analyze what role, if any, the government should play in helping mom-and-pop stores compete with retail giants such as Wal-Mart, Home Depot, etc. • List the commonalities of the Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914.
<ul style="list-style-type: none"> • Identify the factors of production necessary to create goods and services. 	<ul style="list-style-type: none"> • Brainstorm the ways the factors of production relate to the infrastructure of a country. • Analyze the forces behind the frequent shortages of goods and services in the former Soviet Union. • Name four ways businesses can try to increase productivity. • Read the "Business Outlook" feature in a current <i>Business Week</i> and write a short summary that ties the concepts in that feature to the economic concepts learned in this unit. (Web Site)

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UNIT 3: Business and Marketing Essentials

GOAL: Introduce the concepts of: Business and Social Responsibility, the Domestic Market Place, and the Global Market Place

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Explain the basic functions of a business and the different types of business organization. 	<ul style="list-style-type: none"> • List the three major functions of a business and define the role of each. • Explain the operational differences between non-profit and profit-making enterprises. • Give two examples of both a private sector and a public sector organization.
<ul style="list-style-type: none"> • Discuss the interaction between business and social responsibility. 	<ul style="list-style-type: none"> • Name an area in which business activity has had an unfavorable impact on the environment and explain how government/business has remedied the situation. • List the unexpected benefits a company might receive if it believes in and practices social responsibility.
<ul style="list-style-type: none"> • Define ethics and how marketers can make ethical choices. 	<ul style="list-style-type: none"> • Explain how business ethics relates to personal ethics. • Identify the three major questions marketers must ask themselves to make ethical business choices.
<ul style="list-style-type: none"> • Identify demographic and psycho graphic trends in the U.S. consumer market. 	<ul style="list-style-type: none"> • Read and complete a short book report on "Consumer Classic" (a list will be supplied) • Name three current psycho graphic trends not related to households and families. • List and define the three most frequently used demographic variables.

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Suggest products and marketing strategies that can reach diverse market segments. 	<ul style="list-style-type: none"> Analyze and identify the characteristics that distinguish the “baby boom” generation from others typically considered by a marketers. Create a package design and an advertising slogan for a new soft drink that targets Generation X. (Graphics) Pick a current product and reposition it for a different ethnic group. Analyze what changes would have to be made to the product, product packaging, and advertising. Show how a current psycho graphic trend capitalizes on current demographic trends.
<ul style="list-style-type: none"> Identify the six major types of businesses that comprise the industrial market. 	<ul style="list-style-type: none"> Define the six major industrial markets and give an example of each.
<ul style="list-style-type: none"> Compare the advantages and disadvantages of conducting international trade. 	<ul style="list-style-type: none"> Give four examples of political or economic factors that could discourage foreign trade. Cite four situations involving cultural or communication differences that make doing business in a foreign country more difficult. (Internet) Read a current publication to find examples of U. S. companies that are involved in international trade. Write a one page report on your findings. (Internet, word processing)

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UNIT 4: Human Resource Essentials

GOAL: Introduce the concepts of: Communication Skills, Interpersonal Skills, and Management Skills necessary to be competitive in the market place.

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> Explain the six primary elements of communication. 	<ul style="list-style-type: none"> List the six elements of communication and give an example of each.
<ul style="list-style-type: none"> Use listening skills to improve comprehension of messages. 	<ul style="list-style-type: none"> Describe the eight listening skills used by an effective listener. Listen to a short essay. Analyze the purpose, pattern, and organization of the essay. Observe a conversation and provide examples of feedback being used.
<ul style="list-style-type: none"> Practice the three skills that will help in reading for understanding. 	<ul style="list-style-type: none"> Read and report on a "Consumer Classic." (Word processing)
<ul style="list-style-type: none"> Practice effective oral communication. 	<ul style="list-style-type: none"> Identify the three most common purposes for speaking. List four basic patterns for organizing a formal speech and provide an example of each. Write and present a three minute informative or persuasive speech. (Power Point, word processing)
<ul style="list-style-type: none"> Practice effective written communication. 	<ul style="list-style-type: none"> Prepare and write a business letter that incorporates all standard business letter parts. (Word processing)
<ul style="list-style-type: none"> Identify traits that can help develop and maintain effective/successful interpersonal relations. 	<ul style="list-style-type: none"> List three personal traits that will allow you to come up with and follow through on new ideas. Describe and demonstrate body language you might expect to see in a shy person, a defensive person, and a self-confident person. Brainstorm a list of attitudes that can be cultivated that will foster a positive outlook.

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Explain the importance of teamwork in the business world. 	<ul style="list-style-type: none"> List the components of effective team building Write a one page report comparing and contrasting the teamwork skills used in team sports with team work skills used on the job. (Word processing)
<ul style="list-style-type: none"> Identify the three levels of management. 	<ul style="list-style-type: none"> Compare the top level of management in a large company with the same level in a small company. List their similarities and differences.
<ul style="list-style-type: none"> Compare the differences between horizontally organized companies and traditionally organized companies. 	<ul style="list-style-type: none"> List the attributes of horizontally structured companies and traditionally structured companies. Give examples of each and compare the advantages and disadvantages of each structure.
<ul style="list-style-type: none"> Name the three functions of management. 	<ul style="list-style-type: none"> Define the three functions of management and provide an example of each.
<ul style="list-style-type: none"> Discuss effective management techniques. 	<ul style="list-style-type: none"> Brainstorm the techniques involved in the planning, managing, organizing, and running of a school's student store. Answer the question "should ethics be as important as profit in a company's mission statement?" Define your answer.
<ul style="list-style-type: none"> Explain how to motivate employees through a system of rewards. 	<ul style="list-style-type: none"> List seven work accomplishments/attitudes that should be rewarded. Brainstorm some creative ways companies could reward their employees.

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UNIT 5: Selling

GOAL: Introduce the concepts of: The Sales Process, Determining Needs and Product Presentation; Handling Customer Questions/Complaints, Closing the Sale, Math for Retail Sales.

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Define selling and state its goals. 	<ul style="list-style-type: none"> • List the twin goals of selling and how to accomplish these goals.
<ul style="list-style-type: none"> • Explain feature-benefit selling. 	<ul style="list-style-type: none"> • Pick three products and identify a customer benefit derived from each. Draft a feature-benefit chart for one of the products selected. (Spreadsheet)
<ul style="list-style-type: none"> • Identify sources of product information. 	<ul style="list-style-type: none"> • Select five products and list a source of product information for each.
<ul style="list-style-type: none"> • Discuss how customers make buying decisions. 	<ul style="list-style-type: none"> • Define rational and emotional motives and give a brief example of each.
<ul style="list-style-type: none"> • Distinguish different types of sales positions. 	<ul style="list-style-type: none"> • Brainstorm a list of interpersonal skills an effective sales person might want to develop. (Guest speaker)
<ul style="list-style-type: none"> • Identify the characteristics of effective sales people. 	<ul style="list-style-type: none"> • Write a classified ad for a department store sales person. Describe the job responsibilities, as well as the characteristics and skills necessary for the position. • Analyze your strengths and weaknesses in relation to being an effective sales person. Discuss ways of turning weaknesses into strengths. (Power Point, graphics, word processing)
<ul style="list-style-type: none"> • Identify the steps of a sale. 	<ul style="list-style-type: none"> • List the eight steps in making a sale.
<ul style="list-style-type: none"> • Describe how sales people find customers. 	<ul style="list-style-type: none"> • As a new sales associate for New York Life, name ten ways to identify "good prospects" for your products.

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Show how the pre-approach is used in industrial and retail sales. 	<ul style="list-style-type: none"> Pick a product and write a one page sales training manual for training sales people on how to sell this product. Incorporate a pre-approach section and an approach section in your manual. Provide specific examples and policies for your selling situation. (Word processing)
<ul style="list-style-type: none"> State the three approach methods used in retail sales and show when it is appropriate to use each. 	<ul style="list-style-type: none"> Pretending to be a customer, conduct an informal survey of three retail sales people. Write a half-page analysis of the professionalism of the sales people you surveyed. (Word processing)
<ul style="list-style-type: none"> Describe three methods for determining needs. 	<ul style="list-style-type: none"> Define the three methods of determining customer needs and give an example of each.
<ul style="list-style-type: none"> State the goal of product presentation. 	<ul style="list-style-type: none"> Give an example of how you would use the product-benefit chart in the product presentation step of a sale.
<ul style="list-style-type: none"> Explain how products are selected for presentation. 	<ul style="list-style-type: none"> Name five sales aids you can use in product presentation.
<ul style="list-style-type: none"> Identify four techniques for effective product presentation. 	<ul style="list-style-type: none"> Identify a product and prepare a detailed plan for product presentation. Incorporate all four techniques somewhere in your plan. (Word processing, spreadsheet, graphics, Power Point)
<ul style="list-style-type: none"> Discuss the five buying decisions upon which common objections/concerns are based. 	<ul style="list-style-type: none"> Given a list of common objections, identify the buying decision on which the concern is based.
<ul style="list-style-type: none"> List four steps involved in handling customer objections. 	<ul style="list-style-type: none"> Name all four steps involved in the process and identify the primary benefit of each step.
<ul style="list-style-type: none"> Demonstrate the six specialized methods for handling objections. 	<ul style="list-style-type: none"> Give six objections; utilize one of the six specialized methods for handling objections to answer the objection.
<ul style="list-style-type: none"> Recognize customer buying signals 	<ul style="list-style-type: none"> List five common customer buying signals and identify one (or more) that you commonly use.
<ul style="list-style-type: none"> List the rules for closing a sale and demonstrate specialized methods of closing. 	<ul style="list-style-type: none"> Give eight different scenarios; select the most appropriate closing methods for each. Provide a rationale for your choices.

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Demonstrate suggestion selling methods. 	<ul style="list-style-type: none"> List three related items that could be used for suggestion selling after a customer has decided on purchasing a camera, a suit, a microwave oven, and a bicycle.
<ul style="list-style-type: none"> Discuss how the concept of relationship marketing is related to the sales process. 	<ul style="list-style-type: none"> Prepare an evaluation sheet to use in judging a sales demonstration. (Spreadsheet)
<ul style="list-style-type: none"> Summarize the importance of after-sale activities, such as departure, follow-up, and evaluation. 	<ul style="list-style-type: none"> Given four products, brainstorm ways you could both ensure customer satisfaction and develop on-going relationships with these customers.
<ul style="list-style-type: none"> Demonstrate two methods of making change. 	<ul style="list-style-type: none"> Given three different situations, students will role-play the proper method and techniques of tendering change.
<ul style="list-style-type: none"> State the two most important rules for safeguarding money at the cash register. 	<ul style="list-style-type: none"> List the two rules and explain the importance of each.
<ul style="list-style-type: none"> Describe the general content of sales checks and ways of generating them. 	<ul style="list-style-type: none"> Given three blank sales checks, students will effectively fill them out for three different types of sales. (Calculator)
<ul style="list-style-type: none"> Discuss the various types of sales transactions. 	<ul style="list-style-type: none"> List the different types of sales transactions and identify the positive and negative attributes of each.
<ul style="list-style-type: none"> Perform the math calculations necessary to fill out sales checks. 	

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UNIT 6: Promotion

GOAL: Introduce the concepts of: Promotion, Advertising Media, Preparing Print Advertisements, Visual Merchandising/Display, and Publicity and Public Relations.

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Explain the role of promotion in marketing. 	<ul style="list-style-type: none"> • Identify the five major benefits derived from promotion.
<ul style="list-style-type: none"> • Explain the characteristics of sales promotion and personal selling. 	<ul style="list-style-type: none"> • List the three unique characteristics of sales promotion and compare them with the characteristics of personal selling.
<ul style="list-style-type: none"> • Describe the concept of promotional mix. 	<ul style="list-style-type: none"> • Given a list of six criteria, the student will pick a product addressing all factors of promotional mix.
<ul style="list-style-type: none"> • Define advertising and explain its purpose. 	<ul style="list-style-type: none"> • Write a definition of advertising and list and explain the five major functions of advertising.
<ul style="list-style-type: none"> • Identify various types of media and analyze the advantages and disadvantages of each. 	<ul style="list-style-type: none"> • List the four major types of media and what they consist of. Then brainstorm the advantages and disadvantages of each. (Power Point)
<ul style="list-style-type: none"> • Show how various media rates are set. 	<ul style="list-style-type: none"> • Given three scenarios, prepare a graph or table comparing the cost per thousand for each situation. (Spreadsheet)
<ul style="list-style-type: none"> • Suggest standards for selecting promotional media. 	<ul style="list-style-type: none"> • For a product of your choice, develop a promotional media plan. Explain why you made the choices you did. List and prioritize the standards you used. • Prepare an advertising log for one hour of T.V. viewing. List the products advertised, advertising approach taken, target market and trends, and the success of the ads.
<ul style="list-style-type: none"> • Create advertising headlines. 	<ul style="list-style-type: none"> • Select a product. Then develop original headline and copy using the techniques and suggestions identified in this unit. (Graphics, word processing)

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> • Prepare advertising copy. • Select advertising illustrations. • State the advantages and disadvantages of using color in ads. • Explain the importance of advertising layouts. • Demonstrate the effective use of type-faces and sizes to emphasize advertisements. 	<ul style="list-style-type: none"> • Using the product and headlines already developed, create a poster advertising your product, demonstrate the effective use or non-use of color, creative layout, type set, and size to effectively promote the product and establish product image. (Graphics, Power Point)
<ul style="list-style-type: none"> • Explain how to check advertising proofs. 	<ul style="list-style-type: none"> • Proof the advertisement developed in the activity above and make all necessary corrections • Best advertisements (as selected by class) will be submitted for publication.
<ul style="list-style-type: none"> • Explain how exterior and interior features contribute to a store's image. 	<ul style="list-style-type: none"> • Name four elements manipulated by visual merchandisers to create a store image.
<ul style="list-style-type: none"> • List the various kinds of displays. 	<ul style="list-style-type: none"> • Create a poster board collage that demonstrates or depicts at least six different kinds of displays. Identify what kind of display is being presented.
<ul style="list-style-type: none"> • Describe the steps used and artistic considerations involved in display preparations. 	<ul style="list-style-type: none"> • Visit a local department or specialty store to observe and rate displays. Write a brief description of each display (take a picture if possible) and report yr evaluations back to the class. Describe use of color, merchandise featured, and any apparent theme.
<ul style="list-style-type: none"> • Describe the nature and scope of publicity and public relations. 	<ul style="list-style-type: none"> • Define the terms "publicity" and public relations and state the difference between the two.
<ul style="list-style-type: none"> • State the benefits of public relations activities. 	<ul style="list-style-type: none"> • Provide three examples of public relations events and the benefits derived from them.
<ul style="list-style-type: none"> • Explain the various duties performed by public relations specialists. 	<ul style="list-style-type: none"> • Contact the public relations department of a local firm and ask a representative to speak to the class.

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UNIT 7: Distribution

GOAL: To introduce the concepts of: Channels of Distribution, Physical Distribution, Purchasing, Stock Handling and Inventory Control, Distribution/Purchasing Math.

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Define and identify channels of distribution. 	<ul style="list-style-type: none"> • Write a definition for channels of distribution and name five channels used to distribute consumer goods.
<ul style="list-style-type: none"> • Contrast industrial and consumer channels of distribution. 	<ul style="list-style-type: none"> • Graph the channels of distribution for consumer products and draw another graph for industrial products. Analyze the differences. (Word processing, graphics)
<ul style="list-style-type: none"> • Identify the key considerations in distribution planning. 	<ul style="list-style-type: none"> • Brainstorm a list of considerations in distributing product X. Then prioritize the list from greatest to least.
<ul style="list-style-type: none"> • Describe the three levels of distribution intensity. 	<ul style="list-style-type: none"> • Given four products, analyze the intensity of distribution you would use for each and explain your answer.
<ul style="list-style-type: none"> • Explain some of the difficulties involved in distribution planning for foreign markets. 	<ul style="list-style-type: none"> • Select one foreign market and prepare a distribution plan for that market. Describe what would be the most appealing aspect and troublesome aspect of your plan. (Internet, word processing)
<ul style="list-style-type: none"> • Explain the nature and scope of physical distribution. 	<ul style="list-style-type: none"> • Write two paragraphs defining the nature and scope of physical distribution and why transportation is such an important function of it.
<ul style="list-style-type: none"> • Identify transportation systems used in distribution. 	<ul style="list-style-type: none"> • Given four different types of carriers, identify six products that would be shipped by each and explain why.
<ul style="list-style-type: none"> • Identify transportation services used in distribution. 	<ul style="list-style-type: none"> • Select one of the four common carriers and list five specialized services offered by that carrier.

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Discuss storage needs in distribution channels and types of storage facilities. 	<ul style="list-style-type: none"> Name two different types of storage facilities and give two benefits and two disadvantages of each. Prepare a half-page report on NAFTA and its impact on shipping. (Word processing, Internet)
<ul style="list-style-type: none"> List the three steps in the buying process. 	<ul style="list-style-type: none"> Name and explain three kinds of buying situations in which all buyers find themselves. Give an example of each
<ul style="list-style-type: none"> Discuss how wholesale and retail buyers analyze customers' needs and wants. 	<ul style="list-style-type: none"> Give three examples of how buyers gather market information to analyze future buying trends.
<ul style="list-style-type: none"> Identify three basic buying plans used to keep track of inventory. 	<ul style="list-style-type: none"> List the three basic plans used. Describe the primary function, and identify a product you might find incorporated in a plan.
<ul style="list-style-type: none"> Explain the criteria used by buyers in selecting supply sources. 	<ul style="list-style-type: none"> Given a vendor scenario, the student will analyze the options available, select the most appropriate vendor, and explain why he/she made that choice.
<ul style="list-style-type: none"> Show how buyers order goods and evaluate purchases. 	<ul style="list-style-type: none"> Name one measure of stock activity and explain why buyers use that measure for stock evaluation.
<ul style="list-style-type: none"> Describe how merchandise is received and checked. 	<ul style="list-style-type: none"> Develop a flow chart tracking an order from the purchasing date to the final destination (merchandise presentation). (Power Point)
<ul style="list-style-type: none"> Discuss methods used to mark merchandise. 	<ul style="list-style-type: none"> Given a list of ten consumer products, identify the most appropriate way to mark each product and why.
<ul style="list-style-type: none"> Describe when it is appropriate to transfer merchandise. 	<ul style="list-style-type: none"> Identify four reasons for transferring merchandise between departments.
<ul style="list-style-type: none"> Identify the types of unit control inventory systems. 	<ul style="list-style-type: none"> Given a list of five different companies, identify an appropriate inventory system for each and explain the reasons behind your choices.
<ul style="list-style-type: none"> Calculate and verify extensions on purchase orders and invoices. 	<ul style="list-style-type: none"> Given appropriate forms, students will analyze and verify these source documents. (Calculator)
<ul style="list-style-type: none"> Use appropriate tables to determine shipping charges. 	<ul style="list-style-type: none"> Given ten problems on shipping weights and destinations, students will determine the shipping charges. (Calculator)

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Calculate the major entries in a merchandise plan. 	<ul style="list-style-type: none"> Given ten problems dealing with merchandise planning, the student will be able to calculate major entries to the plan. (Calculator)
<ul style="list-style-type: none"> Figure stock turnover rates. 	<ul style="list-style-type: none"> The student will calculate turnover rates for units and dollars for ten different scenarios. (Calculator)

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UNIT 8: Pricing

GOAL: Introduce the concepts of: Price Planning, Pricing Strategies, Pricing Math

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> Define price and explain its importance. 	<ul style="list-style-type: none"> Given six pairs of words, students will analyze the difference/similarities between them.
<ul style="list-style-type: none"> State the goals of pricing and distinguish between market share and market position. 	<ul style="list-style-type: none"> The student will name three goals of pricing, in addition to making a profit. Provide two examples each of market share and market position.
<ul style="list-style-type: none"> Identify four market factors that affect price planning. 	<ul style="list-style-type: none"> Discuss the four major factors that impact product pricing. Given a business scenario, the student will calculate the break-even point and analyze the significance of this information to the business. Given a business scenario, the student will calculate the return on investment. (Calculator)
<ul style="list-style-type: none"> Explain demand elasticity in relation to supply and demand theory. 	<ul style="list-style-type: none"> Name five basic factors that indicate whether a product is likely to have elastic or nonelastic demand. Bring in a newspaper or magazine article showing an example of nonelastic demand. (Internet)
<ul style="list-style-type: none"> Discuss how government regulations affect price planning. 	<ul style="list-style-type: none"> Brainstorm examples of business or products that have been affected by government pricing regulations. (Internet) Bring in a current article of government regulations on pricing and analyze the affect on the product or business.
<ul style="list-style-type: none"> Apply the three basic pricing concepts to pricing a product. 	<ul style="list-style-type: none"> Define the three basic pricing concepts and given an example of each. Given a list of five products, explain what basic pricing concept should be used with each and why.
<ul style="list-style-type: none"> Describe the consequences for manufacturers of forward and backward pricing. 	<ul style="list-style-type: none"> Given a product cost, calculate a retail price using forward pricing. (Calculator) Given a product's suggested retail price, calculate a wholesale price using backward pricing. (Calculator)
<ul style="list-style-type: none"> Distinguish between a one-price policy and a flexible price policy. 	<ul style="list-style-type: none"> Brainstorm a list of products that would be best suited for a one-price policy or a flexible price policy.

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Explain the two main pricing policies that should be considered when introducing a new product. 	<ul style="list-style-type: none"> Discuss the four stages in a product's life cycle. Given four new products, explain which introductory pricing method should be used and why.
<ul style="list-style-type: none"> Identify various pricing techniques. 	<ul style="list-style-type: none"> Outline the two primary pricing techniques and the elements of each. (Word processing) Calculate trade discounts. (Calculator) Calculate sales discounts.
<ul style="list-style-type: none"> List the steps in setting prices. 	<ul style="list-style-type: none"> Identify and discuss the six steps in setting pricing of a product.
<ul style="list-style-type: none"> Become familiar with the business math used to calculate/determine prices. 	<ul style="list-style-type: none"> Make a list of ways a firm's net profit or loss is affected by pricing. Calculate dollar and percentage mark-ups based on either cost or retail (ten problems). (Calculator) Calculate markdowns in dollars, as well as determine sale prices and maintained mark-ups (ten problems). (Calculator) Calculate various kinds of discounts, including cash discounts, quantity discounts, promotional discounts, and seasonal discounts (twenty problems). (Calculator)

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Business
Course Title: Marketing

UNIT 9: Product Planning

GOAL: Introduce the concepts of: Product Planning Goals, Branding, Packaging, Labeling, Extended Product Features

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Explain the nature and scope of product planning. 	<ul style="list-style-type: none"> • Explain the difference between a product item and a product line. • Discuss the differences between product width and product depth.
<ul style="list-style-type: none"> • Define product mix. 	<ul style="list-style-type: none"> • Brainstorm reasons for the importance of product mix. • Prepare a list of four to six sources a marketer could turn to for new product ideas.
<ul style="list-style-type: none"> • Describe product mix strategies. 	<ul style="list-style-type: none"> • Students will select a company and identify a product item, product line, and product mix produced by it. • Given a business scenario, the student will list at least ten items they might have in their product mix.
<ul style="list-style-type: none"> • Identify the steps in new product development. 	<ul style="list-style-type: none"> • Students will list and explain the six steps in new product development.
<ul style="list-style-type: none"> • Define the product life cycle. 	<ul style="list-style-type: none"> • Brainstorm strategies a business might use for a given product during each state of its life cycle.
<ul style="list-style-type: none"> • Explain the concept of product positioning. 	<ul style="list-style-type: none"> • Given a list of five products to sell, the student will come up with a product positioning strategy for each product. (Power Point) • Students will choose a company and analyze ways it could modify one of its products to be environmentally friendly.
<ul style="list-style-type: none"> • Explain the nature and scope of branding in product planning. 	<ul style="list-style-type: none"> • Class discussion on the nature and scope of branding.
<ul style="list-style-type: none"> • Define branding elements. 	<ul style="list-style-type: none"> • Given a list of three different types of products, list the branding elements of each.

OBJECTIVES	ACTIVITIES
<ul style="list-style-type: none"> Classify branding strategies. 	<ul style="list-style-type: none"> List and explain the four major branding strategies. Give three examples of products that are currently marketed under each of the four branding strategies.
<ul style="list-style-type: none"> List the principle functions of product packaging. 	<ul style="list-style-type: none"> List and define the five major functions of product packaging. Given four products, analyze the pros and cons of their current packaging.
<ul style="list-style-type: none"> Define the main functions of labels. 	<ul style="list-style-type: none"> Discuss the different kinds of information found on product labels. Given five different product labels, identify governmental requirements on labels that protect the consumer.
<ul style="list-style-type: none"> Distinguish the different types of warranties. 	<ul style="list-style-type: none"> Students will identify and compare the differences and similarities of the three major types of warranties.
<ul style="list-style-type: none"> Explain the importance of warranties to product planning. 	<ul style="list-style-type: none"> List three products covered by each type of warranty. Bring an example of each clipped from a newspaper or magazine. Given a product, the student will write a warranty covering the product. (Word processing) Explain three legal grounds on which businesses can be sued for product liability.
<ul style="list-style-type: none"> Explain the importance of credit to product planning. 	<ul style="list-style-type: none"> Brainstorm the advantages/disadvantages of extending credit to customers in product planning.
<ul style="list-style-type: none"> List five sources of consumer credit. 	<ul style="list-style-type: none"> Identify and provide examples of the five sources of consumer credit. Discuss the advantages and disadvantages of each.
<ul style="list-style-type: none"> Describe the four types of credit accounts extended to consumers. 	<ul style="list-style-type: none"> Develop a list of examples that would adversely affect a person's ability to obtain credit. Obtain and fill out a credit application. Define the four types of credit accounts.

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Business
Course Title: Marketing

UNIT 10: Marketing Plan

GOAL: To utilize the concepts taught in this course to effectively market a new product.

OBJECTIVES	ACTIVITIES
The student will:	
<ul style="list-style-type: none">Effectively utilize the concepts taught in this course to market a new product.	<ul style="list-style-type: none">Create an effective marketing plan for a new product. The plan will incorporate all of the major concepts taught in this course. (Internet, word processing, graphics, spreadsheet, Power Point)