



2021-2022 Marketing Course Syllabus Barry Goldwater High School, A+ School of Excellence



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**Email is the preferred method and all emails will be returned within 48 hours. A phone call or Zoom call can be arranged.*

Cultural vision- BGHS is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness.

To this end we embrace standards-based practices and focus on student learning and growth.

SUPPLIES LIST

- School provided Chromebook/classroom laptop
- Agenda/ Calendar – Use app on Chromebook or a paper version
- Folders with pockets for holding handouts
- Loose leaf college ruled paper
- Colored highlighters (at least 3 colors) & / or colored pencils
- Blue / black ink pens / or Pencils
- Notebook for journal writing/bell work

GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop fundamentals of marketing, including selling, promotion, pricing, product planning, distribution, and marketing information management. The concepts and principles learned throughout the year will be combined in developing a marketing plan and will lay the foundation for pursuing careers in marketing, management, and entrepreneurship. The skills will be assessed individually and collectively multiple times throughout the semesters in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability. Please check Power Schools and the BGHS / course website for the Standards, Performance Objectives and Rubrics for grading.

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark or “grade” can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

COURSE OUTLINE OF UNITS AND EXPECTED TIME FRAMES*

Fall Semester		
Unit Title	MARKETING 52.1800.20: TECHNICAL STANDARDS	Expected Timeframe
Employability	<ul style="list-style-type: none"> ● 1.8 Describe the benefits of personal financial literacy on the economy (i.e., income, spending, self-sufficiency, financial stability, saving money, investing money, planning for retirement, etc.) 	Weeks 2-5
Personal Finance	<ul style="list-style-type: none"> ● 1.8 Describe the benefits of personal financial literacy on the economy (i.e., income, spending, self-sufficiency, financial stability, saving money, investing money, planning for retirement, etc.) 	Weeks 6-9
Principles of Marketing	<ul style="list-style-type: none"> ● 1.1 Describe the factors that affect economic decision making (e.g., supply, demand, scarcity, incentives, competition, productivity, surplus, and shortage) ● 2.3 Define the functions of marketing (e.g., promotion, distribution, marketing information management, selling, product service management, pricing, and market planning) ● 7.5 Use tools and technologies to gather, analyze, and interpret data [i.e., Strengths, Weaknesses, Opportunities and Threats, (SWOT Analysis), Environmental Scan, Excel, Google Forms, Survey Analytics, etc.] ● 6.3 Differentiate among marketing plans, creative briefs, presentations, and pitch decks 	Weeks 10-12
Product Service Mgmt.	<ul style="list-style-type: none"> ● 4.8 Explain the facets of branding (i.e., visual, emotional, functional, social, product placement, sponsorship, endorsement, etc.) ● 4.6 Evaluate the rationale behind various brand strategies and product positioning (e.g., individual branding, family branding, mixed branding, and co-branding) ● 8.6 Analyze the advantages and disadvantages of extending product lines, depth and width, when introducing new products and/or diversifying product mix (e.g., traditional and emerging) 	Weeks 13-15
Selling	<ul style="list-style-type: none"> ● 9.6 Differentiate between internal and external customers and their needs ● 5.4 Explain methods and sources for customer acquisition and retention (e.g., prospecting, cold-calling, networking, and referrals) 	Weeks 16-18
Spring Semester		
Unit Title	MARKETING 52.1800.20: TECHNICAL STANDARDS	Expected Timeframe
Marketing Essentials	<ul style="list-style-type: none"> ● 2.3 Define the functions of marketing (e.g., promotion, distribution, marketing information management, selling, product service management, pricing, and market planning) ● 7.4 Compare and contrast marketing research methods (e.g., survey method, experimental method, and observation method) 	Weeks 20-24 (winter break involved)

	<ul style="list-style-type: none"> • 3.1 Design a targeted customer profile based on market segmentation (e.g., psychographics, demographics, geographics, personas/avatar, and behaviors) • 3.4 Analyze how customer perceptions and impressions of a physical or virtual business impact purchase behavior • 8.7 Describe the stages of a product life cycle 	
Promotional Mix	<ul style="list-style-type: none"> • 6.2 Explain the components of a promotional mix (i.e., advertising, publicity, sales promotion, public relations, personal selling, etc.) • 6.4 Analyze the components of advertising and marketing campaigns (i.e., visuals, messaging, pricing strategy, placement, etc.)Public Relations 	Weeks 25-30
Pricing Strategies	<ul style="list-style-type: none"> • 10.7 Derive pricing strategies based on corporate objectives and positioning (e.g., product line, loss leader, psychological, promotional packaging, penetration, skimming, markup, markdown, and bundle) 	Weeks 31-34
Distribution	<ul style="list-style-type: none"> • 8.1 Explain the nature and scope of distribution and channels • 8.3 Explore the logistics of physical and digital distribution 	Weeks 35-38

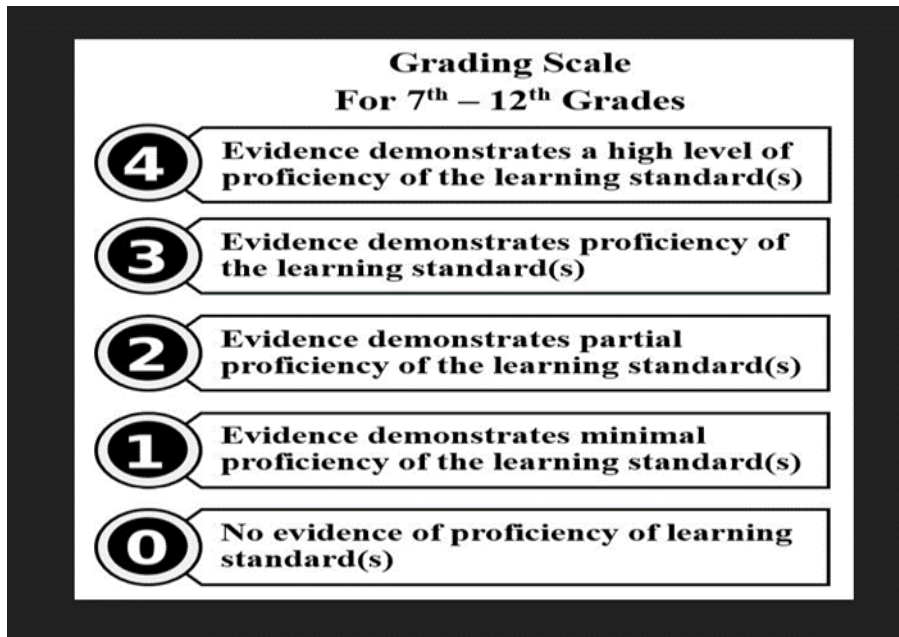
The following resources and videos or clips are used: The Greatest Movie Ever Sold, Chef, The Office, The Profit, Shark Tank, Moneyball, Founder, The Social Network, The Pursuit of Happyness, Syrup, The Joneses, Guilt Trip

++The student or parent may request a meeting with the teacher if there are questions regarding the resources or to request alternative assignments

GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student’s future. **Each piece of student work is crucial as it provides an opportunity for feedback on improvement and also for growth in each student’s education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher’s understanding of student learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the State Standards.

Final course marks (“grades” in a traditional system) are determined by teachers’ professional analysis of student work. This includes both the most recent work as well as consistent evidence of levels of achievement using state standards and exit outcomes. Mathematical calculations such as averaging or curving the grade are not used. Valuable feedback on student work may be provided through use of rubrics and grading scales. Feedback and coaching is provided in person during instructional time, GOLD time, and/or tutoring sessions. Feedback may be verbal or in writing and is intended to be timely and clear to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire about how levels of achievement are determined by contacting our teachers. **The grade reported for the late work will be the actual grade earned. The behavioral aspect of not having work ready to be turned in on time will be addressed through various actions and possibly consequences (ex, conference, lunch detention, parent contact, counselor referral, intervention referral, etc.).**



In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

REPORTING TIMELINE

Fall Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(Grading is reported in Power Schools)</i>	Spring Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(Grading is reported in Power Schools)</i>
August 20 th - Snapshot	January 29 th - Snapshot
September 10 th - Snapshot	February 19 th - Snapshot
October 1 st * - Progress Report	March 12 th * - Progress Report
October 22 nd - Snapshot	April 9 th – Snapshot
November 19 th - Snapshot	April 30 th - Snapshot
December 17 th - Snapshot	May 14 th - Snapshot
January 4 th * - End of Semester in PowerSchools	May 21 st - End of Semester in PowerSchools


Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, Mr. LaJoie, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

What to do immediately upon entering this classroom:

1. Look at the White Board to determine learning goals and find your assigned chair.
2. **Turn all electronic devices off and place in backpack or pocket***
3. Take out your iPad/classroom laptop and all necessary materials and put backpack away as indicated.
4. Begin bell work and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

BULLDOG PACK MATRIX 			
	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
PRIDE	<ul style="list-style-type: none"> • Support your peers • Produce work you are proud of • Be actively engaged 	<ul style="list-style-type: none"> • Use positive language • Clean up after yourself 	<ul style="list-style-type: none"> • Respect school property • Clean up after yourself
ACCOUNTABILITY	<ul style="list-style-type: none"> • Be on Time • Personal devices away • Ready to Learn 	<ul style="list-style-type: none"> • Move with purpose • Have pass and ID 	<ul style="list-style-type: none"> • Use Restroom Before/After Class or at Lunch • Use for intended purpose
COURAGE	<ul style="list-style-type: none"> • Stand up for what's right • Try something new 	<ul style="list-style-type: none"> • If you see something, say something 	<ul style="list-style-type: none"> • If you see something, say something
KINDNESS	<ul style="list-style-type: none"> • Treat ALL with Respect 	<ul style="list-style-type: none"> • Include everyone 	<ul style="list-style-type: none"> • Respect others space and privacy • Wash hands

CONSEQUENCES OF POSITIVE CHOICES

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive Peer relationships
More/ higher level skills	Increased success	Positive Relationships with staff
Scholarships, better jobs	Increased respect	Internships and Opportunities

CONSEQUENCES OF POOR CHOICES

Tier	Minor Offences	Major Offences
1st	Restate expectations, Redirect, Task change, Seat change, Conference	Referral to Administration Consequences issued in line with student handbook
2nd	Buddy Teacher w/reflection, Conference, email communication to parent	
3rd	Phone call home, In-person conference w/parent, Thinking center, Detention	
4 th	A referral to the administration/office	

BGHS ELECTRONICS PROCEDURES

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide Chromebooks to our students and strive to integrate technology in our lessons. Because our students have access to Chromebooks and school computers, they will not need to use cell phones during class time. **We ask students to not access their phones or music devices, etc. during instructional time.** This is an important part of preparing students for college and career. As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use.

BGHS students will use Chromebooks to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1st Offense: Teacher will request that the student put technology away and those devices are not to be visible or used during class time. *

2nd Offense: Teacher will apply classroom consequences and document the offense. *

3rd Offense: Teacher will send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone, parent pick up will be required and a conference with the parent may be requested.*

BGHS OUT OF CLASS PASS

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. If students need to leave class, they will fill out an e-HallPass. Students will have a limited number of passes they can use each semester. Abuse of passes may need to be handled with a parent contact or a conference with administration.

GOLD AND ADVISORY PERIODS

At BGHS, student mastery of content and each student's social and emotional well-being are important. Each Tuesday and Thursday, we have set aside time to meet these needs of our students. Some of these days, students will meet with an assigned Advisory teacher to help develop a sense of belonging to the Bulldog family. Other days, students will participate in GOLD time (Get Our Learning Done). During this time, teachers will request students to come to their room to work with the teacher in a small group setting to master necessary skills. Students will check to see where they will go each Tuesday and Thursday on the Flex Time Manager.

BGHS MARKETING LAPTOP CART POLICY

Student Guidelines for Use of Laptops

- At all times, follow the teacher's directions when using the laptop.
- Use only the laptop that you were assigned by Mr. LaJoie.
- If you use software or go to a website that is NOT the assigned class activity, you may lose laptop privileges.
- Carry the laptop with two hands, and make sure it is closed if you are moving it.
- Only place the laptop on a flat, stable surface. It's called a laptop, but don't actually put it in your lap — keep it on a table or desk.
- Make sure your hands are clean and dry before using a laptop.
- If there is a problem with your laptop, ask Mr. LaJoie for assistance.
- Don't touch the screen with your hand or any other object. If the screen needs to be cleaned, contact Mr. LaJoie.
- Don't place anything on top of a laptop, even if it's closed. Don't store books on top of it, or use it as a writing surface.
- Don't place a pencil or any other object on or around the keyboard.
- Don't lift the laptop by the monitor.
- Don't use the laptop near liquids.
- Don't eat or drink while using the laptop.
- Don't change computer settings without Mr. LaJoie's permission.
- Don't take any action that damages or destroys the laptop. We expect you to treat school technology at least as well as you would anything you owned, if not better.
- If you see someone damage or destroy a laptop, report it to Mr. LaJoie or another staff member.
- Correctly shut the laptop down when finished.

**** Failure to follow these guidelines may result in loss of laptop privileges and other disciplinary action ****

ACKNOWLEDGEMENT

I have received the **Marketing** Course Syllabus and I am aware that a copy of this, and the course Exit Outcomes.

I understand that videos shown in the classroom and technology used in the classroom is for the sake of learning and will be support

I understand the teachers and counselors are available to provide information and support and can be reached by email or I can leave a voicemail message.

My child's name is: _____

Student Signature: _____ Printed Name: _____ Date: _____

Parent/Guardian Signature _____ Printed Name: _____ Date: _____

*A signature indicates that you have reviewed the syllabi in this class and indicated if further communication is necessary. A lack of a signature does not indicate that your student will not participate in the curriculum.

Sign and return (upload to canvas) this document by August 9, 2021

(((Save a copy to your marketing folder and upload to assignment named "Signed Syllabus" in Canvas)))

