

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Davison Alternative Education*  
**PHASE II**  
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**April 1, 2012**

***BUSINESS/MARKETING***

**Course Essential Questions (from Phase I report):**

(Can be split into two six week classes):

**Business**

What are legal issues affecting business?

What is the scope of a contract?

What are some ways in which government intervenes in business in the United States?

How does government intervene in global business?

What is the purpose and scope of business taxation?

**Marketing:**

What type of market systems are in operation throughout the world economy?

How does the economy affect business?

How does money flow through an economy?

How do the functions of marketing relate to the real world?

How does distribution affect a business?

How can pricing and pricing policies help a business?

**Phase II Curriculum**

**Unit I: Business Contracts**

**Essential Questions:**

- What constitutes a contract?
- What are the different types of performance related contracts?
- Can a contract be voided?
- How can language and past actions be deemed a contract.
- What happens when a contract is not followed?

**Essential Understanding:**

- A promise, verbal or written, may be considered a legally binding contract.
- Contracts for performance may be in the form of; unilateral, bilateral, formal, executory, implied-in-fact, quasi, or express.
- There are situations under which a contract may be voided.
- Prior acceptance of a condition over a specified period and spoken promises can be considered a legal contract.
- There are legal remedies a person/company may apply for through the court system when a contract is not adhered to.

**Curriculum Standards**

Describe legal issues affecting businesses (BL:001)  
 Describe the nature of legally binding contracts (BL:002)  
 Explain types of business ownership (BL:003, BA LAP 7)

Provide legitimate responses to inquiries (CO:060)  
 Defend ideas objectively (CO:061) (CS)  
 Participate in group discussions (CO:053)  
 Provide legitimate responses to inquiries (CO:060)  
 Make oral presentations (CO: 025)  
 Explain the nature of effective written communication (CO: 016)  
 Describe the types of business activities (EC: 071, MB LAP)  
 Explain the nature of businesses' reporting requirements (BL: 010)

### Knowledge/Content

Students will know about....

- Agreements can be contracts.
- Business law suits occur regularly.
- The possibility of voiding a contract exists.
- There are legal remedies when a contract is not followed.

### Skills/Processes

Students will be able to.....

- Identify a legally binding contract, either orally or in writing.
- Identify several different lawsuits and describe what type of breach occurred in each.
- Identify the reasons a contract could be voided.
- Identify and locate legal remedies for failure to follow a contract.

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (\*identifies Performance Task)

### Phase V Learning Plan

### Unit II: Taxation

#### Essential Questions:

- In what way does the local, state, and federal government generate revenue?
- How is a tax applied?
- What is an income tax?
- What other types of taxes exist besides taxes on income?
- What are the formats in which a tax can apply?
- Are there any criteria that taxation must follow.
- Where does tax money "go"?

#### Essential Understanding:

- There are several taxes levied on citizens and business at the local, state, and federal level that generate funding for each branch of the government.
- A tax base determines how and when a tax will be paid.
- There are essentially five different types of taxes on income; federal, state, city, corporate, and social security/medicare.
- A general sales tax, excise tax, tariff, and property tax are other forms of taxes.
- There are three types of tax structures: progressive, regressive, and proportional

	<p>taxation.</p> <ul style="list-style-type: none"> <li>• In the United States taxes must follow the criteria of; fairness, efficiency, and acceptability.</li> <li>• There are several government programs, discussed at length in the <i>Government responsibility unit</i> that are supported through tax dollars.</li> </ul>
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### Curriculum Standards

Explain the nature of tax regulations on business (BL: 009)  
 Explain the nature of businesses' reporting requirements (BL: 010)  
 Develop strategies for legal government compliance (BL:011)  
 Explain the nature of effective written communication (CO: 016)  
 Identify sources that provide relevant, valid written material (CO:054)  
 Describe the nature of taxes (EC:072)

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> <li>• Government programs exist on many levels.</li> <li>• Taxes must be paid on merchandise and income.</li> <li>• Taxes are also applied to other sources.</li> <li>• The existence of a principle to follow when applying taxes.</li> <li>• Money from taxes helps out the economy and citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify local, state and federal programs paid for by tax dollars.</li> <li>• Identify and explain the types of taxes being paid on merchandise and income.</li> <li>• Identify and explain the purpose of excise taxes and tariffs.</li> <li>• Identify which criteria for taxation the United States and other countries follow; is it fair, efficient, and acceptable?</li> <li>• Identify where money collected in taxes is used in our economy/country.</li> </ul>

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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### Phase V Learning Plan

### Unit: III Government Responsibilities

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does the government provide on the local level?</li> <li>• What does the government provide on the state level?</li> <li>• What does the government provide on the federal level?</li> <li>• What is the national debt?</li> <li>• What is social responsibility?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• At the local level the government is responsible for public education, courts, libraries, police, fire, highways, sewage treatment, and various local demands.</li> <li>• At the state level the government is responsible for colleges, state universities, payments to disabled workers, unemployed workers, and various state demands.</li> <li>• At the federal level the government is responsible for transfer payments, national debt, deficit spending, balanced budget, and various national demands.</li> <li>• The national debt is the total sum of all loans made to the U.S.</li> </ul>
<p><b>Curriculum Standards</b></p>	
<p>Describe legal issues affecting business (BL:001)          Explain the nature of trade regulations (BL:004)          Explain the nature of environmental regulations (BL:005)          Explain the nature of tax regulation on business (BL:009)          Explain the role of business in society (EC: 070, MB LAP 6)          Explain the forms of financial exchange (cash, debit, credit, electronic fund transfer, etc.) (FI: 058)          Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (FI:061)          Explain the legal responsibilities associated with financial exchanges (FI: 063)          Describe ethics in personal issues (HR : 350)          Explain the role of business in society (EC: 070, MB LAP 6)</p>	
<p><b>Knowledge/Content</b>          Students will know about....</p>	<p><b>Skills/Processes</b>          Students will be able to.....</p>
<ul style="list-style-type: none"> <li>• Basic government functions</li> <li>• Government has three basic levels (local, state, federal)</li> <li>• The concept of debt</li> <li>• Personal ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Identify departments of the government that help regulate business.</li> <li>• List and describe what each level of the government provides</li> <li>• Research and explain the national debt; causes of an increase, how to start a decrease.</li> <li>• Explain how the concept of personal ethics transfers to business and identify areas of ethical weakness and strength.</li> </ul>
<p><b>Phase III Textbook/Materials</b></p>	
<p><b>Phase IV Summative Assessment Evidence</b></p>	



<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit IV: (Marketing) The Free Enterprise System</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the characteristics of a free enterprise system?</li> <li>• How does supply and demand fit into a market system?</li> <li>• What types of business ownership exist?</li> <li>• How does competition fit into a market economy?</li> <li>• What laws exist to control competition?</li> </ul>	<b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>• Freedom of ownership, competition, risk, and profit all drive a free enterprise system.</li> <li>• Our economic system relies on supply and demand to dictate which products to make, and what prices to charge.</li> <li>• Business ownership includes; sole proprietorship, partnership, corporation and franchise.</li> <li>• Competition amongst business is healthy for the economy in creating and sustaining valuable, affordable products.</li> <li>• Laws have existed since 1600's that make sure a company is not wrongfully in control of a market.</li> </ul>
<b>Curriculum Standards</b>	
Describe types of business activities (EC: 071, MB LAP 10) Explain the principles of supply and demand (EC:005, EC LAP 11) Describe the concept of price (EC: 006, EC LAP 12) Describe types of business activities (EC:071, MB LAP 10) Explain the concept of private enterprise system (EC:009, EC LAP 15) Identify the factors affecting a businesses' profit (EC:010, EC LAP 3) Determine factors affecting business risk (EC:011, EC LAP 3) Explain the concept of competition (EC:012, EC LAP 8) Explain the measures used to analyze economic conditions (EC:043) Identify speculative business risks (FI:080)	
<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• Businesses in the United States generally operate more freely than other countries.</li> <li>• Businesses may be owned by an individual or group.</li> <li>• The basic concept of supply and demand.</li> <li>• Competition exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the three basic economic questions to economies outside the United States.</li> <li>• Identify advantages and disadvantages to private ownership versus corporate ownership.</li> <li>• Explain how supply and demand direct an</li> </ul>

<ul style="list-style-type: none"> <li>Laws exist to control competition.</li> </ul>	<p>economy.</p> <ul style="list-style-type: none"> <li>Explain the laws of supply and demand.</li> <li>Identify essential products that are highly affected by supply and demand.</li> <li>Identify different types of competition in the market place.</li> <li>List and describe basic anti-monopoly regulations used in the United States and abroad.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit V: (Marketing) Understanding the Economy</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ul style="list-style-type: none"> <li>What is the concept of an economy?</li> <li>What is a resource?</li> <li>What are the three basic economic questions?</li> <li>How do economies work?</li> <li>How is an economy measured?</li> </ul>	<ul style="list-style-type: none"> <li>An economy is the organized way in which a nation provides for the needs and wants of its people.</li> <li>Resources are all things used in producing goods. When used to produce products they become factors of production; land, labor, capital, and entrepreneurship.</li> <li>The three basic questions to ask in an economy are: what to product? How to produce "it"? For whom to produce?</li> <li>Different types of economies work differently including; traditional economies, market economies, command economies, and mixed economies. These are shaped by the political philosophies of; communism, socialism, and socialism.</li> <li>Economic measurements of an economy include; productivity, gross domestic product, gross national product, standard of living,</li> </ul>

	inflation rate, and unemployment rate.
<b>Curriculum Standards</b>	
<p>Explain the measures used to analyze economic conditions (EC:043)</p> <p>Explain the types of economic systems (EC: 007, EC LAP 147)</p> <p>Distinguish between economic goods and services (EC:002, EC LAP 10)</p> <p>Explain the concept of economic resources (EC: 003, EC LAP 14)</p> <p>Describe the concepts of economic scarcity and economic activities (EC: 001, EC LAP 6)</p> <p>Determine economic utilities determined b business activities (EC: 004, EC LAP 13)</p> <p>Explain the principles of supply and demand (EC:005, EC LAP 11)</p>	
<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• There are different types of economies.</li> <li>• There are things needed to create products.</li> <li>• Economies can be measured.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different economies based on how specific questions are answered in the economy.</li> <li>• Explain the differences in traditional, market, and command economies and how they mixes of these economies have resulted in our current system.</li> <li>• Identify and explain the resources that go into creating a product.</li> <li>• Explain factors of production and how they scarcity of these factors can change the way an economy produces things.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

## Unit VI: (Marketing) Functions of Marketing

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the functions of marketing?</li> <li>• What are the benefits of marketing?</li> <li>• What is a market?</li> <li>• How do a product feature and benefit differ?</li> <li>• What are the different forms of print advertising?</li> <li>• What is segmenting?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• The functions of marketing include; distribution, financing, pricing, product/service management, promotion, and selling.</li> <li>• Marketing provides a means for competition to take place while adding utility value to products.</li> <li>• Features are the tangible items, benefits are what the features do.</li> <li>• There are many forms of print advertising including; magazine, newspaper, direct mail, internet, billboard, flyer.</li> <li>• Segmenting is breaking a market into pieces to have a smaller group to appeal to.</li> </ul>
<p><b>Curriculum Standards</b></p>	
<p>Explain marketing and its importance in the global economy (MK: 001, BA LAP 11)  Describe marketing functions and related activities (MK:002, MB LAP 2)  Describe current business trends (IM: 270)  Conduct an environmental scan to obtain business information (IM: 188)  Explain the nature and scope of distribution (DS:001, DS LAP 1)  Explain the nature of the channels of distribution (DS:055, MB LAP 3)  Explain the nature of channel strategies (DS: 028)  Describe the need for marketing information (IM:012)  Identify information monitored for marketing decision making (IM: 184)  Interpret descriptive statistics for marketing decision making (IM:191)  Identify methods/techniques to generate a product idea (PM: 127, PM LAP 11)  Generate product ideas (PM: 128)</p>	
<p><b>Knowledge/Content</b>  Students will know about....</p>	<p><b>Skills/Processes</b>  Students will be able to.....</p>
<ul style="list-style-type: none"> <li>• Marketing is all around them.</li> <li>• Marketing can benefit society.</li> <li>• Product features</li> <li>• Advertising</li> <li>• Forms of advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and provide examples of the seven functions of marketing.</li> <li>• Explain how social ethics and marketing are interrelated.</li> <li>• Devise a new product with extended features and multiple benefits.</li> <li>• Design and create a magazine advertisement for a pseudo product.</li> <li>• Segment a market into a target area suitable for their pseudo product.</li> </ul>
<p><b>Phase III Textbook/Materials</b></p>	



<b>Phase IV Summative Assessment Evidence</b>	
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<b>Phase V Learning Plan</b>	

<b>Unit VII: (Marketing) The Free Enterprise System</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the characteristics of a free enterprise system?</li> <li>How does supply and demand fit into a market system?</li> <li>What types of business ownership exist?</li> <li>How does competition fit into a market economy?</li> </ul>	<b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>Freedom of ownership, competition, risk, and profit all drive a free enterprise system.</li> <li>Our economic system relies on supply and demand to dictate which products to make, and what prices to charge.</li> <li>Business ownership includes; sole proprietorship, partnership, corporation and franchise.</li> <li>Competition amongst business is healthy for the economy in creating and sustaining valuable, affordable products.</li> </ul>
<b>Curriculum Standards</b>	
<p>Explain the concept of private enterprise system (EC: 009, EC LAP 15)</p> <p>Determine the impact of business cycles on business activities. ( EC: 018, EC LAP 9)</p> <p>Explain the concept of competition (EC:012, EC LAP 8)</p> <p>Describe the nature of cost/benefit analysis (EC: 078)</p> <p>Explain measures used to analyze economic conditions (EC: 043)</p> <p>Explain the nature of international trade (EC: 016, EC LAP 4)</p> <p>Discuss the impact of social and cultural environments on world trade (EC: 045)</p>	
<b>Knowledge/Content</b>	<b>Skills/Processes</b>
Students will know about....	Students will be able to.....
<ul style="list-style-type: none"> <li>Demand and supply</li> <li>Business ownership</li> <li>Competition</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and explain how supply and demand are interrelated. Evaluate demand of a certain product and anticipate changes to be made based on analysis.</li> <li>Identify advantages and disadvantages of the different types of business ownership.</li> <li>Explain and analyze the effects of competition on the marketplace.</li> <li>Explain the importance of competition</li> </ul>

	related to product innovation.
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Unit VIII: (Marketing) Market Analysis</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is a marketing plan?</li> <li>• How can one analyze a market?</li> <li>• What is a SWOT analysis?</li> <li>• What different approaches are taken when mass marketing versus target marketing?</li> </ul>	<b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>• A marketing plan is a formal document that directs company efforts.</li> <li>• A market may be analyzed demographically, geographically, and psycho graphically.</li> <li>• A SWOT analysis is a view of a company's strengths, weaknesses, opportunities, and threats.</li> <li>• Mass marketing is used for general types of products and usually have one advertisement that appeals to all groups; target marketing is more of an individualized effort in which smaller groups are sought after.</li> </ul>
<b>Curriculum Standards</b>	
<p>Explain the types of investments (FI: 077)</p> <p>Explain the nature of capital investments (FI: 078)</p> <p>Identify speculative business risks (FI: 080)</p> <p>Explain the time value of money ( FI: 061)</p> <p>Explain the legal responsibilities associated with financial exchanges (FI: 063)</p> <p>Forecast sales (FI:096, IM LAP 4)</p> <p>Explain marketing and its importance in the global economy (MK: 001, BA LAP 11)</p> <p>Assess marketing information needs (IM: 182)</p> <p>Describe techniques for processing marketing information (IM: 062)</p> <p>Explain the nature of marketing planning ( IM: 238)</p> <p>Identify product opportunities (PM: 134)</p> <p>Identify methods/techniques to generate a product idea (PM: 127, PM LAP 11)</p> <p>Generate product ideas (PM: 128)</p>	

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• How to analyze things.</li> <li>• Marketing appeals to the masses</li> <li>• Planning and organizing</li> <li>• Reading data</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a SWOT analysis for the school and a business (real or fake)</li> <li>• Identify several marketing campaigns that are designed to appeal to one large group; identify campaigns designed to appeal to a smaller sub-section of the group. Compare campaigns.</li> <li>• Create a proposed market plan for a fake product. Design campaign ads to appeal to the mass market and a sub-section of the market.</li> <li>• Read local census data</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit IX: (Marketing) Promotion</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the role of promotion?</li> <li>• What are the different types of promotion?</li> <li>• What is a promotional mix?</li> <li>• How do promotional tie-ins, trade sales promotions, and loyalty marketing programs work?</li> </ul>	<b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>• The role of promotion can be to increase sales or increase a company image.</li> <li>• The types of promotion in clued; personal selling, advertising, direct marketing, sales promotion, and public relations.</li> <li>• A promotional mix is a combination of the strategies and resources a company uses to reach its promotional goals.</li> <li>• Promotional tie-ins, trade sales promotions, and loyalty marketing are short term incentives to encourage return patronage of a</li> </ul>

	company.
<b>Curriculum Standards</b>	
Identify product opportunities (PM: 134) Identify methods/techniques to generate a product idea (PM 127, PM LAP 11) Generate product ideas (PM 128) Determine initial feasibility of product idea (PM: 129) Explain the concept of the product mix (PM: 003, PP LAP 3) Describe the nature of product bundling (PM:041) Explain the nature of branding (PM:021, PM LAP 6) Explain the role of promotion as a marketing function (PR:001, PR LAP 2) Explain the types of promotion (PR:002, PR LAP4) Describe the use of business ethics in promotion (PR:099) Describe the use of technology in the promotional function (PR:100) Describe the regulation of promotion (PR:101) Explain the types of advertising media (PR:007, PR LAP 3) Explain the nature of the promotional plan (PR:073)	
<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• And have seen several different television, radio, and magazine advertisements.</li> <li>• The existence of several different forms of promotion.</li> <li>• Promotion is used in combination</li> <li>• Parts of advertising</li> <li>• Different forms of advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the efforts made by an advertising campaign, determine the target audience for the advertisement.</li> <li>• Identify and explain the different types of promotion.</li> <li>• Research a company/product marketing mix and evaluate each segment.</li> <li>• Name parts of an advertisement.</li> <li>• Create a magazine advertisement for a product(s).</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
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<b>Phase V Learning Plan</b>	