

**Mrs. Kelley Hendrix**  
**FCHS, Room N-207**  
**Introduction to Business & Marketing**  
[kelley.hendrix@fcstn.net](mailto:kelley.hendrix@fcstn.net)

**Goal of Course:** Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

**Text:** Goodheart-Wilcox, Principles of Business, Marketing, and Finance (These are brand new textbooks, so PLEASE help keep them in good condition!) There is only a classroom set, so the textbook will NOT leave the classroom.

**Links:** Helpful links will be included on my Google Classroom to power point presentations, handouts, and any other useful information.

**Expectations:** I expect 100% effort in my class. In return, I will give you 100% effort on my part. If there is any reason which you are not able to actively participate in class, let me know immediately and we can work something out. Clear communication between you and I is key to effective learning.

**Grading Procedure/Failure Intervention**

Your final grade will be calculated as follows:

Daily Grades ..... 25%

Test Grades..... 25%

Projects..... 50%

**Grading Scale:**

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

### **Classroom Rules:**

- 1. Treat each other and me with RESPECT!!!**
- 2. Be prompt and be prepared:** Students must be in the classroom when the bell rings, otherwise, the student is tardy. Students should begin "bell work" immediately. Come to class prepared with notebook, paper, pen/pencil, textbook, and other supplies (if needed).
- 3. Follow directions:** Follow directions the first time they are given.
- 4. Snacks:** I do not allow food by the computers. Beverages will be allowed as long as there is **NO** trash left in the classroom; otherwise, there will be no drinks.
- 5. No personal grooming in class:** Grooming should be done in the restroom before or after class.
- 6. Internet:** Only specific times are allowed to use the internet. Downloading programs are not allowed. Students are prohibited from using: FACEBOOK, or ANY CHAT ROOM.
- 7. Student Computers:** Students are not allowed to change settings (background, screensavers, colors, font, size, etc.) unless instructed by teacher.
- 8. End of Class:** Students must log off any programs they were in before leaving room and must clean up their work area. Fourth block needs to shut down the computers each day. (Recycling or filing papers, straightening up keyboard, computer, mouse, & push chair under table).

**All FCHS rules and policies apply in my class!**

### **Policies and Procedures:**

**Hall Passes:** In order to leave the classroom for any reason, you **MUST** have a hall pass. No exceptions!

**Tardies:** You are to be inside the room when the bell rings, otherwise, you are considered tardy. After one tardy, these must be reported to administration and punishment begins on the second tardy, so please be **AWARE**.

**Late Work:** Minus 20 percent for each day late. A student is allowed two late assignments per semester. After the Second late assignment the teacher will assign a grade of zero for each subsequent late assignment. No late assignments will be accepted after the following day the assignment is due.

A student is allowed two late assignments per semester. After the second late assignment the teacher will assign a grade of zero for each subsequent late assignment.

**Make-up Work:** As a minimum, a student will be allowed an equal number of days to complete the make-up work as the number of days that were missed. (Ex: A student who is absent three days should have all work turned in by the third day that the student has returned to school.) I will have all assignments listed on the board and on Google Classroom. **It is YOUR responsibility to come to me or email me to get the work!!**

**Virtual Days (If approved):** If we have virtual learning days, then your attendance is based on if you complete the work. Please communicate with your other teachers and I, if you do not have Internet at home, so you can be counted present and given an alternate assignment.

**Bellringers:** A notebook of everything we cover throughout the semester should be kept and will be graded at the end of each 9 week grading term. The notebook should include:

- Thoughts of the day and vocabulary words for each day, along with a reaction to the thought and the vocabulary word used in a sentence
- All previous grading periods should be kept until the end of the semester

This is as much as a test grade (100 pts) so PLEASE keep a notebook.

**Positive Behavior Support:**

- Students are allowed to have food and drink in the classroom as a reward for good behavior.
- Students are allowed to have use of the internet and listen to music, if all assignments are turned in, behavior is appropriate, and they follow all other class rules.

**Consequences/Discipline:**

1. Coming into class after the bell has rung will result in an unexcused tardy. On the third unexcused tardy in 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> block the student will be referred to their grade level administrator. Tardies to 1<sup>st</sup> block (referred to as a school tardy), are dealt with in the attendance office and the student is given a slip to enter class, disciplinary action will occur on the third school tardy. These punishments are subject to change according to your disciplinary vice principal.
2. Instances of disrespect or general misbehavior will result in one or several of the following actions:
  - Verbal warning
  - Private conference between you and the teacher
  - New seating assignment
  - Parent conference
  - Refer to administration

## **Outline of Material and Standards**

### **Week 1**

Syllabus, Get to know you activities, FBLA, Careers

### **Course Standards**

#### **1. Career Exploration of Business Management, Finance, and Marketing Careers**

- 1.1 Career Exploration: Explore careers in each of the Business Management and Administration, Finance, and Marketing pathways. For each of these career clusters, research the job descriptions and typical activities of major professions such as chief executive officer, accountant, real estate agent, advertising specialist, branch manager, wealth management/trust officer, and more. Produce a career pathways chart or other graphic detailing the aptitudes and training required for careers of interest. For example, outline the typical skills and training required to become a human relations manager, including personal aptitudes, postsecondary credentials, and licensing. Upon completion of the chart, conduct a self-assessment of aptitudes, interests, and personality aligned to careers; then devise a tentative career plan to reach employment goals based on the research conducted.
- 1.2 Job Search: Conduct a job market search for one of the careers selected in the preceding standard by browsing job postings and vacancy announcements. Consider factors such as local industry needs, projected annual openings, and prospects for growth when researching specific occupations. Synthesize findings to create a report comparing three or more job openings within the selected career, based on the following criteria:
  - a. education/certification requirements,
  - b. recommended years of experience
  - c. salary and benefits, and d. expected roles and responsibilities outlined in the vacancy announcement.
- 1.3 Management Skills: Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, teamwork, and professionalism necessary for success in the workplace.
- 1.4 Self-Esteem and Self-Image: Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem and self-image in a class project or school-based project.
- 1.5 Communication Skills: Compare and contrast skills for communicating professionally in business as well as informally in everyday social interactions.

Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques.

## 2. Business Concepts and Operations

- 2.1 Functions of Business: Define the term business, and research the four major functions of business: (1) production and procurement, (2) marketing, (3) management, and (4) finance and accounting. As part of a short research project and presentation, select a product and trace its development through each of the four functions, detailing who is involved at each stage.
- 2.2 Production: Identify the factors of production (i.e., natural, labor, capital, and entrepreneurial). Drawing on case studies, textbooks, or similar resources, discuss the concept of opportunity cost in the context of business operations, and explain how businesses make decisions based on scarcity of resources. Research emerging technologies (e.g., robotics, artificial intelligence, etc.) and identify the impact on changing production.
- 2.3 Economic Principles: Summarize the foundational economic principles of supply and demand. Distinguish between an economic good and an economic service and draw conclusions about how the law of supply and demand influences what goods and services businesses will produce using limited resources. Using a range of goods and services as evidence, write a brief informative text illustrating this relationship and the implications for consumers and the economy at large.
- 2.4 Business Cycle: Research and describe the four stages of a business cycle (recession, depression, recovery, and peak). Using a graphic organizer, label each stage of the business cycle and plot the generally accepted economic activities occurring at each stage. Identify the impact of the US Federal Reserve on each stage of the business cycle.
- 2.5 Business Ownership: Compare and contrast the four primary types of business ownership: sole proprietorship, partnership, corporation, and Limited Liability Company. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered.
- 2.6 Economic Overview: Drawing on resources such as the Tennessee Department of Labor and Workforce Development, the Tennessee Department of Economic and Community Development, and local Chambers of Commerce or Development Districts, investigate the current economic situation in the country and compare it to the economic situation of the state. Write a report on the findings, citing evidence from sources researched. Findings can include the unemployment rate, business growth/decline, occupation growth/decline, population changes, government operating budget, etc. Include an analysis on how economic conditions affect employment and product consumption and draw conclusions about the implications of such conditions on the creation, expansion, and relocation of businesses.
- 2.7 Impact of Emerging Technology: Draw on a range of print and digital sources to create a timeline or similar narrative detailing the evolution of

business in the U.S. Annotate the timeline to explain the impact that various technological innovations (e.g., the steam engine, sewing machine, assembly line, telephone, automobile, computer, internet, and smart phones) have had on consumer buying behavior over time. Formulate a written argument concerning how emerging technologies continue to transform business and present new challenges and opportunities to business owners.

- 2.8 Economy Types: Cite the advantages and disadvantages of a market economy, a command economy, and a mixed economy. Discuss the relationships between consumers, business, and government in various economic systems, and analyze differences in the rights and responsibilities of these actors in countries where these distinctive systems exist.
- 2.9 Global Marketplace: Identify the factors of the Global Marketplace (e.g., employment, trade, trade policy, etc.) that impacts business. Select one Tennessee industry and identify how that industry is defined by the Global Marketplace.
- 2.10 Business Plans: Explain the purpose of a business plan and list the four major parts typically included (business description, management plan, marketing plan, and financial plan). Describe the importance of developing a business plan when seeking out potential investors or lenders. In preparation for a future career as an owner or entrepreneur, develop an original business philosophy detailing one's beliefs for how a business should be run.

### 3. Financial Concepts

- 3.1 Financial Concepts: Define and furnish examples of foundational financial concepts and terminology, including but not limited to financial statements, revenue, expenses, assets, liabilities, equity, net worth, profit, and net loss. Demonstrate financial literacy and quantitative reasoning when discussing these concepts in the context of business operations (i.e., when interpreting a business's financial plan). Apply basic numeracy skills to understand financial phenomena such as interest and savings.
- 3.2 Expense Types: Differentiate between fixed and variable expenses on a business's balance sheet. Select three of the expenses listed, draw conclusions as to their importance to the business, and analyze cost-cutting strategies a company might take to minimize expenses in each of the chosen categories.
- 3.3 Financial Documents: Prepare a mock purchase order, invoice, and/or sales receipt (including shipping and taxes) for a sample product/package. Explain the elements that comprise the financial document and be able to identify any mistakes and miscalculations to assist a mock client.
- 3.4 Budgeting: Plan a budget for an upcoming community service project or career and technical student organization (CTSO) event. Create a comprehensive budget narrative to accompany the budget, including both a written statement and a summary worksheet listing all expenses, justifying each cost with evidence for why it is needed to successfully complete the project. Detail estimated and actual costs as well as differences in cost in terms of dollars and percentages.

#### **4. Marketing Concepts**

- 4.1 Marketing Functions: Define the term marketing, and describe the seven functions of marketing (i.e., distribution, financing, marketing information management, pricing, product/service management, promotion, and selling).
- 4.2 Marketing Mix: Describe the components of the marketing mix (i.e., price, product, promotion, and place). Investigate the launch of a new product or service; research how the company employed the marketing mix to aid in the launch; then create a presentation highlighting successes, challenges, and lessons learned. Additionally, critique the company's strategies and suggest alternative ideas for future campaigns, following the principles of the marketing mix.
- 4.3 Advertising: Define advertising and list types of media that business use to reach potential customers. Analyze sample advertisements, describe the purpose of the ads, and evaluate the decision regarding which medium (e.g., TV, radio, social media, billboard, online, magazine, newspaper, or other) was chosen in terms of market reach.
- 4.4 Market Research: Define marketing research and explain the importance of marketing research in making business decisions. Conduct a short research project following the basic marketing research process: (1) define the problem to be researched, (2) design a survey instrument, (3) collect and tabulate data, (4) interpret findings, and (5) make recommendations for solving the identified problem. Draw on data generated from the survey to supply evidence for the proposed recommendations; demonstrate the ability to use and manipulate pivot tables to illustrate different ways of presenting and grouping data. Prepare a chart to be utilized in a mock marketing management meeting, displaying data in a graphic format based on one or more of the tables, and present as evidence alongside recommendations.

#### **5. Social Responsibility and Ethics**

- 5.1 Social Responsibility and Ethics: Research the concept of social responsibility and ethics as important components of business. Develop and share a hypothesis for why businesses must increasingly consider their impact on society when making decisions.

#### **A Final Word!**

I want this to be a profitable semester for you. I am very excited about having you in class, and I will try my best to make this an enjoyable experience. I am open to suggestions at any time and will try to incorporate technology into class as much as possible. This is a work in progress for me, and I will learn by trial and error, so please bear with me. If you have any disability or concern that would be beneficial to me as your teacher, please talk to me in private. I will accommodate your needs as much as possible. My ears are always open. Let's work together and have a great semester!!!

Sincerely,  
Mrs. Hendrix