

**ADLAI E. STEVENSON HIGH SCHOOL
COURSE SYLLABUS**

MARKETING: BUS281 & BUS282

COURSE DESCRIPTION

Students will learn how businesses develop and market products and services while exploring current trends in the entertainment and sports industries. Students will create products, advertisements, social media campaigns, sales promotions and sell products while participating in authentic projects. Students will utilize critical thinking, research and design skills while learning marketing career concepts.

TEACHER INFORMATION

Mrs. Jen Kazimer

Phone: 847-415-4187

Email: jkazimer@d125.org

*Please email to set up appointments

RESOURCES

The Marketing Canvas Page links to all resources.

SUPPLIES

It is expected that students will have charged iPads, class handouts and a writing utensil every day.

EVIDENCE BASED REPORTING (EBR)

This course uses Evidence Based Reporting (EBR) to communicate student progress. The purpose of EBR is to ensure that a student's grade truly reflects his or her mastery of course standards. EBR gives a student the opportunity to grow their knowledge and skills throughout the semester. To learn more about EBR, please visit the [SHS website](#).

PROFICIENCY SCALES

This scale will be used to communicate student progress in each standard. The Interactive Report Card (IRC) will be used to communicate student progress in each standard. It will also be used to communicate missing assignments, teacher comments, Social and Emotional Learning (SEL) concerns, and predicted grades.

Exceeds Mastery	Meets Mastery	Approaching Mastery	Developing Foundational Skills	Missing Evidence <i>Can be turned in 5 business days after due date</i> (M)
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COURSE ASSIGNMENTS, ASSESSMENTS & DEADLINES

Course assessment is an ongoing activity that provides students with a variety of opportunities to demonstrate their knowledge and skills, which allows teachers the ability to monitor student progress and modify instruction accordingly. Students demonstrate learning by completing activities and projects and by evaluating work through a range of tools, such as performance rubrics and reflective questioning to deepen and expand their knowledge and skills.

Students will be given a work deadline date for missing assignments and assessments for each unit. The "M" in the grade book will be changed to a "developing" after 5 business days. Incomplete assignments/assessments result in a lack of evidence of student understanding and may cause a student to fail the course.

MAKEUP POLICY

If a student is absent and misses an assignment or assessment, the student has **5 business days** to submit it (starting when the student returns). When absent, the student should check the Canvas page for daily work and is expected to complete when returning to class. If the student is absent for 2 or more days, they should email the instructor.

REPREFORMANCE POLICY

This course provides a series of determining assessments that will provide students the opportunity to demonstrate their proficiency for each skill. As a result, there will not be retakes on assignments and assessments.

GRADE DETERMINATION

The four point scale will be used to communicate student progress. This scale is also used to determine the final letter grade at the end of the semester based on the three academic skills. Each skill will be determined by using the double majority (mode) for the standards. The [Interactive Report Card \(IRC\)](#) will be used to communicate student progress in each standard. It will also be used to communicate missing assignments, teacher comments, Social and Emotional Learning concerns, and *predicted* grades. Grades will be determined based on the following:

- A: Score of “Meets” or “Exceeds” in all of the academic skill
- B: Score of a “Approaching” in any one of the academic skill
- C: Score of a “Approaching” in more than one academic skill and/or a pattern of M’s.
- D: Score of a “Developing” in any one of the academic skill and/or a pattern of M’s.
- F: Score of a “Developing” in more than one academic skill and/or a pattern of M’s.

* Important Note: If any assessment is not taken students will run the risk of failing.

SKILLS & STANDARDS

Please see the following pages or links below for the full scales. The success criteria for each scaled standard can also be found on your course assessments.

[Scaled Marketing Standards](#)

[Scaled Business Professionalism Standard](#)

Skill: Research	
R1	Effectively explain why a product/service will help a business meet its objectives.
R2	Effectively explain why a promotion will help a business meet its objectives.
Skill: Design	
D1	Clearly communicate benefits to the target market.
D2	Create cohesive marketing materials.
Skill: Business Professionalism	
BP1	Students use employability skills that are needed to be successful in the workplace.

INCLUSIVITY STATEMENT

At SHS, we strive to make our classrooms a place where you will be treated with respect, and we welcome individuals of all backgrounds, beliefs, ethnicities, social classes, genders, gender identities, gender expressions, ages, national origins, documentation statuses, religious affiliations, sexual orientations, abilities – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful and inclusive environment for every other member of the class. Whenever at all possible, we will approach differing or new perspectives, backgrounds, and ideas with civility and thoughtfulness. If you experience disrespect or discrimination in this class, please report your experiences to me.

If you'd like to learn how to advocate for yourself and others when faced with prejudices, I recommend [this resource here](#).

CLASSROOM EXPECTATIONS

All students are expected to follow the guidelines as set in the [Stevenson High School Student Guidebook](#), as well as the ones stated below:

1. Students will be expected to be in the classroom before the bell rings with all necessary materials
2. Students will be expected to act professionally in the classroom (appropriate attire, language, and attitude)
3. All students will be respectful to others and participate in creating a safe classroom environment
4. All work, including ideas and solutions, must be school-appropriate
5. Technology usage is appropriate during classwork
6. Students will not line up at the door prior to the bell ringing
7. The classroom will be clean and organized before any student leaves (chairs pushed in, all materials put away, nothing on the floor, etc.)
8. If you have a concern about something that happens within our class, please let your teacher know and you are encouraged to:

Interrupt	Question	Educate	Echo
<p>Speak up against every biased remark- every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly.</p> <p>"I don't like words like that." "That phrase is hurtful."</p>	<p>Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation.</p> <p>"Why do you say that?" "What do you mean by..." "Tell me more about..."</p>	<p>Explain why a term or phrase is offensive. Encourage the person to choose a different expression. Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population.</p> <p>"Do you know the history of that word?"</p>	<p>If someone else speaks up against hate, thank them and reiterate their anti-bias message. One person's voice is a powerful start. Many voices together create change.</p> <p>"Thanks for speaking up" "I agree that word is offensive and we shouldn't use it."</p>