

Career & Technical Education

**Advanced Marketing**

## MARKETING CAREER MAJORS

<b>Marketing (Marketing Skill Standard)</b>
<b>RECOMMENDED</b>
Principles of Marketing Advanced Marketing Elective Elective
<b>OTHER COURSES</b>
*Accounting Advertising & Promotions Business Economics *Business Law Business Management Bus. Prin. & App Computer & Technology App Entrepreneurship Fashion Marketing Internet Marketing Retail Marketing Sports & Event Mkt. Travel & Tourism *Other Career & Technical Courses

# KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

**COLLEGE/UNIVERSITY:** \_\_\_\_\_  
**HIGH SCHOOL (S):** \_\_\_\_\_  
 \_\_\_\_\_

**CLUSTER:** Business/Marketing  
**PATHWAY:** Marketing  
**PROGRAM:** \_\_\_\_\_

SECONDARY	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES			CREDENTIAL CERTIFICATE DIPLOMA DEGREE	
						RECOMMENDED ELECTIVE COURSES				
						OTHER ELECTIVE COURSES				
						CAREER AND TECHNICAL EDUCATION COURSES				
SECONDARY	9	English I <sup>△</sup>	Algebra I <sup>△</sup>	Earth Science <sup>△</sup>	Social Studies <sup>△</sup>	Health/PE <sup>△</sup>	Computer & Technology Applications <sup>⇒</sup>	Oral/Business Communication <sup>★</sup>		
	10	English II <sup>△</sup>	Geometry <sup>△</sup>	Life Science <sup>△</sup>	Social Studies <sup>△</sup>	Arts & Humanities <sup>△</sup>	Principles of Marketing <sup>⇒</sup>	Financial Literacy <sup>★</sup>		
	11	English III <sup>△</sup>	Algebra II <sup>△</sup>	Physical Science <sup>△</sup>	US History <sup>△</sup>	Foreign Language (2 credits) <sup>★</sup>	Business/Mkt Electives <sup>⇒</sup>			
	12	English IV <sup>△</sup>	Pre Cal/Calculus or Upper Level Math <sup>★</sup>		Psychology or Sociology <sup>★</sup>		Advanced Marketing <sup>⇒</sup>	Bus Principles & App <sup>★</sup>		
POSTSECONDARY	Year 13	Comm/Public Speaking English Comp	College Algebra or Higher	Science Elective	Social Science 6 hrs.	Humanities 3 hrs.	Foreign Language	Basic Computer Literacy		
	Year 14	English Lit	Statistics	Science Elective/Lab		Humanities 3 hrs	Financial Acct Managerial Acct	Mico Econ Macro Econ	Business Law or Elective	
	Year 15	Mgt.	Mkt.	Finance	Law/Ethics	Info Systems	Operations Mgt.	Adv Statistics	Consumer Behavior	3hrs Discipline Related Electives or Requirements
	Year 16	Mkt Research	Mkt.	Mkt.	Mkt.	Mkt.	Capstone/Strategic Management	12 Electives or Requirements		



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<b>Required Courses</b> <sup>△</sup>
<b>Recommended Elective Courses</b> <sup>★</sup>
<b>Other Elective Courses</b> <sup>⇒</sup>
<b>Career and Technical Education Courses</b> <sup>⇒</sup>
<b>Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2)</b> <b>(◆ = High School to Comm. College) (● = Com. College to 4-Yr Institution) (■ = Opportunity to test out)</b>
<b>Mandatory Assessments, Advising, and Additional Preparation</b> <sup>⊗</sup>

**Note:** Categories of courses (e.g. Required, Recommended Electives, other Electives and career and Technical Education) apply to both secondary and postsecondary levels.

# Advanced Marketing

**Course Description:** This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.

**SUGGESTED PREREQUISITE:** Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.

**Grade Level:** 11-12

**Credits:** 1.0

## Technical Content / Process

### Students will:

1. use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
2. develop employee/employer relations and other human relation skills through authentic simulations, role-plays, case studies, or cooperative education.
3. demonstrate customer service skills and effective selling skills through role play and cooperative education.
4. create a career portfolio after analyzing career goals, opportunities, and requirements. Research career options and match to personal career goals.
5. develop skills that are needed to seek, obtain, maintain and change careers.
6. demonstrate favorable attitudes/characteristics needed for career exploration, development and growth.
7. demonstrate skills in reading, writing, and advanced communications through authentic simulations, role-plays, or cooperative education.
8. utilize strategies needed to interact effectively with others through simulations, role-plays, or cooperative education.
9. explain fundamental business management and entrepreneurial concepts that affect business decision making.
10. demonstrate the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix through various projects (i.e. marketing plan, business plan).
11. analyze the role of promotion, types of promotion and the elements of the promotion mix through various projects (i.e. promotional plans, campaign plans).
12. apply math and communication skills within the technical content.
13. utilize activities of DECA as an integral component of course content and leadership development.
14. demonstrate entrepreneurship decision making through projects and simulations.
15. apply personal financial planning skills (budgeting, investing, goal setting and comparing credit options).
16. analyze the factors involved in financing a business including financial statements, startup costs, financial aspects of a business plan, and financial analysis.
17. demonstrate the concepts of marketing information management and its impact on marketing and business decisions through the collection, analysis, and dissemination of marketing information.
18. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
19. analyze the impact of the global economy on marketing functions.

### Connections

- National Standards for Marketing Education - *MBAResearch*
- Partnership for 21<sup>st</sup> Century Skills
- Kentucky Academic Standards – Big Ideas
- Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards

Course Title **Advanced Marketing**

Grade Levels 11-12

Credit Value 1

Description This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.

Prerequisites Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.

Resources MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom\_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org

Unit Title **Marketing Strategies**

**Technical Content**

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
10. Students will demonstrate the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix through various projects (i.e. marketing plan, business plan).
13. Students will utilize activities of DECA as an integral component of course content and leadership development.

**National Standards**

MBA - Knowledge and Skill Statement: Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.

MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.

MBA - Knowledge and Skill Statement: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

**KY Academic Standards (Big Idea)**

**Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

**Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

**Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

**Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

**English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

## **KOSSA Standards**

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AC.3 Implement effective decision-making skills

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)

2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning

2004.EM.3 Select appropriate technological resources to accomplish work

2004.OA.13 Explain factors affecting pricing decisions (e.g., cost, competition, economic factors)

2004.OC.2 Differentiate between direct and indirect channels of distribution

2004.OC.3 Identify the channels of distribution members (e.g., manufacturer, wholesaler, retailer)

2004.OC.4 Identify the levels of distribution intensity (e.g., exclusive, selective, intensive)

- 2004.OC.5 Identify, prepare, and explain the use of invoices
- 2004.OC.6 Explain the receiving process (e.g., receiving, checking, marking)
- 2004.OC.7 Explain the transportation systems and services used in distribution (e.g., motor, rail, water, air)
- 2004.OC.8 Explain storing considerations (e.g., cold storage, commodity, bulk)
- 2004.OC.9 Explain the type of warehousing (e.g., distribution centers, public, private)
- 2004.OE.1 Compare and contrast warranties and guarantees
- 2004.OE.2 Identify consumer protection agencies (e.g., Federal Trade Commission, Better Business Bureau, and Consumer Product Safety Commission) and explain their services
- 2004.OE.3 Explain the concept of product mix
- 2004.OE.4 Describe factors (e.g., features/benefits, price/quality, competition) used by marketers to position product/business
- 2004.OF.1 Explain the concept of branding

### **Learning Targets**

### **Sample Learner Activities - Click in the box to go to Activities**

A. Describe the concept of a market and how marketers use market segmentation to define a target market.	A1. Given a selected good, illustrate target marketing decisions the company used to select the appropriate market.
B. Define market segmentation and the four methods used to segment a market (i.e. demographics, psychographics, geographics, product benefits).	B1. Compare and contrast the four methods of market segmentation.
C. Define the four P's of the marketing mix (i.e. product, place, price, and promotion).	
D. Explain the concept of planning a product mix.	D1. Review a given business and analyze their product mix.
E. Describe factors used by marketers to position products/businesses.	E1. Working in a small group, choose a product that has recently been introduced to the market and describe how you would use all of the marketing functions to launch this new product.
F. Explain the nature of channel strategies and select channels of distribution.	F1. Compare the various channels of distribution used for similar goods.
G. Identify strategies for pricing new products and setting prices.	G1. Market a sports drink project.
H. Determine promotional strategies to inform, persuade, and remind a target market through elements of the promotional mix.	H1. See G1.

### **Technical Literacy Standards**

#### Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Writing Standards 11-12

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

#### Reading Standards for Literacy in Science and Technical Subjects 11-12

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Course Title **Advanced Marketing**

Grade Levels 11-12

Credit Value 1

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Unit Title Employability, Communication & Interpersonal Skills

**Technical Content**

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
2. Students will develop employee/employer relations and other human relation skills through authentic simulations, role-plays, case studies, or cooperative education.
7. Students will demonstrate skills in reading, writing, and advanced communications through authentic simulations, role-plays, or cooperative education.
8. Students will utilize strategies needed to interact effectively with others through simulations, role-plays, or cooperative education.
12. Students will apply math and communication skills within the technical content.
18. Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.

**National Standards**

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

MBA - Knowledge and Skill Statement: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.

MBA - Knowledge and Skill Statement: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

**KY Academic Standards (Big Idea)**

**Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

**Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

**Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

**English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Communication

Collaboration

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.2 Read and interpret workplace documents

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.3 Implement effective decision-making skills

2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)

2004.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks

2004.EA.2 Demonstrate consistent and punctual attendance

2004.EA.3 Demonstrate initiative in assuming tasks

2004.EB.1 Abide by workplace policies and procedures

2004.EB.2 Demonstrate honesty and reliability

- 2004.EB.3 Demonstrate ethical characteristics and behaviors
- 2004.EB.4 Maintain confidentiality and integrity of sensitive company information
- 2004.EC.1 Demonstrate appropriate dress and hygiene in the workplace
- 2004.EC.2 Use language and manners suitable for the workplace
- 2004.EC.3 Demonstrate polite and respectful behavior toward others
- 2004.EC.4 Demonstrate personal accountability in the workplace
- 2004.EC.5 Demonstrate pride in work
- 2004.ED.1 Plan and follow a work schedule
- 2004.ED.2 Work with minimal supervision
- 2004.EE.1 Recognize diversity, discrimination, harassment, and equity
- 2004.EE.2 Work well with all customers and co-workers
- 2004.EE.6 Illustrate techniques for eliminating gender bias and stereotyping in the workplace
- 2004.EG.1 Contribute new ideas
- 2004.EJ.3 Identify role in fulfilling the mission of the workplace
- 2004.EJ.4 Identify the rights of workers (e.g., adult and child labor laws and other equal employment opportunity laws)
- 2004.EJ.5 Recognize the chain of command, organizational flow chart system, and hierarchy of management within an organization
- 2004.EL.7 Accept and provide constructive criticism
- 2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
- 2004.EM.3 Select appropriate technological resources to accomplish work

### **Learning Targets**

### **Sample Learner Activities - Click in the box to go to Activities**

A. Apply effective communications skills to obtain and advance in a marketing career (i.e. listening, presenting, writing).	A1. Role-play interviewing for a job you are qualified to fill.
B. Apply job seeking skills (i.e. utilize job search strategies, complete a job application, write a letter of application, prepare a resume, interview for a job, and write a follow-up letter).	B1. Create a letter of application/cover letter for a career/position you are qualified to fill. B2. Create your resume. B3. Using your resume, create a PowerPoint of the three resume formats (traditional, scannable, and online). B4. Create a PowerPoint presentation of interview tips you think would be the most important for people entering the workforce for the first time. Be sure to include some common mistakes people make during an interview. (Recommendation: use the internet to find useful tips and common mistakes) B5. Create a poster about how to write an effective thank you/post-interview letter. B6. Create a thank you letter for a hypothetical interview.
C. Demonstrate personality traits important to business including ethical work habits, adjusting to change, and appropriate creativity.	C1. Role-play a job interview emphasizing business-related personality traits.

## **Technical Literacy Standards**

Writing Standards 11-12

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing Standards 11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards 11-12

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards 11-12

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Course Title    Advanced Marketing**

Grade Levels    11-12

Credit Value    1

Description    This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.

Prerequisites    Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.

Resources    MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom\_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org

Unit Title    Economics**Technical Content**

19. Students will analyze the impact of the global economy on marketing functions.

**National Standards**

MBA - Knowledge and Skill Statement: Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.

MBA - Knowledge and Skill Statement: Understands the economic principles and concepts fundamental to business operations.

**KY Academic Standards (Big Idea)****Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

**Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

**Financial Literacy - Vocational Studies**

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

**Government and Civics - Social Studies**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

**Geography - Social Studies**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

**English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Critical Thinking and Problem Solving

## **KOSSA Standards**

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AC.3 Implement effective decision-making skills

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AD.3 Make reasonable estimates

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AD.5 Use deductive reasoning and problem-solving in mathematics

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)

2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning

- 2004.EM.3 Select appropriate technological resources to accomplish work
- 2004.OA.1 Distinguish between economic goods and services
- 2004.OA.2 Explain the concept of economic resources (e.g., land, labor, capital, entrepreneurship)
- 2004.OA.3 Describe the concepts of economics and economic activities
- 2004.OA.4 Determine forms of economic utility (e.g., time, place, possession) created by marketing activities
- 2004.OA.5 Explain the principles of supply and demand
- 2004.OA.6 Describe the concept of price
- 2004.OA.7 Explain the types of economic systems (e.g., capitalism, socialism, communism)
- 2004.OA.8 Determine the role of government (e.g., regulator, provider of services, competitor, supporter) in business
- 2004.OA.9 Explain the concept of private enterprise
- 2004.OB.10 Analyze the effect business trends have on decision making
- 2004.OA.11 Explain the concept of competition
- 2004.OA.12 Explain measures used to analyze economic conditions (e.g., gross domestic product, inflation, employment rate)
- 2004.OB.11 Analyze the types of business risk (e.g. economic, human, and natural)
- 2004.OB.12 Explain ways to handle business risk (i.e., risk prevention & control, risk transfer, risk retention, risk avoidance)

### **Learning Targets**

### **Sample Learner Activities - Click in the box to go to Activities**

A. Describe the nature of economics and economic activities.	A1. List the various economic activities that affect economic decision.
B. Determine factors affecting business risks.	B1. Compare and contrast the various types of business risks.
C. Identify factors affecting a business's profit.	C1. Explain how a business's profit can be affected by various factors.
D. Explain measures used to analyze economic conditions including Gross Domestic Product and Consumer Price Index.	D1. Prepare a PowerPoint presentation of the economic factors impacting marketing in the United States.
E. Determine the impact of business cycles on business activities.	E1. Create a poster illustrating the business cycles and the activities that occur during each cycle.
F. Explain the nature of international trade and evaluate the influences on a nation's ability to trade.	F1. Prepare a PowerPoint presentation comparing the various barriers that hinder international trade.
G. Identify the impact of cultural and social events on world trade.	G1. Prepare a PowerPoint presentation of how similar goods are marketed in different parts of the world.

### **Technical Literacy Standards**

Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Writing Standards 11-12

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Reading Standards for Literacy in Science and Technical Subjects 11-12

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Course Title	<b>Advanced Marketing</b>	Grade Levels	11-12	Credit Value	1
Description	This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.				
Prerequisites	Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.				
Resources	MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org				

Unit Title **Marketing Information Management**

**Technical Content**

- Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
- Students will apply math and communication skills within the technical content.
- Students will demonstrate the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix through various projects (i.e. marketing plan, business plan).
- Students will demonstrate the concepts of marketing information management and its impact on marketing and business decisions through the collection, analysis, and dissemination of marketing information.

**National Standards**

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

**KY Academic Standards (Big Idea)**

**Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

**Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

**Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

**Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

**Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

**Geography - Social Studies**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

**English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Critical Thinking and Problem Solving

Creativity and Innovation

Communication

## **KOSSA Standards**

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

2004.AC.3 Implement effective decision-making skills

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

- 2004.AD.3 Make reasonable estimates
- 2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace
- 2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
- 2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
- 2004.EM.3 Select appropriate technological resources to accomplish work
- 2004.OD.1 Describe how marketing information is used in business decisions
- 2004.OD.2 Identify ways to obtain market data for market research (e.g., surveys, interviews, observations)
- 2004.OD.3 Explain the concept of target markets and market segmentation (e.g., demographics, psychographics, geographics)

**Learning Targets**

**Sample Learner Activities - Click in the box to go to Activities**

A. Describe the need for marketing information and the impact of marketing research on marketing information management.	A1. Complete the marketing research process by choosing a topic/issue, provide sources of primary and secondary data, and prepare a report.
B. Describe the use of technology in the marketing information management.	B1. Illustrate how businesses would perform marketing information management with and without technology.
C. Determine sources of market information used in marketing decision making including sources of primary and secondary data.	C1. Outline the steps you would take to establish an MIS for a selected company or an event.
D. Utilize market data for information analysis.	D1. Prepare a report utilizing data gathered in a student survey regarding a popular product.

**Technical Literacy Standards**

Reading Standards for Literacy in Science and Technical Subjects 11-12

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing Standards 11-12

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Course Title	<b>Advanced Marketing</b>	Grade Levels	11-12	Credit Value	1
Description	This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.				
Prerequisites	Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.				
Resources	MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org				

Unit Title **Promotion**

### **Technical Content**

- Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
- Students will demonstrate the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix through various projects (i.e. marketing plan, business plan).
- Students will analyze the role of promotion, types of promotion and the elements of the promotion mix through various projects (i.e. promotional plans, campaign plans).
- Students will apply math and communication skills within the technical content.
- Students will utilize activities of DECA as an integral component of course content and leadership development.

### **National Standards**

- MBA - Knowledge and Skill Statement: Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.
- MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
- MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.
- MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.
- MBA - Knowledge and Skill Statement: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.
- MBA - Knowledge and Skill Statement: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

### **KY Academic Standards (Big Idea)**

#### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

#### **Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

#### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

#### **Safety and Ethical/Social Issues - Technology**

Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.

### **English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Creativity and Innovation

Collaboration

Communication

Critical Thinking and Problem Solving

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

2004.AC.3 Implement effective decision-making skills

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AD.3 Make reasonable estimates

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.AG.2 Demonstrate effective and appropriate use of social media

2004.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)

2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning

2004.EM.3 Select appropriate technological resources to accomplish work

2004.OF.3 Explain the role of promotion as a marketing function

2004.OF.4 Explain the types of advertising (e.g. radio, television, direct mail, outdoor, newspaper, Internet)

2004.OF.5 Identify the advantages and disadvantages of each type of advertising

2004.OF.6 Identify the elements of the promotional mix (i.e., advertising, publicity, sales promotion, personal selling)

2004.OF.7 Explain components of advertisements (e.g., headline, copy, illustration, price, signature, logo)

2004.OG.1 Understand the importance of persuading others

## **Learning Targets**

A. Utilize element of the promotional mix to develop a promotional plan/campaign.

## **Sample Learner Activities - Click in the box to go to Activities**

A1. Create a promotional plan for a hypothetical business of your choice. The plan should include: a basic description of the type of business and its competition, a description of the customers, the promotional objectives, the forms of promotion to be used and the reason for each, promotional activities including descriptions and/or drawings, and the cost to carry out the plan.

A2. Design a customer loyalty (reward) program.

A3. Create a promotional strategy to increase sales of a product that has experienced declining sales and is experiencing intense competition.

B. Develop a promotional budget.

B1. Given a promotional plan, create the corresponding promotional budget.

## **Technical Literacy Standards**

Writing Standards 11-12

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards 11-12

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing Standards 11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards 11-12

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Course Title **Advanced Marketing**

Grade Levels 11-12

Credit Value 1

Description This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.

Prerequisites Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.

Resources MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom\_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org

Unit Title **Selling and Customer Service**

**Technical Content**

- 3. Students will demonstrate customer service skills and effective selling skills through role play and cooperative education.
- 7. Students will demonstrate skills in reading, writing, and advanced communications through authentic simulations, role-plays, or cooperative education.
- 8. Students will utilize strategies needed to interact effectively with others through simulations, role-plays, or cooperative education.
- 13. Students will utilize activities of DECA as an integral component of course content and leadership development.

**National Standards**

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

MBA - Knowledge and Skill Statement: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.

MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.

MBA - Knowledge and Skill Statement: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase

**KY Academic Standards (Big Idea)**

**Financial Literacy - Vocational Studies**

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

**Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

**Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

**Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

**English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)
- CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

- CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*
- CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving

## **KOSSA Standards**

- 2004.AA.1 Utilize effective verbal and non-verbal communication skills
- 2004.AA.2 Participate in conversation, discussion, and group presentations
- 2004.AA.3 Communicate and follow directions/procedures
- 2004.AA.4 Communicate effectively with customers and co-workers
- 2004.AB.1 Locate and interpret written information
- 2004.AB.2 Read and interpret workplace documents
- 2004.AB.3 Identify relevant details, facts, and specifications
- 2004.AB.4 Record information accurately and completely
- 2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation
- 2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
- 2004.AC.3 Implement effective decision-making skills
- 2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
- 2004.AD.3 Make reasonable estimates
- 2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
- 2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace
- 2004.AG.1 Use technology appropriately to enhance professional presentations

- 2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
- 2004.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients
- 2004.EI.2 Identify and address needs of customers/clients
- 2004.EI.3 Provide helpful, courteous, and knowledgeable service
- 2004.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
- 2004.EI.5 Identify techniques to seek and use customer/client feedback to improve company services
- 2004.EI.6 Recognize the relationship between customer/client satisfaction and company success
- 2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
- 2004.EM.3 Select appropriate technological resources to accomplish work
- 2004.OF.6 Identify the elements of the promotional mix (i.e., advertising, publicity, sales promotion, personal selling)
- 2004.OG.1 Understand the importance of persuading others
- 2004.OG.2 Explain the role of customer service as a component of selling relationships
- 2004.OG.3 Explain business ethics in selling
- 2004.OG.4 Acquire product information (e.g., labels, manufacturer, product manuals) used in selling
- 2004.OG.5 Analyze product information to identify product features and benefits
- 2004.OG.6 Explain the steps of the selling process (e.g., approach, determine needs, wants, present product)
- 2004.OG.7 Prepare for the sales presentation
- 2004.OG.8 Identify customer buying motives used in selling
- 2004.OG.9 Identify effective product presentation techniques (e.g., display, handling, demonstrating sales aids)
- 2004.OG.10 Explain techniques used to convert customer/client objections into selling points
- 2004.OG.11 Identify effective methods (e.g., customer credit options, layaway, 0% financing) used in closing a sale
- 2004.OG.12 Explain the benefits of suggestion selling
- 2004.OG.13 Identify the procedures of departure and follow-up (e.g., receipt, reassurance, thank you, phone calls, thank you notes, e-mail) in the selling process

### **Learning Targets**

A. Utilize the steps of the selling process.

### **Sample Learner Activities - Click in the box to go to Activities**

A1. Role-play a sales demonstration of a provided product utilizing the DECA event guidelines as a rubric.

A2. Create a poster of the selling process providing examples for each step.

### **Technical Literacy Standards**

Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Course Title	<b>Advanced Marketing</b>	Grade Levels	11-12	Credit Value	1
Description	This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.				
Prerequisites	Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.				
Resources	MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org				

Unit Title **Financing**

### **Technical Content**

- Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
- Students will apply math and communication skills within the technical content.
- Students will analyze the factors involved in financing a business including financial statements, startup costs, financial aspects of a business plan, and financial analysis.

### **National Standards**

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

### **KY Academic Standards (Big Idea)**

#### **Financial Literacy - Vocational Studies**

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

#### **Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

#### **Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

#### **Government and Civics - Social Studies**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

#### **Research, Inquiry/Problem-Solving and Innovation - Technology**

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

### **English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Critical Thinking and Problem Solving

## **KOSSA Standards**

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

2004.AC.3 Implement effective decision-making skills

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AD.3 Make reasonable estimates

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AD.5 Use deductive reasoning and problem-solving in mathematics

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)

2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning

2004.EM.3 Select appropriate technological resources to accomplish work

2004.OB.8 Explain the use of various business records (i.e., income statement, balance sheet, sales records, employment records)

## **Learning Targets**

A. Explain the nature and scope of financing.

B. Explain the purpose and importance of credit.

C. Explain the purposes and importance of obtaining credit (business).

D. Determine financing needed to start a business.

E. Describe sources of financing for businesses.

F. Identify the various financial statements used in a business.

G. Interpret financial statements.

H. Describe the nature of cash-flow statements.

I. Explain the importance of accounting.

## **Sample Learner Activities - Click in the box to go to Activities**

A1. Compare business financing and personal financing.

B1. Utilizing the internet, research credit and its importance.

C1. Research how businesses obtain obtain credit.

D1. Create a financing plan for a new business.

E1. See above.

F1. Create a poster illustrating financial statements.

G1. Create a PowerPoint of various financial statements, what information is included on each statement, and include explanations of each statement's function.

H1. Create a cash-flow statement for a given business.

I1. Illustrate accounting's role in operating a successful business.

## **Technical Literacy Standards**

Writing Standards 11-12

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing Standards 11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards 11-12

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards 11-12

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Reading Standards for Literacy in Science and Technical Subjects 11-12

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Course Title **Advanced Marketing**

Grade Levels 11-12

Credit Value 1

Description This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.

Prerequisites Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.

Resources MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom\_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org

Unit Title **Business Planning, Management, and Entrepreneurship**

**Technical Content**

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
10. Students will demonstrate the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix through various projects (i.e. marketing plan, business plan).
11. Students will analyze the role of promotion, types of promotion and the elements of the promotion mix through various projects (i.e. promotional plans, campaign plans).
13. Students will utilize activities of DECA as an integral component of course content and leadership development.
14. Students will demonstrate entrepreneurship decision making through projects and simulations.
16. Students will analyze the factors involved in financing a business including financial statements, startup costs, financial aspects of a business plan, and financial analysis.
17. Students will demonstrate the concepts of marketing information management and its impact on marketing and business decisions through the collection, analysis, and dissemination of marketing information.

**National Standards**

MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.

MBA - Knowledge and Skill Statement: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

MBA - Knowledge and Skill Statement: Understands the tools techniques, and systems that businesses use to plan, staff, lead, and organize its human resources.

MBA - Knowledge and Skill Statement: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

MBA - Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

**KY Academic Standards (Big Idea)**

**Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

**Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

**Consumer Decisions - Vocational Studies**

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

**Cultures and Societies - Social Studies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

**Economics - Social Studies**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

**Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

**Financial Literacy - Vocational Studies**

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

**Geography - Social Studies**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

**Government and Civics - Social Studies**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

**Information, Communication and Productivity - Technology**

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

**English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

## **KOSSA Standards**

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

2004.AB.3 Identify relevant details, facts, and specifications

2004.AB.4 Record information accurately and completely

2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation

2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)

2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation

2004.AC.3 Implement effective decision-making skills

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AD.3 Make reasonable estimates

2004.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)

2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning

2004.EM.3 Select appropriate technological resources to accomplish work

2004.OB.4 Explain the process of purchasing (e.g., information gathering, open-to-buy, selecting suppliers)

2004.OB.5 Compare and contrast types of buying methods (e.g. resident buying, centralized buying, decentralized buying)

2004.OB.7 Explain the role of management (e.g., planning, organizing, controlling) in business

2004.OB.9 Analyze the types of business ownership (e.g., sole proprietorship, partnership, corporation)

2004.OB.10 Analyze the effect business trends have on decision making

2004.OB.11 Analyze the types of business risk (e.g. economic, human, and natural)

2004.OB.12 Explain ways to handle business risk (i.e., risk prevention & control, risk transfer, risk retention, risk avoidance)

## **Learning Targets**

A. Explain the nature a business plan.

B. Identify all aspects of starting.

C. Identify the role of an entrepreneur.

D. Differentiate the various types of business ownership.

E. Describe the role of management in a business.

## **Sample Learner Activities - Click in the box to go to Activities**

A1. Create a business plan.

B1. See A1.

C1. Research an entrepreneur and prepare a PowerPoint presentation about their life (info to include: a brief personal history, type of business, how they got started, financing of the business, and current status of the business).

D1. Create a chart comparing and contrasting different types of ownership.

E1. Write an employee code of conduct for a local business.

E2. Design an employee incentive/reward program.

## **Technical Literacy Standards**

Language Standards 11-12

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Reading Standards for Literacy in Science and Technical Subjects 11-12

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Course Title	<b>Advanced Marketing</b>	Grade Levels	11-12	Credit Value	1
Description	This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.				
Prerequisites	Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.				
Resources	MBA Research, ASK Institute, econ.org, www.marketingteacher.com, www.mark-ed.com/teachingideas/classroom_ideas.htm; www.lessonplans.btskinner.com; www.teachingeconomics.org; www.econedlink.org				

Unit Title Careers

### **Technical Content**

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.
4. Students will create a career portfolio after analyzing career goals, opportunities, and requirements. Research career options and match to personal career goals.
5. Students will develop skills that are needed to seek, obtain, maintain and change careers.
6. Students will demonstrate favorable attitudes/characteristics needed for career exploration, development and growth.

### **National Standards**

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.

MBA - Knowledge and Skill Statement: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.

MBA - Knowledge and Skill Statement: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

### **KY Academic Standards (Big Idea)**

#### **Career Awareness, Exploration, Planning - Vocational Studies**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

#### **Employability Skills - Vocational Studies**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

#### **Communication/Technology - Vocational Studies**

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

### **English/Language Arts Standards**

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Mathematics Standards**

CC.9-12.F.BF.1 Write a function that describes a relationship between two quantities.\*

CC.9-12.S.IC.6 Evaluate reports based on data.\*

## **21st Century Skills and Knowledge**

Collaboration

Communication

Critical Thinking and Problem Solving

## **KOSSA Standards**

2004.AA.1 Utilize effective verbal and non-verbal communication skills

2004.AA.2 Participate in conversation, discussion, and group presentations

2004.AA.3 Communicate and follow directions/procedures

2004.AA.4 Communicate effectively with customers and co-workers

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

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2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology

2004.AC.3 Implement effective decision-making skills

2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)

2004.AD.3 Make reasonable estimates

2004.AF.1 Recognize the potential risks associated with Internet use

2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)

2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace

2004.AG.1 Use technology appropriately to enhance professional presentations

2004.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools

2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks

2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)

2004.EK.2 Define jobs associated with a specific career path or profession

- 2004.EJ.4 Identify the rights of workers (e.g., adult and child labor laws and other equal employment opportunity laws)
- 2004.EK.5 Prepares for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
- 2004.EK.6 Participate in a job interview
- 2004.EL.1 Acquire current and emerging industry-related information
- 2004.EL.2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities
- 2004.EL.4 Discuss the importance of flexible career planning and career self-management
- 2004.EL.8 Describe the impact of the global economy on jobs and careers
- 2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
- 2004.EM.2 Research and identify emerging technologies for specific careers
- 2004.EM.3 Select appropriate technological resources to accomplish work

**Learning Targets**

**Sample Learner Activities - Click in the box to go to Activities**

A. Explain employment opportunities in marketing and business.	A1. Research your top five marketing careers and select the one you are most interested in. Prepare a presentation about that job including: educational requirements, occupational outlook, typical daily job duties, average wage, etc.
B. Identify occupational interest.	B1. Complete an interest inventory and research your top three suggested occupations.
C. Analyze employer expectations in the business environment.	C1. Review an employee manual for a local business and discuss the expectations given and implied.
D. Identify sources of career information.	D1. Create a list of sources available for career information.
E. Demonstrate skills needed to enhance career progression.	E1. Create a PowerPoint to illustrate the steps needed for career advancement in a given career field.

**Technical Literacy Standards**

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