Kentucky Career and Technical Education Curriculum Alignment Resource

Principles of Marketing

Project Launched October 2011

Principles of Marketing

Course Description: This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace; marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the student's college and career readiness. Leadership development will be provided through DECA activities and competitive events.

Grade Level: 9-12	**Credits:** 1.0

Technical Content / Process

Students will:

1. define marketing and evaluate its impact on society.
2. apply basic fundamentals and concepts of marketing including marketing segmentation, target marketing, and the marketing mix.
3. use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
5. interpret the importance of economic principles and apply the knowledge to real-life scenarios using classroom activities and materials.
6. identify the marketing functions and analyze each function's related activities.
7. apply math and communication skills within the *marketing* content.
8. analyze and apply skills associated with communication, human relations, writing and speaking skills through communications in the promotion and salesmanship units.
9. demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
10. apply the concepts of promotion used to inform and persuade consumers.
11. demonstrate employability and social skills relative to the career cluster.
12. investigate the various types of risks that impact business activities; categorize the risks as natural, human or economic; and explain methods a business uses to control risks.
13. interpret the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism.
14. incorporate activities of DECA as an integral component of course content and leadership development.
15. begin a career portfolio including a resume, letters of reference, certifications of training, and samples of work.
16. analyze and apply the role of technology in improving the marketing process.
17. describe and explain the purpose of a marketing plan for a new or existing business or product line.
18. apply the steps of the selling process to determine goods and/or services that satisfy consumer needs and wants.
19. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
20. apply the fundamentals of pricing techniques to determine selling prices for products and/or services.
21. apply the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
22. apply the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Connections

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

Course Title **Principles of Marketing** Grade Levels 9-12 Credit Value 1.0

Description This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the student's college and career readiness. Leadership development will be provided through DECA activities and competitive events.

Prerequisites None

Resources MBA Research; ASK Institute; econ.org; Marketing Essentials 3rd Edition; Marketing Anniversary Edition; www.marketingteacher.com; www.mark-ed.com/teachingideas/classroom_ideas.htm; lessonplans.btskinner.com; www.teachingeconomics.org; www.econed.ink.org

Unit Title Marketing Foundations

Technical Content

1. Students will define marketing and evaluate its impact on society.
2. Students will apply basic fundamentals and concepts of marketing including marketing segmentation, target marketing, and the marketing mix.
3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students will identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
6. Students will identify the marketing functions and analyze each function's related activities.
7. Students will apply math and communication skills within the marketing content.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
16. Students will analyze and apply the role of technology in improving the marketing process.

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.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.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.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

KOSSA Standards

2004.AA.3 Communicate and follow directions/procedures
2004.AB.1 Locate and interpret written information
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.AF.3 Practice safe, legal, and responsible use of technology in the workplace
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.4 Determine forms of economic utility (e.g., time, place, possession) created by marketing activities
2004.OB.2 Describe types of business activities (e.g., market research, financial analysis, marketing, human resources)
2004.OB.3 Explain the seven marketing functions (e.g., distribution, pricing, selling, promotion)
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. Explain the seven marketing functions (e.g., distribution, pricing, selling, promotion).	A1. Create a poster to express how advertising is related to all of marketing functions (product/service management, distribution, pricing, marketing-information management, promotion, financing, risk management, selling, purchasing). (Example of a list can be found in Marketing: Activities page 116, South-Western Thomson Learning).
B. Explain marketing and its importance in a global economy.	B1. Have students list items they have purchased recently that was manufactured in another country. Then, have them explain how their purchasing experience would be different if the product had not been imported.
C. Determine forms of economic utility (e.g., time, place, possession) created by marketing activities.	C1. Identify examples of each utility and how marketing adds economic utitilty to goods and services.
D. Explain the concept of target markets and market segmentation (e.g., demographics, psychographics, geographic).	D1. Define a target market specific product and describe how to make decisions for the marketing mix based on the target market.
E. Identify and explain the 4 P's of the marketing mix.	E1. Give students a company and have them identify each of the four P's for one product or service the given company offers.

Technical Literacy Standards

Speaking and Listening 11-12
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 to add interest.

Language Standards 11-12
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Course Title **Principles of Marketing** Grade Levels 9-12 Credit Value 1.0

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Prerequisites None

Resources MBA Research; ASK Institute; econ.org; Marketing Essentials 3rd Edition; Marketing Anniversary Edition; www.marketingteacher.com; www.mark-ed.com/teachingideas/classroom_ideas.htm; lessonplans.btskinner.com; www.teachingeconomics.org; www.econed.ink.org

Unit Title Economics

Technical Content

3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
5. Students will interpret the importance of economic principles and apply the knowledge to real-life scenarios using classroom activities and materials.
7. Students will apply math and communication skills within the marketing content.
9. Students will demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
12. Students will investigate the various types of risks that impact business activities; categorize the risks as natural, human or economic; and explain methods a business uses to control risks.
13. Students will interpret the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
16. Students will analyze and apply the role of technology in improving the marketing process.

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.8.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.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.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 principless 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.OA.10 Identify factors (e.g., economics, human, nature) effecting a business's profit
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)

Learning Targets	**Sample Learner Activities - Click in the box to go to Activities**
A. Distinguish between economic goods and services.	A1. Given a list of various products, have students distinguish whether they are a good or service.
B. Explain the concept of economic resources (e.g., land, labor, capital, and entrepreneurship).	B1. Create a poster differentiating the types of economic resources. B2. Have students create a chart distinguishing each category of economic resource and provide an example of each.
C. Describe the concepts of economics and economic activities.	
D. Explain the types of economic systems (e.g., capitalism, socialism. communism).	D1. Create a PowerPoint detailing the types of economic philosophies (capitalism, communism, socialism) and give examples of countries with each type.
E. Explain the principles of supply and demand.	E1. Create a graph illustrating supply and demand.
F. Describe the concept of price.	F1. Have students define price in their own terms. Then have them to compare and contrast their definition with the definition in the textbook.
G. Determine the role (e.g., regulator, provider of services, competitor, and supporter) of government in business.	G1. Working in teams, have students create a presentation on the role of government in business.
H. Explain the concept of private enterprise.	H1. Have students to contrast private enterprise with the other forms of economic systems.
I. Identify factors (e.g., economics, human, nature) effecting a business's profit.	I1. Working in a group of two, have students to review a business's profit in terms of the various factors.
J. Determine factors affecting business risk.	J1. Have students to list the various forms of business risk and suggest a way to prevent, minimize, or transfer each risk.
K. Explain the concept of competition.	K1. Choose three related companies and create a chart comparing and contrasting each companies goods, services, and pricing.
L. Explain the concept of productivity.	L1. Utilize the Play-Dough Economics Productivity actitvity provided by Kentucky Council of Economic Education.
M. Explain measures used to analyze economic conditions (e.g., gross domestic product, inflation, employment rate).	M1. Create a poster to illustrate the economic conditions (gross domestic product, inflation, employment rate).

Technical Literacy Standards

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 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.

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Prerequisites None

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Unit Title Selling

Technical Content

3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students will identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
7. Students will apply math and communication skills within the marketing content.
9. Students will demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
16. Students will analyze and apply the role of technology in improving the marketing process.
18. Students will apply the steps of the selling process to determine goods and/or services that satisfy consumer needs and wants.

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.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

Creativity and Innovation

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.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.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.EF.1 Recognize the characteristics of a team environment and conventional workplace
2004.EF.2 Contribute to the success of the team
2004.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
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.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.OB.5 Compare and contrast types of buying methods (e.g. resident buying, centralized buying, decentralized buying)
2004.OB.13 Interpret business policies to customers/clients
2004.OF.2 Prepare written reports such as proposals, promotional plans, or business plans
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.6 Explain the steps of the selling process (e.g., approach, determine needs, wants, present product)
2004.OG.8 Identify customer buying motives used in selling
2004.OG.10 Explain techniques used to convert customer/client objections into selling points
2004.OG.12 Explain the benefits of suggestion selling

Learning Targets	Sample Learner Activities - Click in the box to go to Activities
A. Explain the role of customer service as a component of selling relationships.	A1. Have students discuss good and bad sales experiences.
B. Explain business ethics in selling.	B1. Have students discuss how poor selling ethics can affect a business.
C. Explain the nature and scope of the selling function.	C1. Students present their ideas of what the selling function includes and contrast the ideas with that of the textbook.
D. Acquire product information (e.g., labels, manufacturer, product manuals) for use in selling.	D1. Create a "feature-benefit" chart on a current smart phone include information source(s).
E. Analyze product information to identify product features and benefits.	E1. When given a list containing both features and benefits, differentiate which is which and explain why they fall into that category. (Marketing: Activities page 126, South-Western Thomson Learning). E2. Given a list of features, provide a benefit of each feature or vice versa.
F. Explain the steps of the selling process(e.g., approach, determine needs & wants, present product).	
G. Prepare for the sales presentation.	G1. Utilizing the seven steps of selling as a guide, prepare a sales presentation for an approved product.
H. Establish relationship with client/customer.	H1. List the three ways to approach the customer and initiate the sale.
I. Determine customer/client needs and wants.	I1. Describe the importance of determining a customers needs and wants. I2. List five sample questions a salesperson could ask customers to determine their needs or wants.
J. Identify customer buying motives for use in selling.	J1. Describe how to evaluate and access customer buying motives.
K. Identify effective product presentation techniques (e.g., display &handling, demonstrating sales aids).	K1. Utilizing the DECA guide as a rubric, role-play a product presentation.
L. Explain techniques used to convert customer/client objections into selling points.	L1. Lists three common objections a customer may have about a given product and provide example responses a salesperson could provide.
M. Identify effective methods used in closing a sale.	M1. Describe suggestion selling to a new salesperon and explain how it can be used at the close of a sale.
N. Explain the benefits of suggestion selling.	
O. Identify the procedures of departure (e.g., receipt, reassurance, thank you) and follow up (phone calls, thank you notes, and email) in the selling process.	O1. Explain the differences between departure adn follow up in the selling process. O2. Describe the importance of following up with a customer. O3. List three things a salesperson could do to reaffirm the buyer-seller relationship.

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.

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

Course Title **Principles of Marketing** Grade Levels 9-12 Credit Value 1.0

Description This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the student's college and career readiness. Leadership development will be provided through DECA activities and competitive events.

Prerequisites None

Resources MBA Research; ASK Institute; econ.org; Marketing Essentials 3rd Edition; Marketing Anniversary Edition; www.marketingteacher.com; www.mark-ed.com/teachingideas/classroom_ideas.htm; lessonplans.btskinner.com; www.teachingeconomics.org; www.econed.ink.org

Unit Title Pricing

Technical Content

3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students will identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
7. Students will apply math and communication skills within the marketing content.
9. Students will demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
16. Students will analyze and apply the role of technology in improving the marketing process.
21. Students will apply the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

National Standards

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 concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

KY Academic Standards (Big Idea)

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.

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.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

Critical Thinking and Problem Solving

KOSSA Standards

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.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.5 Explain the principless of supply and demand
2004.OA.6 Describe the concept of price
2004.OA.13 Explain factors affecting pricing decisions (e.g., cost, competition, economic factors)

Learning Targets	Sample Learner Activities - Click in the box to go to Activities
A. Explain factors (e.g., cost, competition, economic factors) affecting pricing decisions.	1. Create a table illustrating the market factors affecting prices.
B. Calculate break-even point.	B1. Given specific figures of various costs and price, calculate the break-even point.
C. Explain the nature and scope of pricing.	C1. Compare and contrast price and cost.
D. Identify strategies for pricing new products.	D1. Have student to calculate a price for a given product using the various strategies for pricing.

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 **Principles of Marketing** Grade Levels 9-12 Credit Value 1.0

Description This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the student's college and career readiness. Leadership development will be provided through DECA activities and competitive events.

Prerequisites None

Resources MBA Research; ASK Institute; econ.org; Marketing Essentials 3rd Edition; Marketing Anniversary Edition; www.marketingteacher.com; www.mark-ed.com/teachingideas/classroom_ideas.htm; lessonplans.btskinner.com; www.teachingeconomics.org; www.econed.ink.org

Unit Title Product/Service Management

Technical Content

3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students will identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
7. Students will apply math and communication skills within the marketing content.
9. Students will demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
16. Students will analyze and apply the role of technology in improving the marketing process.
17. Students will describe and explain the purpose of a marketing plan for a new or existing business or product line.

National Standards

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 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

KY Academic Standards (Big Idea)

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.

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.

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.
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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.)
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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

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

KOSSA Standards

2004.AA.2 Participate in conversation, discussion, and group presentations
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2004.AB.2 Read and interpret workplace documents

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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.3 Practice safe, legal, and responsible use of technology in the workplace
2004.AG.1 Use technology appropriately to enhance professional presentations
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.OA.1 Distinguish between economic goods and services
2004.OA.2 Explain the concept of economic resources (e.g., land, labor, capital, entrepreneurship)
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. Compare and contrast warranties and guarantees.	A1. Create a poster contrasting warranties and guarantees.
B. Explain the concept of product mix.	B1. Have students research a large company and identify the various products the company sells (e.g. Sara Lee, Rubbermaid, Proctor & Gamble).
C. Describe factors (e.g., features/benefits, price/quality, competition, branding) used by marketers to position product/business.	C1. Create a new logo for the school district that embodies the mission, goals, and overall impact of the school district. Present your logo to the class with an explanation of the meaning of the logo. C2. Explain how given companies have positioned themselves by using features/benefits, price/quality, competition, branding).
D. Explain the nature and scope of the product/service management function.	D1. Explain how the product/service management functions is related to all the other functions.

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.

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Prerequisites None

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Unit Title Promotion

Technical Content

3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students will identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
7. Students will apply math and communication skills within the marketing content.
8. Students will analyze and apply skills associated with communication, human relations, writing and speaking skills through communications in the promotion and salesmanship units.
9. Students will demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
10. Students will apply the concepts of promotion used to inform and persuade consumers.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
16. Students will analyze and apply the role of technology in improving the marketing process.

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)

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.

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.

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.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.R.L.3 Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.9-10.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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.

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.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.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.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
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.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.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.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
2004.EI.6 Recognize the relationship between customer/client satisfaction and company success
2004.EL.1 Acquire current and emerging industry-related information
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.1 Explain the concept of branding
2004.OF.2 Prepare written reports such as proposals, promotional plans, or business plans
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	**Sample Learner Activities - Click in the box to go to Activities**
A. Explain the role of promotion as a marketing function.	A1. Given a list of slogans, students identify the company and/or good.
B. Identify the advantages and disadvantages of each type of advertising.	B1. Create a chart of the advantages and disadvantages of the types of advertising.
C. Identify the elements of the promotional mix (i.e., advertising, publicity, sales promotion, personal selling).	C1. Create a poster illustrating the various elements of the promotional mix.
D. Explain the types of advertising media (e.g. radio, television, direct mail, outdoor, newspaper).	D1. Analyze newspaper and magazine ads to determine the objective of the ad, who is the target market, what theme is being used, and how the effectiveness of the ad will be evaluated. (Example of a list can be found in Marketing: Activities page 112, South-Western Thomson Learning) D2. Analyze a television commercial to determine the objective of the ad, who is the target market, what theme is being used, and how the effectiveness of the ad will be evaluated. (Example of a list can be found in Marketing: Activities page 112, South-Western Thomson Learning)
E. Explain components of advertisements (e.g., headline, copy, illustration, price, signature, logo).	E1. Given examples of magazine advertisements, students label the various components.
F. Select advertising media.	F1. Given a list of goods for different target markets, students select and appropriate media for their advertisement.
G. Analyze the use of specialty promotion.	G1. Students identify the purpose of provided specialty promotions.

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.

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.

Course Title **Principles of Marketing** Grade Levels 9-12 Credit Value 1.0

Description This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the student's college and career readiness. Leadership development will be provided through DECA activities and competitive events.

Prerequisites None

Resources MBA Research; ASK Institute; econ.org; Marketing Essentials 3rd Edition; Marketing Anniversary Edition; www.marketingteacher.com; www.mark-ed.com/teachingideas/classroom_ideas.htm; lessonplans.btskinner.com; www.teachingeconomics.org; www.econed.ink.org

Unit Title Distribution

Technical Content

3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students will identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
7. Students will apply math and communication skills within the marketing content.
9. Students will demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
16. Students will analyze and apply the role of technology in improving the marketing process.
22. Students will apply the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

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 tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

KY Academic Standards (Big Idea)

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.

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.

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.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

Critical Thinking and Problem Solving

Collaboration

KOSSA Standards

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.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.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
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.OC.1 Demonstrate a customer-service mindset as it relates to marketing activities (e.g., distribution, sales, management)
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.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)

Learning Targets	**Sample Learner Activities - Click in the box to go to Activities**
A. Differentiate between direct and indirect channels of distribution.	A1. Create a poster to illustrate the differences between direct and indirect channels of distribution.
B. Identify the channels of distribution members (e.g., manufacturer, wholesaler, retailer).	B1. Create a poster to illustrate the channel members and basic description of their role within the channel of distribution.
C. Explain the nature and scope of distribution.	C1. Describe distribution's role in marketing.
D. Assess distribution channels.	D1. Create a PowerPoint presentation comparing the advantages and disadvantages of the types of transportation systems in distribution.
E. Explain distribution issues and trends.	E1. Research the current issues and trends affecting distritibution of a given product.
F. Explain the relationship between customer service and distribution.	F1. Illustrate how distribution can improve or hurt customer service.

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.

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.

Course Title **Principles of Marketing** Grade Levels 9-12 Credit Value 1.0

Description This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the student's college and career readiness. Leadership development will be provided through DECA activities and competitive events.

Prerequisites None

Resources MBA Research; ASK Institute; econ.org; Marketing Essentials 3rd Edition; Marketing Anniversary Edition; www.marketingteacher.com; www.mark-ed.com/teachingideas/classroom_ideas.htm; lessonplans.btskinner.com; www.teachingeconomics.org; www.econed.ink.org

Unit Title Marketing Career Readiness

Technical Content

3. Students will use computers and other technology including the internet to collect, organize, and communicate information and ideas in preparing assignments and authentic projects.
4. Students will identify and determine personal opportunities available within the Marketing program, (through both the course work and DECA) which will allow them to be college and/or career ready.
7. Students will apply math and communication skills within the marketing content.
8. Students will analyze and apply skills associated with communication, human relations, writing and speaking skills through communications in the promotion and salesmanship units.
9. Students will demonstrate problem-solving and decision-making skills as they apply in economics, personal finance, human relations, distribution, or product service planning.
11. Students will demonstrate employability and social skills relative to the career cluster.
14. Students will incorporate activities of DECA as an integral component of course content and leadership development.
15. Students will begin a career portfolio including a resume, letters of reference, certifications of training, and samples of work.
16. Students will analyze and apply the role of technology in improving the marketing process.
20. Students will apply the fundamentals of pricing techniques to determine selling prices for products and/or services.

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.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.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.)

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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

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.3 Implement effective decision-making skills
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.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
2004.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
2004.EK.2 Define jobs associated with a specific career path or profession
2004.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)
2004.EK.4 Prepare a resume, letter of application, and job application
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.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. Utilize information technology tools to manage and perform work responsibilities.	A1. Given a work similation, students will perform various work duties utilizing the appropriate information technology (i.e. memo, email, business letter).
B. Apply concepts and strategies needed to interact effectively with others.	B1. Role-play the appriate way to handle a co-worker dispute regarding scheduling or workload.
C. Apply concepts and strategies needed for career exploration, development and growth.	C1. Create a "learning tree" utilizing their career goal and each needed to reach their goal from high school on.
D. Identify the techniques, strategies and systems used to foster self-understanding and enhance relationships with others.	D1. Complete an interest inventory.
E. Apply concepts tools and strategies used to explore, obtain and develop a marketing career.	E1. List your “Top 10” jobs. Select two from the list that interests you the most and create a PowerPoint presentation about these jobs (educational requirements, occupational outlook, typical daily job duties, average wage, etc).

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.

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.

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
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
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.