Career & Technical Education
Curriculum Alignment with
Common Core ELA & Math Standards

Advanced Marketing
# MARKETING CAREER MAJORS

<table>
<thead>
<tr>
<th>Marketing</th>
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<tbody>
<tr>
<td><em>(Marketing Skill Standard)</em></td>
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<tr>
<td><strong>RECOMMENDED</strong></td>
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<tr>
<td>Principles of Marketing</td>
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<td>Advanced Marketing</td>
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<td>Elective</td>
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<td>Elective</td>
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## OTHER COURSES

- *Accounting
- Advertising & Promotions
- Business Economics
- *Business Law
- Business Management
- Bus. Prin. & App
- Computer & Technology App
- Entrepreneurship
- Fashion Marketing
- Internet Marketing
- Retail Marketing
- Sports & Event Mkt.
- Travel & Tourism
- *Other Career & Technical Courses
### KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

<table>
<thead>
<tr>
<th>COLLEGE/UNIVERSITY:</th>
<th>CLUSTER: Business/Marketing</th>
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<tbody>
<tr>
<td>HIGH SCHOOL (S):</td>
<td>PATHWAY: Marketing</td>
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<td>PROGRAM:</td>
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#### GRADE ENGLISH MATH SCIENCE SOCIAL STUDIES REQUIRED COURSES RECOMMENDED ELECTIVE COURSES OTHER ELECTIVE COURSES CAREER AND TECHNICAL EDUCATION COURSES CREDENTIAL CERTIFICATE DIPLOMA DEGREE

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>REQUIRED COURSES</th>
<th>RECOMMENDED ELECTIVE COURSES</th>
<th>OTHER ELECTIVE COURSES</th>
<th>CAREER AND TECHNICAL EDUCATION COURSES</th>
<th>CREDENTIAL</th>
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<td>Advanced Marketing</td>
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<td>Science Elective</td>
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<td>Mkt Research</td>
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<td>Capstone/ Strategic Management</td>
<td>12 Electives or Requirements</td>
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#### Required Courses

- **△**: Indicates required courses.

#### Recommended Elective Courses

- **☆**: Indicates recommended elective courses.

#### Other Elective Courses

- **☯**: Indicates other elective courses.

#### Career and Technical Education Courses

- **☯**: Indicates career and technical education courses.

#### Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2)

- **◆**: Indicates High School to Comm. College
- **●**: Indicates Com. College to 4-Yr Institution
- **■**: Indicates Opportunity to test out

#### Mandatory Assessments, Advising, and Additional Preparation

- **★**: Indicates mandatory assessments, advising, and additional preparation

#### Note:

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

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

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

**Grade Level:** 11-12

**Credits:** 1.0

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**Technical Content / Process**

**Students will:**

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

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**Connections**

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

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

Prerequisites

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

Resources


Unit Title

Marketing Strategies

Technical Content

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.

10. Students will demonstrate the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix through various projects (i.e. marketing plan, business plan).

13. Students will utilize activities of DECA as an integral component of course content and leadership development.

National Standards

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

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

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

KY Core 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 Common Core 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.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

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

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

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

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

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

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

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

Mathematics Common Core Standards

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

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

21st Century Skills and Knowledge

Collaboration
Communication
Creativity and Innovation
Critical Thinking and Problem Solving

KOSSA Standards

2004.AA.2 Participate in conversation, discussion, and group presentations
2004.AA.3 Communicate and follow directions/procedures
2004.AB.1 Locate and interpret written information
2004.AB.2 Read and interpret workplace documents
2004.AB.3 Identify relevant details, facts, and specifications
2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation
2004.AC.3 Implement effective decision-making skills
2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace
2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
2004.EM.3 Select appropriate technological resources to accomplish work
2004.OA.13 Explain factors affecting pricing decisions (e.g., cost, competition, economic factors)
2004.OC.2 Differentiate between direct and indirect channels of distribution
2004.OC.3 Identify the channels of distribution members (e.g., manufacturer, wholesaler, retailer)
2004.OC.4 Identify the levels of distribution intensity (e.g., exclusive, selective, intensive)
# Learning Targets

A. Describe the concept of a market and how marketers use market segmentation to define a target market.

B. Define market segmentation and the four methods used to segment a market (i.e. demographics, psychographics, geographics, product benefits).

C. Define the four P’s of the marketing mix (i.e. product, place, price, and promotion).

D. Explain the concept of planning a product mix.

E. Describe factors used by marketers to position products/businesses.

F. Explain the nature of channel strategies and select channels of distribution.

G. Identify strategies for pricing new products and setting prices.

H. Determine promotional strategies to inform, persuade, and remind a target market through elements of the promotional mix.

## Sample Learner Activities

- **A1.** Given a selected good, illustrate target marketing decisions the company used to select the appropriate market.

- **B1.** Compare and contrast the four methods of market segmentation.

- **D1.** Review a given business and analyze their product mix.

- **E1.** Working in a small group, choose a product that has recently been introduced to the market and describe how you would use all of the marketing functions to launch this new product.

- **F1.** Compare the various channels of distribution used for similar goods.

- **G1.** Market a sports drink project.

- **H1.** See G1.

## Technical Literacy Standards

**Language Standards 11-12**

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

**Writing Standards 11-12**

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

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

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

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

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

Resources

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.

Employability, Communication & Interpersonal Skills

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

National Standards
MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
MBA - Knowledge and Skill Statement: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.
MBA - Knowledge and Skill Statement: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career.

KY Core Academic Standards (Big Idea)
Communication/Technology - Vocational Studies
Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

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

Research, Inquiry/Problem-Solving and Innovation - Technology
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

English/Language Arts Common Core 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.1.1 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.1.8 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.
Learning Targets

A. Apply effective communications skills to obtain and advance in a marketing career (i.e. listening, presenting, writing).

   A1. Role-play interviewing for a job you are qualified to fill.

B. Apply job seeking skills (i.e. utilize job search strategies, complete a job application, write a letter of application, prepare a resume, interview for a job, and write a follow-up letter).

   B1. Create a letter of application/cover letter for a career/position you are qualified to fill.
   B2. Create your resume.
   B3. Using your resume, create a PowerPoint of the three resume formats (traditional, scannable, and online).
   B4. Create a PowerPoint presentation of interview tips you think would be the most important for people entering the workforce for the first time. Be sure to include some common mistakes people make during an interview. (Recommendation: use the internet to find useful tips and common mistakes)
   B5. Create a poster about how to write an effective thank you/post-interview letter.
   B6. Create a thank you letter for a hypothetical interview.

C. Demonstrate personality traits important to business including ethical work habits, adjusting to change, and appropriate creativity.

   C1. Role-play a job interview emphasizing business-related personality traits.

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

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

Writing Standards 11-12
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing Standards 11-12
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards 11-12
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

Language Standards 11-12
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Course Title: Advanced Marketing
Description: This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.
Prerequisites: Principles of Marketing, Advertising & Promotions, Retail Marketing, Fashion Marketing, Food Marketing, Sports & Event Marketing, Travel & Tourism Marketing, OR other similar level Marketing Courses.

Unit Title: Economics
Technical Content:
19. Students will analyze the impact of the global economy on marketing functions.

National Standards
MBA - Knowledge and Skill Statement: Understands business’s responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.
MBA - Knowledge and Skill Statement: Understands the economic principles and concepts fundamental to business operations.

KY Core 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 Common Core Standards
CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

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

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

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

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

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

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

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

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

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

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

Mathematics Common Core Standards

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

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

21st Century Skills and Knowledge

Critical Thinking and Problem Solving

KOSSA Standards

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

2004.AA.3 Communicate and follow directions/procedures

2004.AB.1 Locate and interpret written information

2004.AB.2 Read and interpret workplace documents

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

2004.AB.4 Record information accurately and completely

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

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

2004.AB.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
Learning Targets

A. Describe the nature of economics and economic activities.

B. Determine factors affecting business risks.

C. Identify factors affecting a business's profit.

D. Explain measures used to analyze economic conditions including Gross Domestic Product and Consumer Price Index.

E. Determine the impact of business cycles on business activities.

F. Explain the nature of international trade and evaluate the influences on a nation's ability to trade.

G. Identify the impact of cultural and social events on world trade.

Sample Learner Activities

A1. List the various economic activities that affect economic decision.

B1. Compare and contrast the various types of business risks.

C1. Explain how a business's profit can be affected by various factors.

D1. Prepare a PowerPoint presentation of the economic factors impacting marketing in the United States.

E1. Create a poster illustrating the business cycles and the activities that occur during each cycle.

F1. Prepare a PowerPoint presentation comparing the various barriers that hinder international trade.

G1. Prepare a PowerPoint presentation of how similar goods are marketed in different parts of the world.

Technical Literacy Standards

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

Writing Standards 11-12
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Reading Standards for Literacy in Science and Technical Subjects 11-12
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
This course is designed to enhance marketing skills developed in the marketing prerequisite courses and to learn advanced marketing skills in such areas as advertising, customer service, supervision, and employee/employer relations for a wide range of marketing careers. This course is based on the business and marketing core that includes communication skills, emotional intelligence, economics, marketing, operations, promotion, marketing-information management and financial analysis. Leadership development will be provided through DECA activities and competitive events.

Prerequisites

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

Resources


Unit Title: Marketing Information Management

**Technical Content**

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

**National Standards**

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

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

**Communication/Technology - Vocational Studies**

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

**Consumer Decisions - Vocational Studies**

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

**Cultures and Societies - Social Studies**

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

**Information, Communication and Productivity - Technology**

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

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

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

**Geography - Social Studies**

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

**English/Language Arts Common Core 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.)

Critical Thinking and Problem Solving

Creativity and Innovation

Communication

KOSSA Standards

2004.AA.2 Participate in conversation, discussion, and group presentations
2004.AA.3 Communicate and follow directions/procedures
2004.AA.4 Communicate effectively with customers and co-workers
2004.AB.1 Locate and interpret written information
2004.AB.2 Read and interpret workplace documents
2004.AB.3 Identify relevant details, facts, and specifications
2004.AB.4 Record information accurately and completely
2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation
2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
2004.AC.3 Implement effective decision-making skills
2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
Learning Targets

A. Describe the need for marketing information and the impact of marketing research on marketing information management.

A1. Complete the marketing research process by choosing a topic/issue, provide sources of primary and secondary data, and prepare a report.

B. Describe the use of technology in the marketing information management.

B1. Illustrate how businesses would perform marketing information management with and without technology.

C. Determine sources of market information used in marketing decision making including sources of primary and secondary data.

C1. Outline the steps you would take to establish an MIS for a selected company or an event.

D. Utilize market data for information analysis.

D1. Prepare a report utilizing data gathered in a student survey regarding a popular product.

Sample Learner Activities

- Click in the box to go to Activities

Technical Literacy Standards

Reading Standards for Literacy in Science and Technical Subjects 11-12
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing Standards 11-12
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

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

Prerequisites

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

Resources


Unit Title

Promotion

Technical Content

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.

2. Students will demonstrate the concept of marketing strategies, market identification, distribution, pricing and selecting a product mix through various projects (i.e. marketing plan, business plan).

3. Students will analyze the role of promotion, types of promotion and the elements of the promotion mix through various projects (i.e. promotional plans, campaign plans).

4. Students will apply math and communication skills within the technical content.

13. Students will utilize activities of DECA as an integral component of course content and leadership development.

National Standards

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

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

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 Core Academic Standards (Big Idea)

Information, Communication and Productivity - Technology

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

Consumer Decisions - Vocational Studies

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

Research, Inquiry/Problem-Solving and Innovation - Technology

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

Safety and Ethical/Social Issues - Technology

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

English/Language Arts Common Core 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

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

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

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

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

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

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

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

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

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

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

Mathematics Common Core Standards

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

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

21st Century Skills and Knowledge

Creativity and Innovation
Collaboration
Communication
Critical Thinking and Problem Solving

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills
2004.AA.2 Participate in conversation, discussion, and group presentations
2004.AA.3 Communicate and follow directions/procedures
2004.AA.4 Communicate effectively with customers and co-workers
2004.AB.1 Locate and interpret written information
2004.AB.2 Read and interpret workplace documents
2004.AB.3 Identify relevant details, facts, and specifications
2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation
2004.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
2004.AC.3 Implement effective decision-making skills
2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
2004.AD.3 Make reasonable estimates
2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace
2004.AG.1 Use technology appropriately to enhance professional presentations
Learning Targets

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

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

A2. Design a customer loyalty (reward) program.

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

B. Develop a promotional budget.

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

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

Technical Literacy Standards

Writing Standards 11-12
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards 11-12
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing Standards 11-12
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

Language Standards 11-12
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 11-12
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Advanced Marketing

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

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

Resources

Unit Title: Selling and Customer Service

Technical Content

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

National Standards

MBA - Knowledge and Skill Statement: Understands the concepts, strategies, and systems used to obtain and convey ideas and information.
MBA - Knowledge and Skill Statement: Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.
MBA - Knowledge and Skill Statement: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives.
MBA - Knowledge and Skill Statement: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase

KY Core 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 Common Core 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.
Learning Targets

A. Utilize the steps of the selling process.

A1. Role-play a sales demonstration of a provided product utilizing the DECA event guidelines as a rubric.
A2. Create a poster of the selling process providing examples for each step.

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

Technical Literacy Standards

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

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

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


Technical Content

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

National Standards

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

KY Core Academic Standards (Big Idea)

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

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

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

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

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

Research, Inquiry/Problem-Solving and Innovation - Technology
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<thead>
<tr>
<th>Learning Targets</th>
<th>Sample Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Explain the purpose and importance of credit.</td>
<td>B1. Utilizing the internet, research credit and its importance.</td>
</tr>
<tr>
<td>C. Explain the purposes and importance of obtaining credit (business).</td>
<td>C1. Research how businesses obtain obtain credit.</td>
</tr>
<tr>
<td>D. Determine financing needed to start a business.</td>
<td>D1. Create a financing plan for a new business.</td>
</tr>
<tr>
<td>E. Describe sources of financing for businesses.</td>
<td>E1. See above.</td>
</tr>
<tr>
<td>F. Identify the various financial statements used in a business.</td>
<td>F1. Create a poster illustrating financial statements.</td>
</tr>
<tr>
<td>G. Interpret financial statements.</td>
<td>G1. Create a PowerPoint of various financial statements, what information is included on each statement, and include explanations of each statement’s function.</td>
</tr>
<tr>
<td>H. Describe the nature of cash-flow statements.</td>
<td>H1. Create a cash-flow statement for a given business.</td>
</tr>
<tr>
<td>I. Explain the importance of accounting.</td>
<td>I1. Illustrate accounting's role in operating a successful business.</td>
</tr>
</tbody>
</table>

**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.

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.

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.

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

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.

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.
Advanced Marketing

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

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

Resources

Unit Title: Business Planning, Management, and Entrepreneurship

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

National Standards
MBA - Knowledge and Skill Statement: Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.
MBA - Knowledge and Skill Statement: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.
MBA - Knowledge and Skill Statement: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
MBA - Knowledge and Skill Statement: Understands the tools techniques, and systems that businesses use to plan, staff, lead, and organize its human resources.
MBA - Knowledge and Skill Statement: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.
MBA - Performance Element: Utilize information-technology tools to manage and perform work responsibilities.

KY Core Academic Standards (Big Idea)
Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

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

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

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

Economics - Social Studies
Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.
Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

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

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

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

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

English/Language Arts Common Core Standards

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CC.9-10.RI.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.RI.2 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.RI.3 Integration of Knowledge and Ideas: Evaluate the argument, reasoning, and evidence presented in multiformat media and oral presentations or debates, weighing the impact of each. (Include visual, technical, reading, and writing elements in analyses of a text’s composition and style.)
CC.9-10.RI.4 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
CC.9-10.RI.5 Research to Build and Present Knowledge: 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.RI.6 Research to Build and Present Knowledge: 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.RI.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.RI.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.

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

21st Century Skills and Knowledge
Collaboration
Communication
Creativity and Innovation
Critical Thinking and Problem Solving

KOSSA Standards
2004.AA.2 Participate in conversation, discussion, and group presentations
2004.AA.3 Communicate and follow directions/procedures
2004.AA.4 Communicate effectively with customers and co-workers
2004.AB.1 Locate and interpret written information
2004.AB.2 Read and interpret workplace documents
2004.AB.3 Identify relevant details, facts, and specifications
2004.AB.4 Record information accurately and completely
2004.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, punctuation
2004.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
2004.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
2004.AC.3 Implement effective decision-making skills
2004.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
2004.AD.2 Use tables, graphs, diagrams, and charts to obtain or convey information
2004.AD.3 Identify ways social media can be used as marketing, advertising, and data gathering tools
2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
2004.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
2004.EM.3 Select appropriate technological resources to accomplish work
2004.EM.4 Explain the process of purchasing (e.g., information gathering, open-to-buy, selecting suppliers)
2004.EM.5 Compare and contrast types of buying methods (e.g. resident buying, centralized buying, decentralized buying)
2004.EM.7 Explain the role of management (e.g., planning, organizing, controlling) in business
2004.EM.9 Analyze the types of business ownership (e.g., sole proprietorship, partnership, corporation)
2004.EM.10 Analyze the effect business trends have on decision making
2004.EM.11 Analyze the types of business risk (e.g. economic, human, and natural)
2004.EM.12 Explain ways to handle business risk (i.e., risk prevention & control, risk transfer, risk retention, risk avoidance)
### Learning Targets

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Sample Learner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Identify the role of an entrepreneur.</td>
<td>C1. Research an entrepreneur and prepare a PowerPoint presentation about their life (info to include: a brief personal history, type of business, how they got started, financing of the business, and current status of the business).</td>
</tr>
<tr>
<td>D. Differentiate the various types of business ownership.</td>
<td>D1. Create a chart comparing and contrasting different types of ownership.</td>
</tr>
<tr>
<td>E. Describe the role of management in a business.</td>
<td>E1. Write an employee code of conduct for a local business.</td>
</tr>
<tr>
<td></td>
<td>E2. Design an employee incentive/reward program.</td>
</tr>
</tbody>
</table>

### 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.
Advanced Marketing

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

Prerequisites

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Resources


Unit Title

Careers

Technical Content

1. Students will use computers/electronic equipment whenever possible, utilize business software, appropriate web software and other kinds of technology to collect, organize, and communicate information and ideas.

4. Students will create a career portfolio after analyzing career goals, opportunities, and requirements. Research career options and match to personal career goals.

5. Students will develop skills that are needed to seek, obtain, maintain and change careers.

6. Students will demonstrate favorable attitudes/characteristics needed for career exploration, development and growth.

National Standards

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

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

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

Careers

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

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

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

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

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

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

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

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

Mathematics Common Core Standards

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

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

21st Century Skills and Knowledge

Collaboration

Communication

Critical Thinking and Problem Solving

KOSSA Standards

2004.AA.1 Utilize effective verbal and non-verbal communication skills
2004.AA.2 Participate in conversation, discussion, and group presentations
2004.AA.3 Communicate and follow directions/procedures
2004.AA.4 Communicate effectively with customers and co-workers
2004.AB.1 Locate and interpret written information
2004.AB.2 Read and interpret workplace documents
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.1 Recognize the potential risks associated with Internet use
2004.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)
2004.AF.3 Practice safe, legal, and responsible use of technology in the workplace
2004.AG.1 Use technology appropriately to enhance professional presentations
2004.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools
2004.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
2004.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
2004.EK.2 Define jobs associated with a specific career path or profession
Learning Targets
A. Explain employment opportunities in marketing and business.
   A1. Research your top five marketing careers and select the one you are most interested in. Prepare a presentation about that job including: educational requirements, occupational outlook, typical daily job duties, average wage, etc.

B. Identify occupational interest.
   B1. Complete an interest inventory and research your top three suggested occupations.

C. Analyze employer expectations in the business environment.
   C1. Review an employee manual for a local business and discuss the expectations given and implied.

D. Identify sources of career information.
   D1. Create a list of sources available for career information.

E. Demonstrate skills needed to enhance career progression.
   E1. Create a PowerPoint to illustrate the steps needed for career advancement in a given career field.

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

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.