

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.382. Advertising (One-Half Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 9 – 12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills, teamwork, and communication skills by participating in career and technical education courses	(i) demonstrate leadership skills by participating in career and technical education courses
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills, teamwork, and communication skills by participating in career and technical education courses	(ii) demonstrate teamwork by participating in career and technical education courses

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills, teamwork, and communication skills by participating in career and technical education courses	(iii) demonstrate communication skills by participating in career and technical education courses
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(A) recognize marketing functions and how they relate to advertising	(i) recognize marketing functions
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(A) recognize marketing functions and how they relate to advertising	(ii) recognize how [marketing functions] relate to advertising
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(B) explain how each component of the marketing mix contributes to successful advertising	(i) explain how each component of the marketing mix contributes to successful advertising
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(C) identify the importance of target markets	(i) identify the importance of target markets
(2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(D) research trends affecting advertising marketing	(i) research trends affecting advertising marketing
(3) The student knows the impact and value of diversity. The student is expected to:	(A) examine elements of culture and discuss the need for understanding cultural diversity	(i) examine elements of culture

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student knows the impact and value of diversity. The student is expected to:	(A) examine elements of culture and discuss the need for understanding cultural diversity	(ii) discuss the need for understanding cultural diversity
(3) The student knows the impact and value of diversity. The student is expected to:	(B) identify how diversity affects advertising strategy	(i) identify how diversity affects advertising strategy
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(A) demonstrate knowledge of the history of advertising as an industry and how it relates to today's marketplace	(i) demonstrate knowledge of the history of advertising as an industry
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(A) demonstrate knowledge of the history of advertising as an industry and how it relates to today's marketplace	(ii) demonstrate how [the history of advertising as an industry] relates to today's marketplace
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(B) discuss major environmental influences that impact advertising	(i) discuss major environmental influences that impact advertising
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(C) research the advantages and disadvantages of the types of advertising	(i) research the advantages of the types of advertising
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(C) research the advantages and disadvantages of the types of advertising	(ii) research the disadvantages of the types of advertising
(4) The student knows the nature and scope of advertising marketing. The student is expected to:	(D) illustrate how international marketing affects the advertising industry	(i) illustrate how international marketing affects the advertising industry

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(A) explain how the use of demographics has influenced the industry	(i) explain how the use of demographics has influenced the industry
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(B) differentiate between buying habits and buying preferences	(i) differentiate between buying habits and buying preferences
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(C) explain the impact of multiculturalism and multigenerationalism on advertising marketing activities	(i) explain the impact of multiculturalism on advertising marketing activities
(5) The student knows that advertising requires knowledge of demographics. The student is expected to:	(C) explain the impact of multiculturalism and multigenerationalism on advertising marketing activities	(ii) explain the impact of multigenerationalism on advertising marketing activities
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(A) research careers in the advertising industry	(i) research careers in the advertising industry
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(B) identify businesses related to advertising	(i) identify businesses related to advertising
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry	(i) identify the role of professional organizations in the advertising industry

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry	(ii) identify the role of trade associations in the advertising industry
(6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:	(C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry	(iii) identify the role of labor unions in the advertising industry
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(A) explain how selling contributes to the success of an advertising agency	(i) explain how selling contributes to the success of an advertising agency
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(i) employ the steps of selling including prospecting
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(ii) employ the steps of selling including pre-approach
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(iii) employ the steps of selling including approach
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(iv) employ the steps of selling including presentation

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(v) employ the steps of selling including overcoming objections
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(vi) employ the steps of selling including close
(7) The student understands the importance of selling in the advertising industry. The student is expected to:	(B) employ the steps of selling including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up	(vii) employ the steps of selling including follow-up
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(A) use multimedia resources such as the Internet to research careers in advertising and sales	(i) use multimedia resources to research careers in advertising
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(A) use multimedia resources such as the Internet to research careers in advertising and sales	(ii) use multimedia resources to research careers in sales
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(B) identify businesses related to advertising and sales	(i) identify businesses related to advertising
(8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:	(B) identify businesses related to advertising and sales	(ii) identify businesses related to sales

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(A) prepare oral presentations to provide information for specific purposes and audiences	(i) prepare oral presentations to provide information for specific purposes
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(A) prepare oral presentations to provide information for specific purposes and audiences	(ii) prepare oral presentations to provide information for specific audiences
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(B) identify and prepare support materials that will enhance an oral presentation	(i) identify support materials that will enhance an oral presentation
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(B) identify and prepare support materials that will enhance an oral presentation	(ii) prepare support materials that will enhance an oral presentation
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(C) deliver an oral presentation that sustains listener attention and interest	(i) deliver an oral presentation that sustains listener attention
(9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to	(C) deliver an oral presentation that sustains listener attention and interest	(ii) deliver an oral presentation that sustains listener interest
(10) The student knows the marketing-information system. The student is expected to:	(A) explain characteristics and purposes of a marketing-information system	(i) explain characteristics of a marketing-information system

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student knows the marketing-information system. The student is expected to:	(A) explain characteristics and purposes of a marketing-information system	(ii) explain purposes of a marketing-information system
(10) The student knows the marketing-information system. The student is expected to:	(B) identify benefits and limitations of marketing research	(i) identify benefits of marketing research
(10) The student knows the marketing-information system. The student is expected to:	(B) identify benefits and limitations of marketing research	(ii) identify limitations of marketing research
(10) The student knows the marketing-information system. The student is expected to:	(C) analyze data used to make accurate forecasts	(i) analyze data used to make accurate forecasts
(11) The student knows pricing policies, objectives, and strategies. The student is expected to:	(A) compare and contrast pricing policies	(i) compare and contrast pricing policies
(11) The student knows pricing policies, objectives, and strategies. The student is expected to:	(B) analyze the price of an advertising marketing product	(i) analyze the price of an advertising marketing product
(12) The student knows the elements and processes of product planning. The student is expected to:	(A) describe stages of new-product planning	(i) describe stages of new-product planning
(12) The student knows the elements and processes of product planning. The student is expected to:	(B) analyze product mix	(i) analyze product mix
(12) The student knows the elements and processes of product planning. The student is expected to:	(C) identify stages of the product life cycle for new or existing advertising marketing plans	(i) identify stages of the product life cycle for new or existing advertising marketing plans

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(A) identify components of the promotional mix such as advertising, visual merchandising, and personal selling	(i) identify components of the promotional mix
(13) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(B) demonstrate visual merchandising techniques for advertising marketing goods, services, or ideas	(i) demonstrate visual merchandising techniques for advertising marketing goods, services, or ideas
(13) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(C) analyze a promotional plan for effectiveness	(i) analyze a promotional plan for effectiveness
(14) The student knows how technology affects advertising. The student is expected to:	(A) examine how social media contributes to advertising	(i) examine how social media contributes to advertising
(14) The student knows how technology affects advertising. The student is expected to:	(B) research the use of technology in advertising	(i) research the use of technology in advertising
(15) The student understands how media planning should achieve marketing objectives. The student is expected to:	(A) compare and contrast the different forms of media	(i) compare and contrast the different forms of media
(15) The student understands how media planning should achieve marketing objectives. The student is expected to:	(B) distinguish between the four components of marketing, including paid, earned, shared, and owned (PESO)	(i) distinguish between the four components of marketing, including paid earned, shared, and owned (PESO)

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.383. Fashion Marketing (One-Half Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) demonstrate integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) demonstrate integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) demonstrate integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) demonstrate integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time management skills by prioritizing tasks

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time management skills by following schedules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time management skills by tending to goal-relevant activities in a way that uses time wisely
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time management skills by tending to goal-relevant activities in a way that optimizes results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills by participating in activities such as career and technical education student organizations	(i) demonstrate leadership skills by participating in activities
(2)The student knows the importance and functions of marketing. The student is expected to:	(A) describe each marketing function and how it relates to the fashion industry	(i) describe each marketing function

Knowledge and Skill Statement	Student Expectation	Breakout
(2)The student knows the importance and functions of marketing. The student is expected to:	(A) describe each marketing function and how it relates to the fashion industry	(ii) describe how [each marketing function] relates to the fashion industry
(2)The student knows the importance and functions of marketing. The student is expected to:	(B) describe advantages and disadvantages of market segmentation and mass marketing	(i) describe advantages of market segmentation
(2)The student knows the importance and functions of marketing. The student is expected to:	(B) describe advantages and disadvantages of market segmentation and mass marketing	(ii) describe disadvantages of market segmentation
(2)The student knows the importance and functions of marketing. The student is expected to:	(B) describe advantages and disadvantages of market segmentation and mass marketing	(iii) describe advantages of mass marketing
(2)The student knows the importance and functions of marketing. The student is expected to:	(B) describe advantages and disadvantages of market segmentation and mass marketing	(iv) describe disadvantages of mass marketing
(2)The student knows the importance and functions of marketing. The student is expected to:	(C) research trends affecting fashion marketing	(i) research trends affecting fashion marketing
(3) The student knows the impact and value of diversity. The student is expected to:	(A) explain elements of culture and the need for understanding cultural diversity	(i) explain elements of culture
(3) The student knows the impact and value of diversity. The student is expected to:	(A) explain elements of culture and the need for understanding cultural diversity	(ii) explain the need for understanding cultural diversity
(3) The student knows the impact and value of diversity. The student is expected to:	(B) identify how diversity affects fashion	(i) identify how diversity affects fashion

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates the use of oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) create presentations using appropriate media to inform audiences	(i) create presentations using appropriate media to inform audiences
(4) The student demonstrates the use of oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(B) exhibit public relations skills to increase customer satisfaction	(i) exhibit public relations skills to increase customer satisfaction
(5) The student knows that distribution channel members facilitate the movement of products. The student is expected to:	(A) explain channels of distribution for fashion products	(i) explain channels of distribution for fashion products
(5) The student knows that distribution channel members facilitate the movement of products. The student is expected to:	(B) describe activities of each channel member in the fashion industry	(i) describe activities of each channel member in the fashion industry
(6) The student knows the marketing-information system. The student is expected to:	(A) define the purpose of marketing-information systems	(i) define the purpose of marketing-information systems
(6) The student knows the marketing-information system. The student is expected to:	(B) identify limitations of marketing research	(i) identify limitations of marketing research

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student knows the marketing-information system. The student is expected to:	(C) explain how inventory can be managed by using tools such as point-of-sale systems, just-in-time strategies, and radio frequency identification (RFID) technology	(i) explain how inventory can be managed by using tools
(6) The student knows the marketing-information system. The student is expected to:	(D) analyze data used to make accurate retail forecasts	(i) analyze data used to make accurate retail forecasts
(7) The student knows concepts and strategies used in determining and adjusting prices to maximize return and meet customer's perceptions of value. The student is expected to:	(A) employ pricing strategies to determine prices	(i) employ pricing strategies to determine prices
(7) The student knows concepts and strategies used in determining and adjusting prices to maximize return and meet customer's perceptions of value. The student is expected to:	(B) develop a sample credit policy that could be a useful fashion marketing strategy	(i) develop a sample credit policy that could be a useful fashion marketing strategy
(7) The student knows concepts and strategies used in determining and adjusting prices to maximize return and meet customer's perceptions of value. The student is expected to:	(C) analyze the price of a fashion product	(i) analyze the price of a fashion product
(8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:	(A) use assortment-mix strategies to create maximum mix of products at minimum cost	(i) use assortment-mix strategies to create maximum mix of products at minimum cost

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:</p>	<p>(B) perform buying activities to obtain products for resale</p>	<p>(i) perform buying activities to obtain products for resale</p>
<p>(8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:</p>	<p>(C) analyze vendor performance to choose vendors and merchandise</p>	<p>(i) analyze vendor performance to choose vendors</p>
<p>(8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:</p>	<p>(C) analyze vendor performance to choose vendors and merchandise</p>	<p>(ii) analyze vendor performance to choose merchandise</p>
<p>(8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:</p>	<p>(D) position products and services to acquire desired business image</p>	<p>(i) position products to acquire desired business image</p>
<p>(8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:</p>	<p>(D) position products and services to acquire desired business image</p>	<p>(ii) position services to acquire desired business image</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(A) demonstrate methods of advertising to communicate promotional messages to targeted audiences	(i) demonstrate methods of advertising to communicate promotional messages to targeted audiences
(9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(B) use special events to increase sales	(i) use special events to increase sales
(9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(C) display visual merchandising techniques to increase interest in product offerings	(i) display visual merchandising techniques to increase interest in product offerings
(9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(D) implement display techniques to attract customers and increase sales potential	(i) implement display techniques to attract customers
(9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(D) implement display techniques to attract customers and increase sales potential	(ii) implement display techniques to increase sales potential
(9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(E) manage promotional activities to maximize return on promotional efforts	(i) manage promotional activities to maximize return on promotional efforts

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student knows that purchasing occurs as steps in a continuous cycle. The student is expected to:	(A) distinguish between buying for resale and buying for organization use	(i) distinguish between buying for resale and buying for organization use
(10) The student knows that purchasing occurs as steps in a continuous cycle. The student is expected to:	(B) demonstrate knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices	(i) demonstrate knowledge of the fashion buying process
(11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:	(A) acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer	(i) acquire product knowledge to communicate product benefits
(11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:	(A) acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer	(ii) acquire product knowledge to ensure appropriateness of product for the customer
(11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:	(B) employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales	(i) employ sales processes to enhance customer relationships
(11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:	(B) employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales	(ii) employ sales processes to increase the likelihood of making sales
(11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:	(B) employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales	(iii) employ sales techniques to enhance customer relationships

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:	(B) employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales	(iv) employ sales techniques to increase the likelihood of making sales
(12) The student knows the nature and scope of fashion. The student is expected to:	(A) explain the importance of fashion	(i) explain the importance of fashion
(12) The student knows the nature and scope of fashion. The student is expected to:	(B) demonstrate knowledge of fashion history and how it relates to today's fashions	(i) demonstrate knowledge of fashion history
(12) The student knows the nature and scope of fashion. The student is expected to:	(B) demonstrate knowledge of fashion history and how it relates to today's fashions	(ii) demonstrate how [fashion history] relates to today's fashions
(12) The student knows the nature and scope of fashion. The student is expected to:	(C) distinguish among fashion terms such as fashion, style, and design	(i) distinguish among fashion terms
(12) The student knows the nature and scope of fashion. The student is expected to:	(D) list major environmental influences on fashion demand	(i) list major environmental influences on fashion demand
(12) The student knows the nature and scope of fashion. The student is expected to:	(E) research fashion information	(i) research fashion information
(12) The student knows the nature and scope of fashion. The student is expected to:	(F) explain legislation that impacts the fashion industry	(i) explain legislation that impacts the fashion industry

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student knows the nature and scope of fashion. The student is expected to:	(G) describe how international marketing has affected the fashion industry	(i) describe how international marketing has affected the fashion industry
(13) The student knows that a career in fashion marketing requires knowledge of the industry. The student is expected to:	(A) research careers in the fashion industry	(i) research careers in the fashion industry
(13) The student knows that a career in fashion marketing requires knowledge of the industry. The student is expected to:	(B) list and describe businesses related to the fashion industry	(i) list businesses related to the fashion industry
(13) The student knows that a career in fashion marketing requires knowledge of the industry. The student is expected to:	(B) list and describe businesses related to the fashion industry	(ii) describe businesses related to the fashion industry
(13) The student knows that a career in fashion marketing requires knowledge of the industry. The student is expected to:	(C) delineate components of softlines such as sportswear, footwear, and men's and children's fashions	(i) delineate components of softlines
(14) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(A) apply data and measurements to solve a problem	(i) apply data to solve a problem
(14) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(A) apply data and measurements to solve a problem	(ii) apply measurements to solve a problem

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(B) analyze mathematical problem statements for missing or irrelevant data	(i) analyze mathematical problem statements for missing or irrelevant data

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.384. Entrepreneurship (One Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) In Entrepreneurship, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the work place

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) demonstrate integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) demonstrate integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) demonstrate integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) demonstrate integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(i) demonstrate time management skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(G) demonstrate leadership skills by participating in career and technical education student organizations	(G) demonstrate leadership skills by participating in career and technical education student organizations
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(A) clarify the terms entrepreneurship and entrepreneur	(i) clarify the term entrepreneurship
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(A) clarify the terms entrepreneurship and entrepreneur	(ii) clarify the term entrepreneur
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(B) define small business	(i) define small business
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(C) analyze the advantages and disadvantages of entrepreneurship	(i) analyze the advantages of entrepreneurship
(2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(C) analyze the advantages and disadvantages of entrepreneurship	(ii) analyze the disadvantages of entrepreneurship

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:	(A) identify and analyze the four functions of a small business	(i) identify the four functions of a small business
(3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:	(A) identify and analyze the four functions of a small business	(ii) analyze the four functions of a small business
(3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:	(B) evaluate the issues involved with starting a business, taking over a business, or expanding an existing business	(i) evaluate the issues involved with starting a business, taking over a business, or expanding an existing business
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(A) identify the need for and the characteristics of a well-orchestrated business plan	(i) identify the need for a well-orchestrated business plan
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(A) identify the need for and the characteristics of a well-orchestrated business plan	(ii) identify the characteristics of a well-orchestrated business plan
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(B) research business plan outlines, resources, and templates	(i) research business plan outlines
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(B) research business plan outlines, resources, and templates	(ii) research business plan resources

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(B) research business plan outlines, resources, and templates	(iii) research business plan templates
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(C) create and present a well-orchestrated business plan and critically explain the contents	(i) create a well-orchestrated business plan
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(C) create and present a well-orchestrated business plan and critically explain the contents	(ii) present a well-orchestrated business plan
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(C) create and present a well-orchestrated business plan and critically explain the contents	(iii) critically explain the contents [of a well-orchestrated business plan]
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(A) describe the nature of a business and list the marketplace needs that it satisfies	(i) describe the nature of a business
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(A) describe the nature of a business and list the marketplace needs that it satisfies	(ii) list the marketplace needs that [a business] satisfies
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(B) explain how a business's products and services meet the needs of the market	(i) explain how a business's products meet the needs of the market

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(B) explain how a business's products and services meet the needs of the market	(ii) explain how a business's services meet the needs of the market
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(C) list the specific consumers, organizations or businesses that a company targets or will target	(i) list the specific consumers, organizations or businesses that a company targets or will target
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(D) explain the competitive advantages that will make a business successful	(i) explain the competitive advantages that will make a business successful
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(E) create a well-orchestrated company description	(i) create a well-orchestrated company description
(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	(A) describe the role of operations and organization in the growing business	(i) describe the role of operations in the growing business
(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	(A) describe the role of operations and organization in the growing business	(ii) describe the role of organization in the growing business
(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	(B) create an organizational chart that defines the structure of a company	(i) create an organizational chart that defines the structure of a company

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(A) determine the financial plan, including financial requirements and sources of financing	(i) determine the financial plan, including financial requirements
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(A) determine the financial plan, including financial requirements and sources of financing	(ii) determine the financial plan, including sources of financing
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(B) explain the idea of a growth strategy, including horizontal and vertical growth strategies	(i) explain the idea of a growth strategy, including horizontal growth strategies
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(B) explain the idea of a growth strategy, including horizontal and vertical growth strategies	(ii) explain the idea of a growth strategy, including vertical growth strategies
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(C) explain the idea of an exit strategy, including selling the business, going public, and liquidating the business	(i) explain the idea of an exit strategy, including selling the business
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(C) explain the idea of an exit strategy, including selling the business, going public, and liquidating the business	(ii) explain the idea of an exit strategy, including going public
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(C) explain the idea of an exit strategy, including selling the business, going public, and liquidating the business	(iii) explain the idea of an exit strategy, including liquidating the business

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(i) explain basic accounting functions
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(ii) define basic accounting functions
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(iii) explain basic accounting terms, including assets
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(iv) explain basic accounting terms, including types of assets
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(v) explain basic accounting terms, including cash

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(vi) explain basic accounting terms, including accounts receivable
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(vii) explain basic accounting terms, including fixed
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(viii) explain basic accounting terms, including liquid
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(ix) explain basic accounting terms, including illiquid
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(x) explain basic accounting terms, including inventory goods on hand

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xi) define basic accounting terms, including assets
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xii) define basic accounting terms, including types of assets
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xiii) define basic accounting terms, including cash
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xiv) define basic accounting terms, including accounts receivable
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xv) define basic accounting terms, including fixed

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xvi) define basic accounting terms, including liquid
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xvii) define basic accounting terms, including illiquid
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	(xviii) define basic accounting terms, including inventory goods on hand
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(B) identify liabilities and types of liabilities such as accounts payable, long-term debt, and short-term debt	(i) identify liabilities
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(B) identify liabilities and types of liabilities such as accounts payable, long-term debt, and short-term debt	(ii) identify types of liabilities
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(C) calculate owner's equity or net worth	(i) calculate owner's equity or net worth

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(D) evaluate a balance sheet understanding the balance sheet equation ($A = L + OE$)	(i) evaluate a balance sheet understanding the balance sheet equation ($A = L + OE$)
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(E) analyze profit and loss statement	(i) analyze profit and loss statement
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(F) evaluate revenues and types of revenues	(i) evaluate revenues
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(F) evaluate revenues and types of revenues	(ii) evaluate types of revenues
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(G) determine expenses and types of expenses	(i) determine expenses
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(G) determine expenses and types of expenses	(ii) determine types of expenses
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(H) analyze alternative accounting and internal accounting controls	(i) analyze alternative accounting

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(H) analyze alternative accounting and internal accounting controls	(ii) analyze internal accounting controls
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(I) discuss the importance of budgeting and cash flow	(i) discuss the importance of budgeting
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(I) discuss the importance of budgeting and cash flow	(ii) discuss the importance of cash flow
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(J) use common accounting forms to demonstrate an understanding of their functions and results	(i) use common accounting forms to demonstrate an understanding of their functions
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(J) use common accounting forms to demonstrate an understanding of their functions and results	(ii) use common accounting forms to demonstrate an understanding of their results
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(K) analyze impact of specialization and division of labor on productivity	(i) analyze impact of specialization on productivity
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(K) analyze impact of specialization and division of labor on productivity	(ii) analyze impact of division of labor on productivity

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(L) explain the impact of the law of diminishing returns	(i) explain the impact of the law of diminishing returns
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(M) create projected financial statements	(i) create projected financial statements
(9) The student knows the effects of credit on price and profit. The student is expected to:	(A) identify types of consumer credit	(i) identify types of consumer credit
(9) The student knows the effects of credit on price and profit. The student is expected to:	(B) recommend types of consumer credit a business might offer	(B) recommend types of consumer credit a business might offer
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(i) explain risks to entrepreneurs when accepting credit
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(ii) explain risks to entrepreneurs when extending credit
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(iii) explain benefits to entrepreneurs when accepting credit
(9) The student knows the effects of credit on price and profit. The student is expected to:	(C) explain risks and benefits to entrepreneurs when accepting and extending credit	(iv) explain benefits to entrepreneurs when extending credit

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student knows the effects of credit on price and profit. The student is expected to:	(D) describe how credit affects profit and the negotiated prices	(i) describe how credit affects profit
(9) The student knows the effects of credit on price and profit. The student is expected to:	(D) describe how credit affects the negotiated price	(ii) describe how credit affects the negotiated price
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(A) explain product management	(i) explain product management
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(B) describe supply chain management	(i) describe supply chain management
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(C) create product-mix strategies, including branding elements and extended product features to meet customer needs	(i) create product-mix strategies, including branding elements
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(C) create product-mix strategies, including branding elements and extended product features to meet customer needs	(ii) create product-mix strategies, including extended product features to meet customer needs
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(A) develop and analyze the pricing objectives	(i) develop pricing objectives

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(A) develop and analyze the pricing objectives	(ii) analyze pricing objectives
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(B) compare and contrast pricing policies for an entrepreneurial venture	(i) compare and contrast pricing policies for an entrepreneurial venture
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(C) recommend appropriate pricing strategies	(i) recommend appropriate pricing strategies
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(A) communicate the differences among pricing structures for goods, services, and ideas	(i) communicate the differences among pricing structures for goods, services, and ideas
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(B) develop a pricing structure for an entrepreneurial venture	(i) develop a pricing structure for an entrepreneurial venture
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(C) demonstrate how to calculate prices, markups, and discounts	(i) demonstrate how to calculate prices
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(C) demonstrate how to calculate prices, markups, and discounts	(ii) demonstrate how to calculate markups

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(C) demonstrate how to calculate prices, markups, and discounts	(iii) demonstrate how to calculate discounts
(13) The student knows elements and processes of product planning. The student is expected to:	(A) explain the nature and scope of product planning	(i) explain the nature of product planning
(13) The student knows elements and processes of product planning. The student is expected to:	(A) explain the nature and scope of product planning	(ii) explain the scope of product planning
(13) The student knows elements and processes of product planning. The student is expected to:	(B) define the term product mix	(i) define the term product mix
(13) The student knows elements and processes of product planning. The student is expected to:	(C) identify stages of the product life cycle for business products	(1) identify stages of the product life cycle for business products
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(A) explain how market penetration strategies contribute to successful marketing	(i) explain how market penetration strategies contribute to successful marketing
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(B) apply evaluation strategies to determine the effectiveness of market penetration strategies	(i) apply evaluation strategies to determine the effectiveness of market penetration strategies

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(C) illustrate the concept of promotional mix	(i) illustrate the concept of promotional mix
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(D) use appropriate technology to create promotional materials	(i) use appropriate technology to create promotional materials
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(E) apply evaluation strategies to determine promotional campaign effectiveness	(i) apply evaluation strategies to determine promotional campaign effectiveness
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(F) describe the development of a sales force	(i) describe the development of a sales force
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(G) apply evaluation strategies to determine the effectiveness of sales activities	(i) apply evaluation strategies to determine the effectiveness of sales activities
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(A) demonstrate the process of selecting suppliers and sources	(i) demonstrate the process of selecting suppliers

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(A) demonstrate the process of selecting suppliers and sources	(ii) demonstrate the process of selecting sources
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(i) analyze selection of goods based on operational needs
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(ii) analyze the selection of services based on operational needs
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(iii) discuss the selection of goods based on operational needs
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(B) analyze and discuss selection of goods and services based on operational needs	(iv) discuss the selection of services based on operational needs
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(A) categorize business risks such as human, natural, and economic	(i) categorize business risks
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable	(i) classify business risks as pure or speculative, controllable or uncontrollable

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable	(ii) classify business risks as controllable or uncontrollable
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable	(iii) classify business risks as insurable or uninsurable
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(i) explain security precautions
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(ii) explain health regulations
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(iii) explain safety regulations
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	(iv) explain worker welfare regulations
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(D) analyze examples of business risks to recommend and defend risk-management strategies	(i) analyze examples of business risks to recommend risk-management strategies

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(D) analyze examples of business risks to recommend and defend risk-management strategies	(ii) analyze examples of business risks to defend risk-management strategies
(17) The student understands the importance of a business's social responsibility to society as it relates to shareholders, employees, customers, the community, and the environment. The student is expected to discuss the responsibility of business.	(A) discuss the responsibility of business	(i) discuss the responsibility of business
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee	(i) explain ethical actions in business operations, including ethical considerations in providing information
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee	(ii) explain ethical actions in business operations, including confidential information
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee	(iii) explain ethical actions in business operations, including information appropriate to obtain from a client or another employee

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(i) manage internal business relationships to foster positive interactions by explaining the nature of human resources
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(ii) manage internal business relationships to foster positive interactions by explaining the nature of workplace regulations
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(iii) manage internal business relationships to foster positive interactions by discussing employment relationships
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(iv) manage internal business relationships to foster positive interactions by analyzing the impact of ethical decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(v) manage external business relationships to foster positive interactions by explaining the nature of human resources
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(vi) manage external business relationships to foster positive interactions by explaining the nature of workplace regulations
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(vii) manage external business relationships to foster positive interactions by discussing employment relationships
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions	(viii) manage external business relationships to foster positive interactions by analyzing the impact of ethical decisions
(19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:	(A) identify the legal issues affecting businesses	(i) identify the legal issues affecting businesses

Knowledge and Skill Statement	Student Expectation	Breakout
(19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:	(B) investigate the impact of the legal issues	(i) investigate the impact of the legal issues
(20) The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:	(A) identify the basic torts relating to business enterprises	(i) identify the basic torts relating to business enterprises
(20) The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:	(B) describe the nature of legally binding contracts	(i) describe the nature of legally binding contracts
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(A) describe the nature of legal procedure	(i) describe the nature of legal procedure
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(B) discuss the nature of debtor-creditor relationships	(i) discuss the nature of debtor-creditor relationships
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(C) explain the nature of agency relationships	(i) explain the nature of agency relationships

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(D) discuss the nature of environmental law	(i) discuss the nature of environmental law
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(E) identify the role of administrative law	(i) identify the role of administrative law
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(F) identify regulatory requirements affecting a business	(i) identify regulatory requirements affecting a business
(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(i) define effective channels of distribution strategies, including activities associated with transportation
(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(ii) define effective channels of distribution strategies, including activities associated with storage
(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(iii) define effective channels of distribution strategies, including activities associated with product handling

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student knows the scope and nature of distribution. The student is expected to:	(A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control	(iv) define effective channels of distribution strategies, including activities associated with inventory control
(22) The student knows the scope and nature of distribution. The student is expected to:	(B) explain how distribution can add value to goods, services, and intellectual property	(i) explain how distribution can add value to goods
(22) The student knows the scope and nature of distribution. The student is expected to:	(B) explain how distribution can add value to goods, services, and intellectual property	(ii) explain how distribution can add value to services
(22) The student knows the scope and nature of distribution. The student is expected to:	(B) explain how distribution can add value to goods, services, and intellectual property	(iii) explain how distribution can add value to intellectual property
(22) The student knows the scope and nature of distribution. The student is expected to:	(C) determine costs associated with distribution	(i) determine costs associated with distribution
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(A) identify benefits and limitations of marketing research	(i) identify benefits of marketing research
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(A) identify benefits and limitations of marketing research	(ii) identify limitations of marketing research
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(B) identify components of the marketing research process	(i) identify components of the marketing research process

Knowledge and Skill Statement	Student Expectation	Breakout
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions	(i) explain how to use the marketing research process in order to identify industry trends
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions	(ii) explain how to use the marketing research process in order to identify potential markets
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions	(iii) explain how to use the marketing research process in order to analyze demand
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions	(iv) explain how to use the marketing research process in order to forecast sales
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions	(v) explain how to use the marketing research process in order to make other decisions
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(D) identify sources of primary and secondary data	(i) identify sources of primary data

Knowledge and Skill Statement	Student Expectation	Breakout
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(D) identify sources of primary and secondary data	(ii) identify sources of secondary data
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(A) conduct a market analysis	(i) conduct a market analysis
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(B) use appropriate technology to obtain information about the industry, customer, and competition	(i) use appropriate technology to obtain information about the industry
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(B) use appropriate technology to obtain information about the industry, customer, and competition	(ii) use appropriate technology to obtain information about the customer
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(B) use appropriate technology to obtain information about the industry, customer, and competition	(iii) use appropriate technology to obtain information about the competition
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(C) conduct an analysis of strengths, weaknesses, opportunities, and threats	(i) conduct an analysis of strengths
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(C) conduct an analysis of strengths, weaknesses, opportunities, and threats	(ii) conduct an analysis of weaknesses

Knowledge and Skill Statement	Student Expectation	Breakout
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(C) conduct an analysis of strengths, weaknesses, opportunities, and threats	(iii) conduct an analysis of opportunities
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(C) conduct an analysis of strengths, weaknesses, opportunities, and threats	(iv) conduct an analysis of threats

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.385. Social Media Marketing (One-Half Credit), Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance or any marketing course. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(C) demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting ones' self in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(C) demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting ones' self in a manner appropriate for the workplace

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(i) demonstrate time-management skills
(1) The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:	(G) demonstrate leadership skills by participating in career and technical education student organizations	(i) demonstrate leadership skills by participating in career and technical education student organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(A) differentiate between in-bound marketing and out-bound marketing	(i) differentiate between in-bound marketing and out-bound marketing
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(B) explain the nature of in-bound marketing	(i) explain the nature of in-bound marketing
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(C) identify the various social media platforms and purposes	(i) identify the various social media platforms
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(C) identify the various social media platforms and purposes	(ii) identify the various social media purposes
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(D) define social media marketing	(i) define social media marketing
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(E) identify and describe significant trends in the development of social media	(i) identify significant trends in the development of social media
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(E) identify and describe significant trends in the development of social media	(ii) describe significant trends in the development of social media
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(F) understand how the development of social media has shaped online media and communications	(i) understand how the development of social media has shaped online media
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(F) understand how the development of social media has shaped online media and communications	(ii) understand how the development of social media has shaped online communications

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(G) describe the social media marketing ecosystem and its impact on traditional marketing strategy	(i) describe the social media marketing ecosystem
(2) The student knows the nature and scope of social media marketing. The student is expected to:	(G) describe the social media marketing ecosystem and its impact on traditional marketing strategy	(ii) describe [the social media marketing system's] impact on traditional marketing strategy
(3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:	(A) apply legal boundaries and concepts affecting social media	(i) apply legal boundaries affecting social media
(3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:	(A) apply legal boundaries and concepts affecting social media	(ii) apply legal concepts affecting social media
(3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:	(B) analyze ethical guidelines and codes of ethics to explain how or why they are important to social media organizations	(i) analyze ethical guidelines to explain how or why they are important to social media organizations
(3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:	(B) analyze ethical guidelines and codes of ethics to explain how or why they are important to social media organizations	(ii) analyze codes of ethics to explain how or why they are important to social media organizations
(3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:	(C) identify risk factors associated with social media marketing	(i) identify risk factors associated with social media marketing

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:	(D) explain the concept of real-time marketing	(i) explain the concept of real-time marketing
(3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:	(E) discuss the ramifications of real-time marketing	(i) discuss the ramifications of real-time marketing
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(A) evaluate and understand how social media has influenced the function of marketing	(i) evaluate how social media has influenced the function of marketing
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(A) evaluate and understand how social media has influenced the function of marketing	(ii) understand how social media has influenced the function of marketing
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(B) evaluate and understand how social media has evolved and influenced the way people communicate	(i) evaluate how social media has evolved
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(B) evaluate and understand how social media has evolved and influenced the way people communicate	(ii) evaluate how social media has influenced the way people communicate
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(B) evaluate and understand how social media has evolved and influenced the way people communicate	(iii) understand how social media has evolved

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(B) evaluate and understand how social media has evolved and influenced the way people communicate	(iv) understand how social media has influenced the way people communicate
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(C) analyze and evaluate the influence of social media on individuals and how individuals influence social media	(i) analyze the influence of social media on individuals
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(C) analyze and evaluate the influence of social media on individuals and how individuals influence social media	(ii) analyze how individuals influence social media
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(C) analyze and evaluate the influence of social media on individuals and how individuals influence social media	(iii) evaluate the influence of social media on individuals
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(C) analyze and evaluate the influence of social media on individuals and how individuals influence social media	(iv) evaluate how individuals influence social media
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(D) identify potential risks, advantages, and limitations of digital marketing tools	(i) identify potential risks of digital marketing tools
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(D) identify potential risks, advantages, and limitations of digital marketing tools	(ii) identify potential advantages of digital marketing tools

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:	(D) identify potential risks, advantages, and limitations of digital marketing tools	(iii) identify potential limitations of digital marketing tools
(5)The student knows that strategic planning is essential to the success of social media marketing. The student is expected to:	(A) define the social media marketing process	(i) define the social media marketing process
(5)The student knows that strategic planning is essential to the success of social media marketing. The student is expected to:	(B) understand participation as a key element of the marketing mix	(i) understand participation as a key element of the marketing mix
(5)The student knows that strategic planning is essential to the success of social media marketing. The student is expected to:	(C) understand how to integrate social media marketing into the Integrated Marketing Plan to promote brand/company awareness	(i) understand how to integrate social media marketing into the Integrated Marketing Plan to promote brand/company awareness
(5)The student knows that strategic planning is essential to the success of social media marketing. The student is expected to:	(D) develop a social media marketing plan	(i) develop a social media marketing plan
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(A) analyze, evaluate, and communicate information effectively through the use of social networking platforms such as Facebook, LinkedIn, and Twitter as marketing tools	(i) analyze information effectively through the use of social networking platforms

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(A) analyze, evaluate, and communicate information effectively through the use of social networking platforms such as Facebook, LinkedIn, and Twitter as marketing tools	(ii) evaluate information effectively through the use of social networking platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(A) analyze, evaluate, and communicate information effectively through social networks as a marketing tool, such as Facebook, LinkedIn, Twitter;	(iii) communicate information effectively through the use of social networking platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(B) analyze, evaluate, and communicate information effectively through the use of social publishing platforms such as Instagram, Pinterest, and Tumblr as marketing tools	(i) analyze information effectively through the use of social publishing platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(B) analyze, evaluate, and communicate information effectively through the use of social publishing platforms such as Instagram, Pinterest, and Tumblr as marketing tools	(ii) evaluate information effectively through the use of social publishing platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(B) analyze, evaluate, and communicate information effectively through the use of social publishing platforms such as Instagram, Pinterest, and Tumblr as marketing tools	(iii) communicate information effectively through the use of social publishing platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(C) analyze, evaluate, and communicate information effectively through the use of social entertainment platforms such as YouTube, Flickr, and Vine as marketing tools	(i) analyze information effectively through the use of social entertainment platforms

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(C) analyze, evaluate, and communicate information effectively through the use of social entertainment platforms such as YouTube, Flickr, and Vine as marketing tools	(ii) evaluate information effectively through the use of social entertainment platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(C) analyze, evaluate, and communicate information effectively through the use of social entertainment platforms such as YouTube, Flickr, and Vine as marketing tools	(iii) communicate information effectively through the use of social entertainment platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(D) analyze, evaluate, and communicate information effectively through the use of social commerce platforms such as Groupon, Yelp!, and 4Square as marketing tools	(i) analyze information effectively through the use of social commerce platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(D) analyze, evaluate, and communicate information effectively through the use of social commerce platforms such as Groupon, Yelp!, and 4Square as marketing tools	(ii) evaluate information effectively through the use of social commerce platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(D) analyze, evaluate, and communicate information effectively through the use of social commerce platforms such as Groupon, Yelp!, and 4Square as marketing tools	(iii) communicate information effectively through the use of social commerce platforms
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(E) analyze, evaluate, and communicate information effectively through the use of emerging social media	(i) analyze information

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(E) analyze, evaluate, and communicate information effectively through the use of emerging social media	(ii) evaluate information
(6) The student demonstrates how to use social media as a marketing tool. The student is expected to:	(E) analyze, evaluate, and communicate information effectively through the use of emerging social media	(iii) communicate information effectively through the use of emerging social media
(7) The student knows how to use mobile marketing as a marketing tool. The student is expected to:	(A) understand the nature and scope of mobile marketing	(i) understand the nature of mobile marketing
(7) The student knows how to use mobile marketing as a marketing tool. The student is expected to:	(A) understand the nature and scope of mobile marketing	(ii) understand the scope of mobile marketing
(7) The student knows how to use mobile marketing as a marketing tool. The student is expected to:	(B) identify advantages and disadvantages of mobile marketing	(i) identify advantages of mobile marketing
(7) The student knows how to use mobile marketing as a marketing tool. The student is expected to:	(B) identify advantages and disadvantages of mobile marketing	(ii) identify disadvantages of mobile marketing
(7) The student knows how to use mobile marketing as a marketing tool. The student is expected to:	(C) demonstrate the ability to use mobile marketing tools such as Short Message Service (SMS)/Multimedia Messaging Service (MMS), Quick Response (QR) codes, mobile phone applications, and mobile optimized websites	(i) demonstrate the ability to use mobile marketing tools

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student measures the success of a social media marketing plan. The student is expected to:	(A) explain the role of social media in marketing research	(i) explain the role of social media in marketing research
(8) The student measures the success of a social media marketing plan. The student is expected to:	(B) understand the nature and scope of social media analytics	(i) understand the nature of social media analytics
(8) The student measures the success of a social media marketing plan. The student is expected to:	(B) understand the nature and scope of social media analytics	(ii) understand the scope of social media analytics
(8) The student measures the success of a social media marketing plan. The student is expected to:	(C) measure the success of social media marketing strategies using analytics data	(i) measure the success of social media marketing strategies using analytics data
(9) The student knows that a career in social media marketing requires knowledge of the industry. The student is expected to:	(A) research and describe careers in the field of social media marketing	(i) research careers in the field of social media marketing
(9) The student knows that a career in social media marketing requires knowledge of the industry. The student is expected to:	(A) research and describe careers in the field of social media marketing	(ii) describe careers in the field of social media marketing
(9) The student knows that a career in social media marketing requires knowledge of the industry. The student is expected to:	(B) research employment trends in the field of social media marketing	(i) research employment trends in the field of social media marketing

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.386 Sports and Entertainment Marketing, Adopted 2015
<p>(a) General Requirements. This course is recommended for students in Grades 9-12 Recommended prerequisite: Principles of Business, Marketing, and Finance Students shall be awarded one-half credit for successful completion of this course</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives</p> <p>(3) Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place	(i) demonstrate professionalism by conducting ones' self in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place	(ii) demonstrate professionalism by conducting ones' self in a manner appropriate for the work place

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) show integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) show integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) show integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) show integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(i) demonstrate time-management skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills by participating in career and technical education student organizations	(i) demonstrate leadership skills by participating in career and technical education student organizations
(2) The student knows business concepts and explains how business satisfies economic needs. The student is expected to:	(A) categorize business activities such as production, marketing, management, or finance	(i) categorize business activities
(2) The student knows business concepts and explains how business satisfies economic needs. The student is expected to:	(B) analyze the interdependence each business activity has with marketing	(i) analyze the interdependence each business activity has with marketing
(2) The student knows business concepts and explains how business satisfies economic needs. The student is expected to:	(C) demonstrate an understanding of the forms of business	(i) demonstrate an understanding of the forms of business
(2) The student knows business concepts and explains how business satisfies economic needs. The student is expected to:	(D) demonstrate an understanding of the concept of economic impact	(i) demonstrate an understanding of the concept of economic impact
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(A) explain the marketing concept as it relates to sports and entertainment	(i) explain the marketing concept as it relates to sports and entertainment
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(B) describe each marketing function and how it relates to sports and entertainment	(i) describe each marketing function

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(B) describe each marketing function and how it relates to sports and entertainment	(ii) describe how [each marketing function] relates to sports and entertainment
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(C) explain how each component of the marketing mix contributes to successful marketing	(i) explain how each component of the marketing mix contributes to successful marketing
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(D) express the importance of target markets	(i) express the importance of target markets
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(i) describe advantages of market segmentation
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(ii) describe disadvantages of market segmentation
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(iii) describe advantages of mass marketing
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(E) describe advantages and disadvantages of market segmentation and mass marketing	(iv) describe disadvantages of mass marketing

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(F) explain the importance of market research and analysis	(i) explain the importance of market research
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(F) explain the importance of market research and analysis	(ii) explain the importance of market analysis
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(G) illustrate the concept of positioning	(i) illustrate the concept of positioning
(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	(H) describe how international marketing has affected the sports and entertainment industry	(i) describe how international marketing has affected the sports and entertainment industry
(4) The student knows that distribution channel members facilitate the movement of products. The student is expected to:	(A) explain channels of distribution for sports and entertainment marketing products	(i) explain channels of distribution for sports and entertainment marketing products
(4) The student knows that distribution channel members facilitate the movement of products. The student is expected to:	(B) describe activities of each channel member	(i) describe activities of each channel member
(5) The student knows how sports entertainment businesses achieve profitability. The student is expected to:	(A) evaluate sources of financial information, including budgets, balance sheets, and income statements	(i) evaluate sources of financial information, including budgets

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student knows how sports and entertainment businesses achieve profitability. The student is expected to:	(A) evaluate sources of financial information, including budgets, balance sheets, and income statements	(ii) evaluate sources of financial information, including balance sheets
(5) The student knows how sports and entertainment businesses achieve profitability. The student is expected to:	(A) evaluate sources of financial information, including budgets, balance sheets, and income statements	(iii) evaluate sources of financial information, including income statements
(5) The student knows how sports and entertainment businesses achieve profitability. The student is expected to:	(B) explain the concept and importance of revenue streams	(i) explain the concept of revenue streams
(5) The student knows how sports and entertainment businesses achieve profitability. The student is expected to:	(B) explain the concept and importance of revenue streams	(ii) explain the importance of revenue streams
(5) The student knows how sports and entertainment businesses achieve profitability. The student is expected to:	(C) explain the relationship of profit and loss to sports and entertainment products	(i) explain the relationship of profit and loss to sports and entertainment products
(6) The student knows the marketing-information system. The student is expected to:	(A) use a marketing-information system to make informed business decisions	(i) use a marketing-information system to make informed business decisions
(6) The student knows the marketing-information system. The student is expected to:	(B) analyze data used to make accurate forecasts and informed business decisions	(i) analyze data used to make accurate forecasts

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student knows the marketing-information system. The student is expected to:	(B) analyze data used to make accurate forecasts and informed business decisions	(ii) analyze data used to make informed business decisions
(7) The student knows pricing strategies. The student is expected to:	(A) compare and contrast pricing strategies	(i) compare and contrast pricing strategies
(7) The student knows pricing strategies. The student is expected to:	(B) analyze the price of sports and entertainment marketing products	(i) analyze the price of sports and entertainment marketing products
(8) The student knows the elements and processes of product planning. The student is expected to:	(A) describe stages of new-product planning	(i) describe stages of new-product planning
(8) The student knows the elements and processes of product planning. The student is expected to:	(B) illustrate the product mix	(i) illustrate the product mix
(8) The student knows the elements and processes of product planning. The student is expected to:	(C) identify stages of the product life cycle for new or existing sports or entertainment marketing products	(i) identify stages of the product life cycle for new or existing sports or entertainment marketing products
(9) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(A) Identify, create, and demonstrate elements of the promotional mix	(i) identify elements of the promotional mix

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(A) Identify, create, and demonstrate elements of the promotional mix	(ii) create elements of the promotional mix
(9) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(A) Identify, create, and demonstrate elements of the promotional mix	(iii) demonstrate elements of the promotional mix
(9) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	(B) analyze a promotional plan for effectiveness	(i) analyze a promotional plan for effectiveness
(10) The student knows that various types of risks impact business activities. The student is expected to:	(A) identify business risks that are commonly associated with sports and entertainment business	(i) identify business risks that are commonly associated with sports and entertainment business
(10) The student knows that various types of risks impact business activities. The student is expected to:	(B) explain methods a sports and entertainment business uses to control risks	(i) explain methods a sports and entertainment business uses to control risks
(11) The student identifies the role of selling and emphasizes its importance in a sports and entertainment business. The student is expected to:	(A) explain how selling contributes to economic activity	(i) explain how selling contributes to economic activity

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student identifies the role of selling and emphasizes its importance in a sports and entertainment business. The student is expected to:	(B) describe the process of selecting and merchandising sports and entertainment products	(i) describe the process of selecting sports and entertainment products
(11) The student identifies the role of selling and emphasizes its importance in a sports and entertainment business. The student is expected to:	(B) describe the process of selecting and merchandising sports and entertainment products	(ii) describe the process of merchandising sports and entertainment products
(11) The student identifies the role of selling and emphasizes its importance in a sports and entertainment business. The student is expected to:	(C) demonstrate steps in the selling process using sports and entertainment products	(i) demonstrate steps in the selling process using sports and entertainment products
(11) The student identifies the role of selling and emphasizes its importance in a sports and entertainment business. The student is expected to:	(D) explain the importance of ticket sales	(i) explain the importance of ticket sales
(11) The student identifies the role of selling and emphasizes its importance in a sports and entertainment business. The student is expected to:	(E) develop a ticket sales strategy for a sports and entertainment product	(i) develop a ticket sales strategy for a sports and entertainment product
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(A) research and explain the history of sports and entertainment as an industry and how it impacts today's marketplace	(i) research the history of sports and entertainment as an industry

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(A) research and explain the history of sports and entertainment as an industry and how it impacts today's marketplace	(ii) explain the history of sports and entertainment as an industry
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(A) research and explain the history of sports and entertainment as an industry and how it impacts today's marketplace	(iii) research how [the history of sports and entertainment] impacts today's marketplace
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(A) research and explain the history of sports and entertainment as an industry and how it impacts today's marketplace	(iv) explain how [the history of sports and entertainment] impacts today's marketplace
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(B) identify sports and entertainment marketing terms	(i) identify sports and entertainment marketing terms
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(C) list major environmental influences on sports and entertainment demand	(i) list major environmental influences on sports and entertainment demand
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(D) define sports marketing and entertainment marketing	(i) define sports marketing and entertainment marketing
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(E) explain topics, including legislation and ethics, that impact sports and entertainment marketing	(i) explain topics, including legislation, that impact sports and entertainment marketing

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(E) explain topics, including legislation and ethics, that impact sports and entertainment marketing	(ii) explain topics, including ethics, that impact sports and entertainment marketing
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(F) research trends and emerging technologies affecting the sports and entertainment marketing industry	(i) research trends affecting the sports and entertainment marketing industry
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(F) research trends and emerging technologies affecting the sports and entertainment marketing industry	(ii) research emerging technologies affecting the sports and entertainment marketing industry
(12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	(G) explain the concept of competition for discretionary income	(i) explain the concept of competition for discretionary income
(13) The student knows that a career in sports and entertainment marketing requires knowledge of demographics. The student is expected to:	(A) explore how the use of demographics has influenced the industry	(i) explore how the use of demographics has influenced the industry
(13) The student knows that a career in sports and entertainment marketing requires knowledge of demographics. The student is expected to:	(B) differentiate between buying habits and buying preferences	(i) differentiate between buying habits and buying preferences
(14) The student knows that a career in sports and entertainment marketing requires knowledge of the industry. The student is expected to:	(A) research careers in the sports and entertainment marketing industry	(i) research careers in the sports and entertainment marketing industry

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student knows that a career in sports and entertainment marketing requires knowledge of the industry. The student is expected to:	(B) list and describe businesses related to sports and entertainment	(i) list businesses related to sports and entertainment
(14) The student knows that a career in sports and entertainment marketing requires knowledge of the industry. The student is expected to:	(B) list and describe businesses related to sports and entertainment	(ii) describe businesses related to sports and entertainment
(14) The student knows that a career in sports and entertainment marketing requires knowledge of the industry. The student is expected to:	(C) distinguish between the different roles in sports and entertainment marketing	(i) distinguish between the different roles in sports and entertainment marketing
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(A) describe and simulate activities to market a sports and entertainment product	(i) describe activities to market a sports and entertainment product
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(A) describe and simulate activities to market a sports and entertainment product	(ii) simulate activities to market a sports and entertainment product
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(B) understand why sports and entertainment businesses use marketing	(i) understand why sports and entertainment businesses use marketing
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(C) understand the importance of and key components of a marketing plan	(i) understand the importance of a marketing plan

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(C) understand the importance of and key components of a marketing plan	(ii) understand key components of a marketing plan
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(D) explain and give examples of marketing using sports and entertainment	(i) explain marketing
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(D) explain and give examples of marketing using sports and entertainment	(ii) give examples of marketing using sports and entertainment
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(E) explain and give examples of marketing of sports and entertainment	(i) explain marketing of sports and entertainment
(15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:	(E) explain and give examples of marketing of sports and entertainment	(ii) give examples of marketing of sports and entertainment
(16) The student understands the impact event marketing has on the sports and entertainment industry. The student is expected to:	(A) define event marketing	(i) define event marketing
(16) The student understands the impact event marketing has on the sports and entertainment industry. The student is expected to:	(B) explain and provide examples of how event marketing attracts all three components of the event triangle (event, sponsor, and spectator)	(i) explain how event marketing attracts all three components of the event triangle (event, sponsor, and spectator)

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands the impact event marketing has on the sports and entertainment industry. The student is expected to:	(B) explain and provide examples of how event marketing attracts all three components of the event triangle (event, sponsor, and spectator)	(ii) provide examples of how event marketing attracts all three components of the event triangle (event, sponsor, and spectator)
(16) The student understands the impact event marketing has on the sports and entertainment industry. The student is expected to:	(C) develop an effective event marketing strategy for a sports and entertainment product	(i) develop an effective event marketing strategy for a sports and entertainment product
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(A) identify components and content for a sponsorship proposal	(i) identify components for a sponsorship proposal
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(A) identify components and content for a sponsorship proposal	(ii) identify content for a sponsorship proposal
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(B) define and explain sponsorship issues	(i) define sponsorship issues
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(B) define and explain sponsorship issues	(ii) explain sponsorship issues
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(C) categorize costs associated with a sponsorship	(i) categorize costs associated with a sponsorship

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(D) identify types of sponsorship sales and relationship development	(i) identify types of sponsorship sales
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(D) identify types of sponsorship sales and relationship development	(ii) identify types of relationship development
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(E) examine benefits of sponsorship opportunities	(i) examine benefits of sponsorship opportunities
(17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:	(F) explain laws that may affect a sponsorship agreement	(i) explain laws that may affect a sponsorship agreement
(18) The student has an understanding of endorsement contracts. The student is expected to:	(A) identify components of endorsement contracts	(i) identify components of endorsement contracts
(18) The student has an understanding of endorsement contracts. The student is expected to:	(B) discuss issues related to celebrity behavior on endorsements	(i) discuss issues related to celebrity behavior on endorsements
(18) The student has an understanding of endorsement contracts. The student is expected to:	(C) research the rationale for a business to engage in endorsement contracts	(i) research the rationale for a business to engage in endorsement contracts

Knowledge and Skill Statement	Student Expectation	Breakout
(19) The student understands the importance of branding. The student is expected to:	(A) define branding	(i) define branding
(19) The student understands the importance of branding. The student is expected to:	(B) differentiate between types of brands	(i) differentiate between types of brands
(19) The student understands the importance of branding. The student is expected to:	(C) identify examples of brand equity and brand extension in sports and entertainment	(i) identify examples of brand equity in sports and entertainment
(19) The student understands the importance of branding. The student is expected to:	(C) identify examples of brand equity and brand extension in sports and entertainment	(ii) identify examples of brand extension in sports and entertainment
(19) The student understands the importance of branding. The student is expected to:	(D) explain the value in building a strong brand	(i) explain the value in building a strong brand
(19) The student understands the importance of branding. The student is expected to:	(E) determine the characteristics of a successful brand	(i) determine the characteristics of a successful brand
(20) The student understands the importance of licensing. The student is expected to:	(A) define licensing	(i) define licensing
(20) The student understands the importance of licensing. The student is expected to:	(B) distinguish between licensor and licensee	(i) distinguish between licensor and licensee
(20) The student understands the importance of licensing. The student is expected to:	(C) explain the advantages and disadvantages of licensing	(i) explain the advantages of licensing

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student understands the importance of licensing. The student is expected to:	(C) explain the advantages and disadvantages of licensing	(ii) explain the disadvantages of licensing
(20) The student understands the importance of licensing. The student is expected to:	(D) identify examples of licensing in sports and entertainment	(i) identify examples of licensing in sports and entertainment
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(A) explain how promoting and implementing a positive fan experience impacts revenues	(i) explain how promoting a positive fan experience impacts revenues
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(A) explain how promoting and implementing a positive fan experience impacts revenues	(ii) explain how implementing a positive fan experience impacts revenues
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(B) describe situations that impact the fan experience	(i) describe situations that impact the fan experience
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(C) describe the concept of the fan/spectator experience	(i) describe the concept of the fan/spectator experience
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(D) define the term game operations	(i) define the term game operations
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(E) explain the role of game entertainment in the sports business	(i) explain the role of game entertainment in the sports business

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(F) define game attractiveness	(i) define game attractiveness
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(G) identify game involvement activities that enhance fan experience	(i) identify game involvement activities that enhance fan experience
(21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:	(H) create a game operations plan to increase game attractiveness	(i) create a game operations plan to increase game attractiveness
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(A) explain why communications in sports and entertainment are important	(i) explain why communications in sports and entertainment are important
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(B) understand issues that impact the business of sports and entertainment	(i) understand issues that impact the business of sports and entertainment
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(C) define media	(i) define media

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(D) understand the importance of media rights	(i) understand the importance of media rights
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(E) define publicity	(i) define publicity
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(F) differentiate between publicity, public relations, media relations and community relations	(i) differentiate between publicity, public relations, media relations and community relations
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(G) create a press release	(i) create a press release
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(H) create a press kit	(i) create a press kit
(22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:	(I) simulate a press conference	(i) simulate a press conference

Knowledge and Skill Statement	Student Expectation	Breakout
(23) The student understands the strategies of successful entertainment marketing. The student is expected to:	(A) discuss the different kinds of entertainment distribution	(i) discuss the different kinds of entertainment distribution
(23) The student understands the strategies of successful entertainment marketing. The student is expected to:	(B) identify strategies to market entertainment products	(ii) identify strategies to market entertainment products
(23) The student understands the strategies of successful entertainment marketing. The student is expected to:	(C) explain the promotional value of entertainment awards	(iii) explain the promotional value of entertainment awards

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.387 Practicum in Marketing (Two Credits)
(a) General Requirements. This course is recommended for students in Grades 11 and 12. Recommended Prerequisite: Principles of Business, Marketing, and Finance.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(ii) demonstrate a productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) demonstrate integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) demonstrate integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) demonstrate integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) demonstrate integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(i) demonstrate time-management skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills by participating in activities such as career and technical student organizations	(i) demonstrate leadership skills by participating in activities
(2) The student knows the nature of business and shows its contribution to society. The student is expected to:	(A) distinguish ways that businesses contribute to society	(i) distinguish ways that businesses contribute to society
(2) The student knows the nature of business and shows its contribution to society. The student is expected to:	(B) explain the importance of social responsibility	(i) explain the importance of social responsibility
(2) The student knows the nature of business and shows its contribution to society. The student is expected to:	(C) describe types of business activities	(i) describe types of business activities
(2) The student knows the nature of business and shows its contribution to society. The student is expected to:	(D) explain the organizational design of businesses	(i) explain the organizational design of businesses
(2) The student knows the nature of business and shows its contribution to society. The student is expected to:	(E) discuss the global environment in which businesses operate	(i) discuss the global environment in which businesses operate
(2) The student knows the nature of business and shows its contribution to society. The student is expected to:	(F) depict factors that affect the business environment and how businesses can respond	(i) depict factors that affect the business environment

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student knows the nature of business and shows its contribution to society. The student is expected to:	(F) depict factors that affect the business environment and how businesses can respond	(ii) depict how businesses can respond [to factors that affect the business environment]
(3) The student demonstrates the importance of marketing and the functions of marketing. The student is expected to:	(A) explain the marketing concept	(i) explain the marketing concept
(3) The student demonstrates the importance of marketing and the functions of marketing. The student is expected to:	(B) describe each marketing function and how it relates to the marketing concept	(i) describe each marketing function
(3) The student demonstrates the importance of marketing and the functions of marketing. The student is expected to:	(B) describe each marketing function and how it relates to the marketing concept	(ii) describe how [each marketing function] relates to the marketing concept
(4) The student analyzes the marketing mix, which involves a combination of the decisions about product, price, place, promotion, and people. The student is expected to:	(A) explain how each component of the marketing mix contributes to successful marketing	(i) explain how each component of the marketing mix contributes to successful marketing
(4) The student analyzes the marketing mix, which involves a combination of the decisions about product, price, place, promotion, and people. The student is expected to:	(B) illustrate the importance of marketing strategies in the marketing mix	(i) illustrate the importance of marketing strategies in the marketing mix

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:	(A) explain the importance of target markets	(i) explain the importance of target markets
(5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:	(B) compare and contrast advantages and disadvantages of market segmentation and mass marketing	(i) compare and contrast advantages and disadvantages of market segmentation and mass marketing
(5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:	(C) distinguish among geographic, demographic, psychographic, and behavioral segmentation	(i) distinguish among geographic, demographic, psychographic, and behavioral segmentation
(5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:	(D) explain the nature of marketing planning	(i) explain the nature of marketing planning
(6) The student applies mathematical concepts in marketing. The student is expected to:	(A) execute calculations involving money, time, space, materials, and data	(i) execute calculations involving money
(6) The student applies mathematical concepts in marketing. The student is expected to:	(A) execute calculations involving money, time, space, materials, and data	(ii) execute calculations involving time
(6) The student applies mathematical concepts in marketing. The student is expected to:	(A) execute calculations involving money, time, space, materials, and data	(iii) execute calculations involving space
(6) The student applies mathematical concepts in marketing. The student is expected to:	(A) execute calculations involving money, time, space, materials, and data	(iv) execute calculations involving materials

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies mathematical concepts in marketing. The student is expected to:	(A) execute calculations involving money, time, space, materials, and data	(v) execute calculations involving data
(6) The student applies mathematical concepts in marketing. The student is expected to:	(B) interpret charts and graphs to make informed marketing decisions	(i) interpret charts to make informed marketing decisions
(6) The student applies mathematical concepts in marketing. The student is expected to:	(B) interpret charts and graphs to make informed marketing decisions	(ii) interpret graphs to make informed marketing decisions
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(i) use formulas to determine price
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(ii) use formulas to determine profit
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(iii) use formulas to determine costs
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(iv) use formulas to determine break-even point
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(v) use equations to determine price
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(vi) use equations to determine profit

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(vii) use equations to determine costs
(6) The student applies mathematical concepts in marketing. The student is expected to:	(C) use formulas and equations to determine price, profit, costs, and break-even point	(viii) use equations to determine break-even point
(6) The student applies mathematical concepts in marketing. The student is expected to:	(D) perform mathematical operations	(i) perform mathematical operations
(6) The student applies mathematical concepts in marketing. The student is expected to:	(E) predict reasonable estimations	(i) predict reasonable estimations
(6) The student applies mathematical concepts in marketing. The student is expected to:	(F) create mathematical models from real-life situations	(i) create mathematical models from real-life situations
(6) The student applies mathematical concepts in marketing. The student is expected to:	(G) determine rate of change mathematically	(i) determine rate of change mathematically
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(i) identify effective interpersonal skills involving situations with coworkers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(ii) identify effective interpersonal skills involving situations with managers

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(iii) identify effective interpersonal skills involving situations with customers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(iv) identify effective team-building skills involving situations with coworkers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(v) identify effective team-building skills involving situations with managers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(vi) identify effective team-building skills involving situations with customers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(vii) practice effective interpersonal skills involving situations with coworkers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(viii) practice effective interpersonal skills involving situations with managers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(ix) practice effective interpersonal skills involving situations with customers

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(x) practice effective team-building skills involving situations with coworkers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(xi) practice effective team-building skills involving situations with managers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers	(xii) practice effective team-building skills involving situations with customers
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(B) develop short- and long-term personal goals	(i) develop short-term personal goals
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(B) develop short- and long-term personal goals	(ii) develop long-term personal goals
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(C) identify and use time-management principles	(i) identify time-management principles
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(C) identify and use time-management principles	(ii) use time-management principles

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(D) participate in leadership and career development activities	(i) participate in leadership activities
(7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	(D) participate in leadership and career development activities	(ii) participate in career development activities
(8) The student applies information technology as an effective marketing tool. The student is expected to:	(A) identify social media trends in marketing	(i) identify social media trends in marketing
(8) The student applies information technology as an effective marketing tool. The student is expected to:	(B) identify ways that technology impacts business	(i) identify ways that technology impacts business
(8) The student applies information technology as an effective marketing tool. The student is expected to:	(C) apply web-search skills	(i) apply web-search skills
(8) The student applies information technology as an effective marketing tool. The student is expected to:	(D) demonstrate word-processing skills	(i) demonstrate word-processing skills
(8) The student applies information technology as an effective marketing tool. The student is expected to:	(E) use database applications	(i) use database applications
(8) The student applies information technology as an effective marketing tool. The student is expected to:	(F) execute spreadsheet applications	(i) execute spreadsheet applications

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions. The student is expected to:	(A) develop a working portfolio containing components such as resume, cover letter, thank you letter, references, letter of recommendation, and work samples	(i) develop a working portfolio containing components
(9) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions. The student is expected to:	(B) analyze personal social media accounts for potential employability	(i) analyze personal social media accounts for potential employability
(9) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions. The student is expected to:	(C) demonstrate interview skills	(i) demonstrate interview skills
(10) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:	(A) discuss trends affecting marketing	(i) discuss trends affecting marketing
(10) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:	(B) research emerging technologies in marketing	(i) research emerging technologies in marketing
(11) The student knows the impact and value of diversity. The student is expected to:	(A) explain how diversity affects marketing	(i) explain how diversity affects marketing
(11) The student knows the impact and value of diversity. The student is expected to:	(B) probe the impact of multiculturalism and multigenerationalism on marketing activities	(i) probe the impact of multiculturalism on marketing activities

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student knows the impact and value of diversity. The student is expected to:	(B) probe the impact of multiculturalism and multigenerationalism on marketing activities	(ii) probe the impact of multigenerationalism on marketing activities
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(A) discuss characteristics of economic goods and services	(i) discuss characteristics of economic goods
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(A) discuss characteristics of economic goods and services	(ii) discuss characteristics of economic services
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(B) identify economic needs and wants	(i) identify economic needs
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(B) identify economic needs and wants	(ii) identify economic wants
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(C) explain the concept of utility and cite examples of types of utility	(i) explain the concept of utility
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(C) explain the concept of utility and cite examples of types of utility	(ii) cite examples of types of utility

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(D) describe the function of prices in markets	(i) describe the function of prices in markets
(12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	(E) clarify how the interaction of supply and demand affects price	(i) clarify how the interaction of supply and demand affects price
(13) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:	(A) determine characteristics of a private enterprise system	(i) determine characteristics of a private enterprise system
(13) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:	(B) explain the advantages and disadvantages of private enterprise	(i) explain the advantages of private enterprise
(13) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:	(B) explain the advantages and disadvantages of private enterprise	(ii) explain the disadvantages of private enterprise
(13) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:	(C) identify examples of competitive business situations such as price or nonprice competition	(i) identify examples of competitive business situations

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:	(A) identify economic measurements used to analyze an economy	(i) identify economic measurements used to analyze an economy
(14) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:	(B) research how economic measures are used in a market economy	(i) research how economic measures are used in a market economy
(14) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:	(C) describe the concept of price stability as an economic measure	(i) describe the concept of price stability as an economic measure
(14) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:	(D) interpret the measure of consumer spending as an economic indicator	(i) interpret the measure of consumer spending as an economic indicator
(14) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:	(E) examine the impact of a nation's unemployment rates	(i) examine the impact of a nation's unemployment rates

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:	(F) describe the economic impact of inflation on business	(i) describe the economic impact of inflation on business
(15) The student knows that changes in the economy include prosperity, recession, depression, and recovery and are collectively referred to as the business cycle. The student is expected to:	(A) explain the concept of business cycles	(i) explain the concept of business cycles
(15) The student knows that changes in the economy include prosperity, recession, depression, and recovery and are collectively referred to as the business cycle. The student is expected to:	(B) describe the impact that phases of a business cycle have on the economy	(i) describe the impact that phases of a business cycle have on the economy
(16) The student knows that distribution systems facilitate the movement of products. The student is expected to:	(A) understand channels of distribution	(i) understand channels of distribution
(16) The student knows that distribution systems facilitate the movement of products. The student is expected to:	(B) identify physical distribution activities	(i) identify physical distribution activities
(16) The student knows that distribution systems facilitate the movement of products. The student is expected to:	(C) examine costs associated with distribution	(i) examine costs associated with distribution

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student knows that marketers use investment and financial services to achieve goals and objectives. The student is expected to:	(A) illustrate types of financial services	(i) illustrate types of financial services
(17) The student knows that marketers use investment and financial services to achieve goals and objectives. The student is expected to:	(B) explain the purpose of a credit contract	(i) explain the purpose of a credit contract
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(A) state goals of pricing	(i) state goals of pricing
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(B) identify factors affecting pricing	(i) identify factors affecting pricing
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(C) explain how pricing affects product, place, and promotion decisions	(i) explain how pricing affects product decisions
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(C) explain how pricing affects product, place, and promotion decisions	(ii) explain how pricing affects place decisions
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(C) explain how pricing affects product, place, and promotion decisions	(iii) explain how pricing affects promotion decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(D) compare and contrast pricing policies	(i) compare and contrast pricing policies
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(E) calculate a product's price	(i) calculate a product's price
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(F) describe the role of business ethics in pricing	(i) describe the role of business ethics in pricing
(18) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:	(G) analyze legal considerations for pricing	(G) analyze legal considerations for pricing
(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(A) explain the communication processes as used in promotional activities	(i) explain the communication processes as used in promotional activities
(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:	(B) evaluate types of promotion	(i) evaluate types of promotion

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:</p>	<p>(C) understand the concept of promotional mix</p>	<p>(i) understand the concept of promotional mix</p>
<p>(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:</p>	<p>(D) define the role of promotion as a marketing function</p>	<p>(i) define the role of promotion as a marketing function</p>
<p>(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:</p>	<p>(E) describe the use of business ethics in promotion</p>	<p>(i) describe the use of business ethics in promotion</p>
<p>(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:</p>	<p>(F) explore the regulation of promotion</p>	<p>(i) explore the regulation of promotion</p>
<p>(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:</p>	<p>(G) explain the nature of direct marketing channels</p>	<p>(i) explain the nature of direct marketing channels</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:</p>	<p>(H) model communication channels used in sales promotion</p>	<p>(i) model communication channels used in sales promotion</p>
<p>(19) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:</p>	<p>(I) describe communication channels used in public relations activities</p>	<p>(i) describe communication channels used in public relations activities</p>
<p>(20) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:</p>	<p>(A) illustrate types of advertising media</p>	<p>(i) illustrate types of advertising media</p>
<p>(20) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:</p>	<p>(B) differentiate between product and institutional advertising</p>	<p>(i) differentiate between product and institutional advertising</p>
<p>(20) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:</p>	<p>(C) identify and evaluate elements of an advertisement</p>	<p>(i) identify elements of an advertisement</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:	(C) identify and evaluate elements of an advertisement	(ii) evaluate elements of an advertisement
(21) The student knows that business risk is the possibility of loss or failure. The student is expected to:	(A) categorize business risks	(i) categorize business risks
(21) The student knows that business risk is the possibility of loss or failure. The student is expected to:	(B) interpret how various types of risks impact business activities	(i) interpret how various types of risks impact business activities
(22) The student knows that marketers responsible for risk management follow a process to decide the best strategy to deal with each risk. The student is expected to:	(A) evaluate security precautions	(i) evaluate security precautions
(22) The student knows that marketers responsible for risk management follow a process to decide the best strategy to deal with each risk. The student is expected to:	(B) demonstrate knowledge of safety precautions in the workplace	(i) demonstrate knowledge of safety precautions in the workplace
(23) The student knows what influences customers before they make a purchase. The student is expected to:	(A) differentiate between a feature and a benefit	(i) differentiate between a feature and a benefit

Knowledge and Skill Statement	Student Expectation	Breakout
(23) The student knows what influences customers before they make a purchase. The student is expected to:	(B) compare and contrast between consumer and organizational buying behavior	(i) compare and contrast between consumer and organizational buying behavior
(23) The student knows what influences customers before they make a purchase. The student is expected to:	(C) determine customer needs and wants	(i) determine customer needs
(23) The student knows what influences customers before they make a purchase. The student is expected to:	(C) determine customer needs and wants	(ii) determine customer wants
(23) The student knows what influences customers before they make a purchase. The student is expected to:	(D) classify buying motives	(i) classify buying motives
(23) The student knows what influences customers before they make a purchase. The student is expected to:	(E) analyze how customers and organizations apply the decision-making process	(i) analyze how customers apply the decision-making process
(23) The student knows what influences customers before they make a purchase. The student is expected to:	(E) analyze how customers and organizations apply the decision-making process	(ii) analyze how organizations apply the decision-making process
(24) The student knows how marketers use the selling process. The student is expected to:	(A) locate product information	(i) locate product information

Knowledge and Skill Statement	Student Expectation	Breakout
(24) The student knows how marketers use the selling process. The student is expected to:	(B) illustrate the sale process	(i) illustrate the sale process
(25) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:	(A) explain the nature of positive customer relations	(i) explain the nature of positive customer relations
(25) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:	(B) describe a customer service mindset	(i) describe a customer service mindset
(25) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:	(C) explain the management role in customer relations	(i) explain the management role in customer relations
(25) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:	(D) identify a company brand promise	(i) identify a company brand promise
(25) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:	(E) explore ways of reinforcing company image through employee performance	(i) explore ways of reinforcing company image through employee performance

Knowledge and Skill Statement	Student Expectation	Breakout
(25) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:	(F) describe the use of technology in customer relationship management	(i) describe the use of technology in customer relationship management
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(A) apply ethics to demonstrate trustworthiness	(i) apply ethics to demonstrate trustworthiness
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(B) explain the nature of business ethics	(i) explain the nature of business ethics
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(C) describe legal issues affecting businesses	(i) describe legal issues affecting businesses
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(D) defend the nature of human resources regulations	(i) defend the nature of human resources regulations
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(E) explain the nature of workplace regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act	(i) explain the nature of workplace regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(E) explain the nature of workplace regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act	(ii) explain the nature of workplace statutes
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(F) discuss employment relationships	(i) discuss employment relationships
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(G) illustrate the nature of trade regulations	(i) illustrate the nature of trade regulations
(26) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:	(H) describe the impact of antitrust legislation	(i) describe the impact of antitrust legislation
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(A) evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities	(i) evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(B) identify personal and long-term workplace consequences of unethical or illegal behaviors	(i) identify personal workplace consequences of unethical or illegal behaviors

Knowledge and Skill Statement	Student Expectation	Breakout
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(B) identify personal and long-term workplace consequences of unethical or illegal behaviors	(ii) identify long-term workplace consequences of unethical or illegal behaviors
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(C) investigate the most appropriate response to workplace situations based on legal and ethical considerations	(i) investigate the most appropriate response to workplace situations based on legal considerations
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(C) investigate the most appropriate response to workplace situations based on legal and ethical considerations	(ii) investigate the most appropriate response to workplace situations based on ethical considerations
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(D) demonstrate responsible behavior, honesty, integrity, and ethical work habits	(i) demonstrate responsible behavior
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(D) demonstrate responsible behavior, honesty, integrity, and ethical work habits	(ii) demonstrate honesty
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(D) demonstrate responsible behavior, honesty, integrity, and ethical work habits	(iii) demonstrate integrity
(27) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(D) demonstrate responsible behavior, honesty, integrity, and ethical work habits	(iv) demonstrate ethical work habits

Knowledge and Skill Statement	Student Expectation	Breakout
(28) The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:	(A) identify training, education, and certification requirements for occupational choice	(i) identify training requirements for occupational choice
(28) The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:	(A) identify training, education, and certification requirements for occupational choice	(ii) identify education requirements for occupational choice
(28) The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:	(A) identify training, education, and certification requirements for occupational choice	(iii) identify certification requirements for occupational choice
(28) The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:	(B) participate in career-related training or degree programs	(i) participate in career-related training or degree programs
(29) The student knows the elements and processes of product planning. The student is expected to:	(A) explain the nature and scope of product planning	(i) explain the nature of product planning
(29) The student knows the elements and processes of product planning. The student is expected to:	(A) explain the nature and scope of product planning	(ii) explain the scope of product planning
(29) The student knows the elements and processes of product planning. The student is expected to:	(B) relate product-mix strategies to meet customer expectations	(i) relate product-mix strategies to meet customer expectations
(29) The student knows the elements and processes of product planning. The student is expected to:	(C) define the product life cycle	(i) define the product life cycle

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.388. Extended Practicum in Marketing (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Marketing Career Cluster. Recommended prerequisite: Principles of Business, Marketing, and Finance. Corequisite: Practicum in Marketing. This course must be taken concurrently with Practicum in Marketing and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) Extended Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to marketing	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to marketing
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to marketing	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to marketing
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, integrity, customer service, work ethic, adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, integrity, customer service, work ethic, adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency for relevant projects	(i) demonstrate use of personal information management applications with increased fluency for relevant projects

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency for relevant projects	(ii) demonstrate use of email applications with increased fluency for relevant projects
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency for relevant projects	(iii) demonstrate use of Internet applications with increased fluency for relevant projects
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency for relevant projects	(iv) demonstrate use of writing and publishing applications with increased fluency for relevant projects
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency for relevant projects	(v) demonstrate use of presentation applications with increased fluency for relevant projects
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency for relevant projects	(vi) demonstrate use of spreadsheet or database applications with increased fluency for relevant projects

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(i) employ teamwork with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(ii) employ conflict-management skills with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to complete work tasks
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency	(i) demonstrate proper use of written communication techniques with increased proficiency
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency	(ii) demonstrate proper use of verbal communication techniques with increased proficiency
(2) The student applies professional communications strategies. The student is expected to:	(A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency	(iii) demonstrate proper use of visual communication techniques with increased proficiency
(2) The student applies professional communications strategies. The student is expected to:	(B) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(B) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(i) create formal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(ii) create informal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iii) deliver formal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(C) create and deliver formal and informal presentations effectively	(iv) deliver informal presentations effectively
(2) The student applies professional communications strategies. The student is expected to:	(D) analyze, interpret, and effectively communicate information	(i) analyze information
(2) The student applies professional communications strategies. The student is expected to:	(D) analyze, interpret, and effectively communicate information	(ii) interpret information
(2) The student applies professional communications strategies. The student is expected to:	(D) analyze, interpret, and effectively communicate information	(iii) effectively communicate information
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(i) exhibit public relations skills to maintain internal customer/client satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(E) exhibit public relations skills to maintain internal and external customer/client satisfaction	(ii) exhibit public relations skills to maintain external customer/client satisfaction
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(i) employ critical-thinking skills independently with increased fluency to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(ii) employ critical-thinking skills independently with increased fluency to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(iii) employ critical-thinking skills in groups with increased fluency to solve problems
(3) The student implements advanced problem-solving methods. The student is expected to:	(A) employ critical-thinking skills independently and in groups with increased fluency to solve problems and make decisions	(iv) employ critical-thinking skills in groups with increased fluency to make decisions
(3) The student implements advanced problem-solving methods. The student is expected to:	(B) conduct technical research to gather information necessary for decision making	(i) conduct technical research to gather information necessary for decision making
(3) The student implements advanced problem-solving methods. The student is expected to:	(C) analyze elements of a problem to develop creative and innovative solutions	(i) analyze elements of a problem to develop creative solutions
(3) The student implements advanced problem-solving methods. The student is expected to:	(C) analyze elements of a problem to develop creative and innovative solutions	(ii) analyze elements of a problem to develop innovative solutions

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(A) demonstrate understanding of and consistently follow workplace safety rules and regulations	(i) demonstrate understanding of workplace safety rules and regulations
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(A) demonstrate understanding of and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(B) adhere to technology safety and security policies such as acceptable use policy and webpage policies	(i) adhere to technology safety policies
(4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:	(B) adhere to technology safety and security policies such as acceptable use policy and webpage policies	(ii) adhere to technology security policies
(5) The student understands the professional, ethical, and legal responsibilities in marketing. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in marketing. The student is expected to:	(B) apply alternative responses to workplace situations based on personal or professional ethical responsibilities	(i) apply alternative responses to workplace situations based on personal or professional ethical responsibilities
(5) The student understands the professional, ethical, and legal responsibilities in marketing. The student is expected to:	(C) show integrity by choosing the ethical course of action when making decisions	(i) show integrity by choosing the ethical course of action when making decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in marketing. The student is expected to:	(D) comply with all applicable rules, laws, and regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act in a consistent manner	(i) comply with all applicable rules
(5) The student understands the professional, ethical, and legal responsibilities in marketing. The student is expected to:	(D) comply with all applicable rules, laws, and regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act in a consistent manner	(ii) comply with all applicable laws
(5) The student understands the professional, ethical, and legal responsibilities in marketing. The student is expected to:	(D) comply with all applicable rules, laws, and regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act in a consistent manner	(iii) comply with all applicable regulations
(6) The student participates in a marketing experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised marketing experience	(i) conduct learning activities in a supervised marketing experience
(6) The student participates in a marketing experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised marketing experience	(ii) document learning activities in a supervised marketing experience
(6) The student participates in a marketing experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised marketing experience	(iii) evaluate learning activities in a supervised marketing experience
(6) The student participates in a marketing experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(i) develop advanced technical knowledge related to the student's occupational objective

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a marketing experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(ii) develop advanced technical skills related to the student's occupational objective
(6) The student participates in a marketing experience. The student is expected to:	(C) demonstrate use of information technology tools to manage and perform work responsibilities	(i) demonstrate use of information technology tools to manage work responsibilities
(6) The student participates in a marketing experience. The student is expected to:	(C) demonstrate use of information technology tools to manage and perform work responsibilities	(ii) demonstrate use of information technology tools to perform work responsibilities
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(i) apply concepts needed to communicate information about products to achieve a desired outcome
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(ii) apply concepts needed to communicate information about services to achieve a desired outcome
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(iii) apply concepts needed to communicate information about images to achieve a desired outcome
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(iv) apply concepts needed to communicate information about ideas to achieve a desired outcome

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(v) apply strategies needed to communicate information about products to achieve a desired outcome
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(vi) apply strategies needed to communicate information about services to achieve a desired outcome
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(vii) apply strategies needed to communicate information about images to achieve a desired outcome
(6) The student participates in a marketing experience. The student is expected to:	(D) apply concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome	(viii) apply strategies needed to communicate information about ideas to achieve a desired outcome
(6) The student participates in a marketing experience. The student is expected to:	(E) model communication channels used in sales promotion	(i) model communication channels used in sales promotion
(6) The student participates in a marketing experience. The student is expected to:	(F) apply different components of the marketing mix to contribute to successful marketing	(i) apply different components of the marketing mix to contribute to successful marketing
(6) The student participates in a marketing experience. The student is expected to:	(G) apply the elements and processes of product planning, including related product-mix strategies to meet customer expectations	(i) apply the elements of product planning, including related product-mix strategies to meet customer expectations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a marketing experience. The student is expected to:	(G) apply the elements and processes of product planning, including related product-mix strategies to meet customer expectations	(ii) apply the processes of product planning, including related product-mix strategies to meet customer expectations
(6) The student participates in a marketing experience. The student is expected to:	(H) identify and evaluate elements of an advertisement with increased fluency	(i) identify elements of an advertisement with increased fluency
(6) The student participates in a marketing experience. The student is expected to:	(H) identify and evaluate elements of an advertisement with increased fluency	(ii) evaluate elements of an advertisement with increased fluency
(6) The student participates in a marketing experience. The student is expected to:	(I) demonstrate growth of technical skill competencies	(i) demonstrate growth of technical skill competencies
(6) The student participates in a marketing experience. The student is expected to:	(J) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student participates in a marketing experience. The student is expected to:	(J) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student participates in a marketing experience. The student is expected to:	(K) collect representative work samples	(i) collect representative work samples

Subject	Chapter 130. Career and Technical Education, Subchapter N. Marketing
Course Title	§130.389. Advanced Marketing (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: one credit from the courses in the Marketing Career Cluster. Recommended prerequisite: Practicum in Marketing. Students shall be awarded two credits for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</p> <p>(3) In Advanced Marketing, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(i) communicate effectively with others using speaking skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(ii) communicate effectively with others using listening skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using speaking, listening, and writing skills	(iii) communicate effectively with others using writing skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(i) demonstrate professionalism by conducting oneself in a manner appropriate for the profession
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(i) demonstrate integrity by choosing the ethical course of action
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(ii) demonstrate integrity by complying with all applicable rules
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iii) demonstrate integrity by complying with all applicable laws
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations	(iv) demonstrate integrity by complying with all applicable regulations
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(i) demonstrate time-management skills in ways that use time wisely

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(ii) demonstrate time-management skills in ways that optimize efficiency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results	(iii) demonstrate time-management skills in ways that optimize results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) demonstrate leadership skills by participating in activities such as career and technical student organizations	(i) demonstrate leadership skills by participating in activities
(2) The student develops a project on a topic related to the field of marketing and uses in-depth research to present findings. The student is expected to:	(A) identify a topic to investigate or research	(i) identify a topic to investigate or research
(2) The student develops a project on a topic related to the field of marketing and uses in-depth research to present findings. The student is expected to:	(B) consult with an expert to investigate and discover possible solutions to an issue	(i) consult with an expert to investigate an issue
(2) The student develops a project on a topic related to the field of marketing and uses in-depth research to present findings. The student is expected to:	(B) consult with an expert to investigate and discover possible solutions to an issue	(ii) consult with an expert to discover possible solutions to an issue

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student develops a project on a topic related to the field of marketing and uses in-depth research to present findings. The student is expected to:	(C) present findings to an audience that includes experts in the field	(i) present findings to an audience that includes experts in the field
(3) The student knows the concepts of market and market identification. The student is expected to:	(A) perform a market analysis	(i) perform a market analysis
(3) The student knows the concepts of market and market identification. The student is expected to:	(B) conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in the marketing planning process	(i) conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in the marketing planning process
(3) The student knows the concepts of market and market identification. The student is expected to:	(C) create a marketing plan	(i) create a marketing plan
(4) The student understands the roles of management. The student is expected to:	(A) differentiate among levels of management	(i) differentiate among levels of management
(4) The student understands the roles of management. The student is expected to:	(B) compare and contrast management styles	(i) compare and contrast management styles
(4) The student understands the roles of management. The student is expected to:	(C) identify effective recruitment, selection, training and development, and performance evaluation techniques	(i) identify effective recruitment techniques
(4) The student understands the roles of management. The student is expected to:	(C) identify effective recruitment, selection, training and development, and performance evaluation techniques	(ii) identify effective selection techniques

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands the roles of management. The student is expected to:	(C) identify effective recruitment, selection, training and development, and performance evaluation techniques	(iii) identify effective training and development techniques
(4) The student understands the roles of management. The student is expected to:	(C) identify effective recruitment, selection, training and development, and performance evaluation techniques	(iv) identify effective performance evaluation techniques
(4) The student understands the roles of management. The student is expected to:	(D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures	(i) demonstrate an understanding of the process used to train employees to ensure compliance with laws
(4) The student understands the roles of management. The student is expected to:	(D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures	(ii) demonstrate an understanding of the process used to train employees to ensure compliance with regulations
(4) The student understands the roles of management. The student is expected to:	(D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures	(iii) demonstrate an understanding of the process used to train employees to ensure compliance with self-regulatory measures
(4) The student understands the roles of management. The student is expected to:	(D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures	(iv) demonstrate an understanding of the process used to monitor employees to ensure compliance with laws

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands the roles of management. The student is expected to:	(D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures	(v) demonstrate an understanding of the process used to monitor employees to ensure compliance with regulations
(4) The student understands the roles of management. The student is expected to:	(D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures	(vi) demonstrate an understanding of the process used to monitor employees to ensure compliance with self-regulatory measures
(4) The student understands the roles of management. The student is expected to:	(E) model techniques to use in difficult customer relations situations	(i) model techniques to use in difficult customer relations situations
(4) The student understands the roles of management. The student is expected to:	(F) analyze factors involved in facilities design, maintenance, and improvement	(i) analyze factors involved in facilities design
(4) The student understands the roles of management. The student is expected to:	(F) analyze factors involved in facilities design, maintenance, and improvement	(ii) analyze factors involved in facilities maintenance
(4) The student understands the roles of management. The student is expected to:	(F) analyze factors involved in facilities design, maintenance, and improvement	(iii) analyze factors involved in facilities improvement
(5) The student identifies the need for professional and career development. The student is expected to:	(A) identify types of media available such as LinkedIn and industry-specific publications	(i) identify types of media available
(5) The student identifies the need for professional and career development. The student is expected to:	(B) explain the role of professional organizations and networking	(i) explain the role of professional organizations

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student identifies the need for professional and career development. The student is expected to:	(B) explain the role of professional organizations and networking	(ii) explain the role of professional networking
(6) The student integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:	(A) communicate effectively in a business management setting	(i) communicate effectively in a business management setting
(6) The student integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:	(B) understand appropriate protocol in a business meeting	(i) understand appropriate protocol in a business meeting
(7) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:	(A) discuss trends affecting marketing	(i) discuss trends affecting marketing
(7) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:	(B) research emerging technologies in marketing	(i) research emerging technologies in marketing
(8) The student knows the impact and value of diversity. The student is expected to:	(A) portray how cultural diversity affects marketing	(i) portray how cultural diversity affects marketing
(8) The student knows the impact and value of diversity. The student is expected to:	(B) discover legal responsibilities regarding diversity	(i) discover legal responsibilities regarding diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(A) identify strategies for entering international markets	(i) identify strategies for entering international markets
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(B) illustrate cultural, economic, and political factors to consider when engaging in international trade	(i) illustrate cultural factors to consider when engaging in international trade
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(B) illustrate cultural, economic, and political factors to consider when engaging in international trade	(ii) illustrate economic factors to consider when engaging in international trade
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(B) illustrate cultural, economic, and political factors to consider when engaging in international trade	(iii) illustrate political factors to consider when engaging in international trade
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(C) distinguish between imports and exports	(i) distinguish between imports and exports
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(D) explain the interdependence of nations	(i) explain the interdependence of nations
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(E) analyze advantages and disadvantages of international trade	(i) analyze advantages of international trade

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(E) analyze advantages and disadvantages of international trade	(ii) analyze disadvantages of international trade
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(F) determine the impact of global trade on business decision making	(i) determine the impact of global trade on business decision making
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(G) describe the determinants of exchange rates and their effects on the domestic economy	(i) describe the determinants of exchange rates
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(G) describe the determinants of exchange rates and their effects on the domestic economy	(ii) describe the effects [of exchange rates] on the domestic economy
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(H) discuss the impact of cultural and social environments on global trade	(i) discuss the impact of cultural environments on global trade
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(H) discuss the impact of cultural and social environments on global trade	(ii) discuss the impact of social environments on global trade
(9) The student identifies international economic factors that affect marketing planning. The student is expected to:	(I) interpret labor issues associated with global trade	(i) interpret labor issues associated with global trade

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:	(A) express the importance of marketing research	(i) express the importance of marketing research
(10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:	(B) describe areas of marketing research such as advertising, product, market, and sales	(i) describe areas of marketing research
(10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:	(C) explain the purpose of test marketing	(i) explain the purpose of test marketing
(10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:	(D) identify trends affecting marketing research	(i) identify trends affecting marketing research
(10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:	(E) communicate benefits and limitations of marketing research	(i) communicate benefits of marketing research
(10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:	(E) communicate benefits and limitations of marketing research	(ii) communicate limitations of marketing research
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(A) state the marketing research process	(i) state the marketing research process

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(B) identify methods of collecting data	(i) identify methods of collecting data
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(C) describe ways technology is used in research	(i) describe ways technology is used in research
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(D) design and implement a study	(i) design a study
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(D) design and implement a study	(ii) implement a study
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(E) analyze and interpret data collected	(i) analyze data collected
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(E) analyze and interpret data collected	(ii) interpret data collected

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(F) develop a research report	(i) develop a research report
(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:	(G) make recommendations based on the research report	(i) make recommendations based on the research report
(12) The student knows the importance of branding and extended product features. The student is expected to:	(A) define branding elements	(i) define branding elements
(12) The student knows the importance of branding and extended product features. The student is expected to:	(B) distinguish between warranties and guarantees	(i) distinguish between warranties and guarantees
(12) The student knows the importance of branding and extended product features. The student is expected to:	(C) design a product package, brand, and label	(i) design a product package
(12) The student knows the importance of branding and extended product features. The student is expected to:	(C) design a product package, brand, and label	(ii) design a product brand

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student knows the importance of branding and extended product features. The student is expected to:	(C) design a product package, brand, and label	(iii) design a product label
(13) The student analyzes the laws and regulations that affect products. The student is expected to:	(A) differentiate among laws, regulations, and self-regulatory measures for products	(i) differentiate among laws, regulations, and self-regulatory measures for products
(13) The student analyzes the laws and regulations that affect products. The student is expected to:	(B) clarify how business is affected by government regulation of consumer protection	(i) clarify how business is affected by government regulation of consumer protection
(14) The student knows that public relations and publicity can be used to promote a business or organization. The student is expected to:	(A) prepare publicity materials	(i) prepare publicity materials
(14) The student knows that public relations and publicity can be used to promote a business or organization. The student is expected to:	(B) distinguish among activities that would encourage positive public relations	(i) distinguish among activities that would encourage positive public relations
(14) The student knows that public relations and publicity can be used to promote a business or organization. The student is expected to:	(C) analyze potential impact of publicity and offer possible strategies for dealing with the impact	(i) analyze potential impact of publicity
(14) The student knows that public relations and publicity can be used to promote a business or organization. The student is expected to:	(C) analyze potential impact of publicity and offer possible strategies for dealing with the impact	(ii) offer possible strategies for dealing with the impact

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:	(A) explain the process of identifying needs	(i) explain the process of identifying needs
(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:	(B) describe the process of selecting suppliers and sources	(i) describe the process of selecting suppliers
(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:	(B) describe the process of selecting suppliers and sources	(ii) describe the process of selecting sources
(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:	(C) explain the negotiation process	(i) explain the negotiation process
(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:	(D) explain how goods and services are ordered	(i) explain how goods are ordered
(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:	(D) explain how goods and services are ordered	(ii) explain how services are ordered
(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:	(E) distinguish strategies used in evaluating purchases	(i) distinguish strategies used in evaluating purchases

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:	(A) describe and calculate merchandising-related discounts	(i) describe merchandising-related discounts
(16) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:	(A) describe and calculate merchandising-related discounts	(ii) calculate merchandising-related discounts
(16) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:	(B) interpret vendor terms and policies	(i) interpret vendor terms
(16) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:	(B) interpret vendor terms and policies	(ii) interpret vendor policies
(16) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:	(C) calculate the final cost of a product	(i) calculate the final cost of a product
(17) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:	(A) identify employee management actions and attitudes that result in customer satisfaction	(i) identify employee management actions that result in customer satisfaction
(17) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:	(A) identify employee management actions and attitudes that result in customer satisfaction	(ii) identify employee management attitudes that result in customer satisfaction

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:	(B) describe how customer service and follow-up are major factors for success in marketing	(i) describe how customer service [is a] major factor for success in marketing
(17) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:	(B) describe how customer service and follow-up are major factors for success in marketing	(ii) describe how follow-up [is a] major factor for success in marketing
(17) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:	(C) demonstrate effective communication with customers to foster positive relationships that enhance company image	(i) demonstrate effective communication with customers to foster positive relationships that enhance company image
(18) The student demonstrates the management of selling activities. The student is expected to:	(A) explain sales and financial quotas	(i) explain sales quotas
(18) The student demonstrates the management of selling activities. The student is expected to:	(A) explain sales and financial quotas	(ii) explain financial quotas
(18) The student demonstrates the management of selling activities. The student is expected to:	(B) identify types of information contained in sales records	(i) identify types of information contained in sales records
(18) The student demonstrates the management of selling activities. The student is expected to:	(C) exhibit proper procedures for maintaining sales records	(i) exhibit proper procedures for maintaining sales records
(19) The student prepares for employment in a particular career field. The student is expected to:	(A) identify training, education, and certification requirements for occupational choice	(i) identify training requirements for occupational choice

Knowledge and Skill Statement	Student Expectation	Breakout
(19) The student prepares for employment in a particular career field. The student is expected to:	(A) identify training, education, and certification requirements for occupational choice	(ii) identify education requirements for occupational choice
(19) The student prepares for employment in a particular career field. The student is expected to:	(A) identify training, education, and certification requirements for occupational choice	(iii) identify certification requirements for occupational choice
(19) The student prepares for employment in a particular career field. The student is expected to:	(B) research career-related training or degree programs	(i) research career-related training or degree programs
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(A) demonstrate use of relational expressions such as equal to, not equal to, greater than, and less than	(i) demonstrate use of relational expressions
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(B) apply data and measurements to solve a problem	(i) apply data to solve a problem
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(B) apply data and measurements to solve a problem	(ii) apply measurements to solve a problem
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(C) analyze mathematical problem statements for missing or irrelevant data	(i) analyze mathematical problem statements for missing or irrelevant data

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(D) construct charts, tables, and graphs from functions and data	(i) construct charts from functions
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(D) construct charts, tables, and graphs from functions and data	(ii) construct tables from functions
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(D) construct charts, tables, and graphs from functions and data	(iii) construct graphs from functions
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(D) construct charts, tables, and graphs from functions and data	(iv) construct charts from data
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(D) construct charts, tables, and graphs from functions and data	(v) construct tables from data
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(D) construct charts, tables, and graphs from functions and data	(vi) construct graphs from data

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:	(E) analyze data when interpreting operational documents	(i) analyze data when interpreting operational documents
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(A) weigh alternative responses to workplace situations based on legal responsibilities and employer policies	(i) weigh alternative responses to workplace situations based on legal responsibilities
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(A) weigh alternative responses to workplace situations based on legal responsibilities and employer policies	(ii) weigh alternative responses to workplace situations based on employer policies
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(B) weigh alternative responses to workplace situations based on personal or professional ethical responsibilities	(i) weigh alternative responses to workplace situations based on personal or professional ethical responsibilities
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(C) identify and explain personal and long-term consequences of unethical or illegal behaviors	(i) identify personal consequences of unethical or illegal behaviors
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(C) identify and explain personal and long-term consequences of unethical or illegal behaviors	(ii) explain personal consequences of unethical or illegal behaviors
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(C) identify and explain personal and long-term consequences of unethical or illegal behaviors	(iii) identify long-term consequences of unethical or illegal behaviors

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(C) identify and explain personal and long-term consequences of unethical or illegal behaviors	(iv) explain long-term consequences of unethical or illegal behaviors
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(D) identify the most appropriate response to workplace situations based on legal and ethical considerations	(i) identify the most appropriate response to workplace situations based on legal considerations
(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	(D) identify the most appropriate response to workplace situations based on legal and ethical considerations	(ii) identify the most appropriate response to workplace situations based on ethical considerations
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(A) specify how teams function	(i) specify how teams function
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(B) use teamwork to solve problems	(i) use teamwork to solve problems
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(C) differentiate between the roles of team leaders and team members	(i) differentiate between the roles of team leaders and team members
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(D) analyze characteristics of good leaders	(i) analyze characteristics of good leaders

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(E) identify employers' expectations and appropriate work habits	(i) identify employers' expectations
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(E) identify employers' expectations and appropriate work habits	(ii) identify appropriate work habits
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(F) define discrimination, harassment, and inequality	(i) define discrimination
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(F) define discrimination, harassment, and inequality	(ii) define harassment
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(F) define discrimination, harassment, and inequality	(iii) define inequality
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(G) demonstrate time-management techniques to develop and maintain schedules and meet deadlines	(i) demonstrate time-management techniques to develop schedules
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(G) demonstrate time-management techniques to develop and maintain schedules and meet deadlines	(ii) demonstrate time-management techniques to maintain schedules

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(G) demonstrate time-management techniques to develop and maintain schedules and meet deadlines	(iii) demonstrate time-management techniques to meet deadlines
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(H) illustrate how teams measure their results	(i) illustrate how teams measure their results
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(I) demonstrate methods to recognize and reward team performance	(i) demonstrate methods to recognize team performance
(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	(I) demonstrate methods to recognize and reward team performance	(ii) demonstrate methods to reward team performance