Marketing (IMRA26)

Subject: Career Development and Career and Technical Education

Grade: 10

Expectations: 83

Breakouts: 256

Career and Technical Education Employability Introduction

(a)   Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b)   General requirements. These standards may not be offered as a standalone course. These standards shall be offered together with the essential knowledge and skills for career and technical education (CTE) courses in this chapter.

(c)   Introduction.

  (1)   CTE instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

  (2)   The goal of the employability skills standards is to ensure that students develop essential skills for effective performance in the workplace, regardless of the occupation.

  (3)   These standards are required to be addressed in their entirety as part of each CTE course based on the level of the course in a CTE program of study.

  (4)   CTE courses identified as Level 1 or Level 2 courses in a CTE program of study must address the employability skills standards identified in subsection (d)(1) of this section.

  (5)   CTE courses identified as Level 3 or Level 4 courses in a CTE program of study must address the employability skills standards identified in subsection (d)(2) of this section.

  (6)   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.

Marketing

(a)   Implementation.

  (1)   The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

  (2)   School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.

(b)   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.

(c)   Introduction.

  (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.

  (2)   The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

(3) The Marketing course explores the seven core functions of marketing, which include marketing planning-- why target marketing and industry affect businesses; marketing-information management-- why market research is important; pricing-- how prices maximize profit and affect the perceived value; product/service management-- why products live and die; promotion-- how to inform customers about products; channel management-- how products reach the final user; and selling-- how to convince a customer that a product is the best choice. Students will demonstrate knowledge through hands-on projects that may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product or service.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(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.

(d) Knowledge and Skills Statements

(0) Employability skills--Levels 1 and 2. In a CTE course identified as a Level 1 or Level 2 course in a CTE program of study, the student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

   (A) explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

      (i) explain the importance of dressing appropriately for the profession

      (ii) explain the importance of speaking politely for the profession

      (iii) explain the importance of conducting oneself in a manner appropriate for the profession

      (iv) explain the importance of dressing appropriately for the work site

      (v) explain the importance of speaking politely for the work site

      (vi) explain the importance of conducting oneself in a manner appropriate for the work site

   (B) describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;

      (i) describe teamwork

      (ii) describe group dynamics

      (iii) describe conflict resolution

      (iv) explain how [teamwork] can impact the collective outcome

      (v) explain how [group dynamics] can impact the collective outcome

      (vi) explain how [conflict resolution] can impact the collective outcome

   (C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;

      (i) present written technical communication in a clear manner for a variety of purposes

      (ii) present written technical communication in a concise manner for a variety of purposes

      (iii) present written technical communication in a[n] effective manner for a variety of purposes

(iv) present written technical communication in a clear manner for a variety of audiences

(v) present written technical communication in a concise manner for a variety of audiences

(vi) present written technical communication in a[n] effective manner for a variety of audiences

(vii) present oral technical communication in a clear manner for a variety of purposes

(viii) present oral technical communication in a concise manner for a variety of purposes

(ix) present oral technical communication in a[n] effective manner for a variety of purposes

(x) present oral technical communication in a clear manner for a variety of audiences

(xi) present oral technical communication in a concise manner for a variety of audiences

(xii) present oral technical communication in a[n] effective manner for a variety of audiences

(D) identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;

(i) identify time-management skills

(ii) identify how [time-management] practices optimize efficiency

(iii) identify how [time-management] practices optimize results

(E) define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;

(i) define work ethic

(ii) discuss the characteristics of a positive work ethic, including punctuality

(iii) discuss the characteristics of a positive work ethic, including dependability

(iv) discuss the characteristics of a positive work ethic, including reliability

(v) discuss the characteristics of a positive work ethic, including responsibility for reporting for duty

(vi) discuss the characteristics of a positive work ethic, including responsibility for performing assigned tasks

(F) demonstrate respect for differences in the workplace;

(i) demonstrate respect for differences in the workplace

(G) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(i) identify the importance of meritocracy in the workplace

(ii) identify the importance of a hard work ethic in the workplace

(iii) identify the importance of equal opportunity in the workplace

(iv) identify the benefits of meritocracy in the workplace

(v) identify the benefits of a hard work ethic in the workplace

(vi) identify the benefits of equal opportunity in the workplace

(H) identify consequences relating to discrimination and harassment;

      (i)   identify consequences relating to discrimination

      (ii)   identify consequences relating to harassment

(I)   demonstrate knowledge of personal and occupational health and safety practices, including first aid, in the workplace;

      (i)   demonstrate knowledge of personal health practices in the workplace

      (ii)   demonstrate knowledge of personal safety practices, including first aid, in the workplace

      (iii)   demonstrate knowledge of occupational health practices in the workplace

      (iv)   demonstrate knowledge of occupational safety practices, including first aid, in the workplace

(J)   describe the roles and responsibilities of managers;

      (i)   describe the roles of managers

      (ii)   describe the responsibilities of managers

(K) identify career development and entrepreneurship opportunities in the field;

      (i)   identify career development opportunities in the field

      (ii)   identify entrepreneurship opportunities in the field

(L)   identify appropriate training, education, or certification in the field; and

      (i)   identify appropriate training, education, or certification in the field

(M) identify legal and ethical responsibilities in relation to the field.

      (i)   identify legal responsibilities in relation to the field

      (ii)   identify ethical responsibilities in relation to the field

(1) The student defines marketing and identifies the seven core functions of marketing. The student is expected to:

(A) define marketing and explain the marketing concept; and

      (i)   define marketing

      (ii)   explain marketing concept

(B) identify the seven core functions of marketing, including marketing planning, marketing-information management, pricing, product/service management, promotion, channel management, and selling.

      (i)   identify the seven core functions of marketing, including marketing planning

      (ii)   identify the seven core functions of marketing, including marketing-information management

      (iii)   identify the seven core functions of marketing, including pricing

      (iv)   identify the seven core functions of marketing, including product/service management

      (v)   identify the seven core functions of marketing, including promotion

      (vi)   identify the seven core functions of marketing, including channel management

      (vii)   identify the seven core functions of marketing, including selling

(2) The student knows the interrelationship and purpose of the marketing mix or 4P's of marketing: product, price, promotion, and place. The student is expected to:

    (A) identify and describe the four elements of the marketing mix, including product, price, place, and promotion;

        (i) identify the four elements of the marketing mix, including product

        (ii) identify the four elements of the marketing mix, including price

        (iii) identify the four elements of the marketing mix, including place

        (iv) identify the four elements of the marketing mix, including promotion

        (v) describe the four elements of the marketing mix, including product

        (vi) describe the four elements of the marketing mix, including price

        (vii) describe the four elements of the marketing mix, including place

        (viii) describe the four elements of the marketing mix, including promotion

    (B) 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

    (C) analyze the interdependence of each element of the marketing mix with the other three elements;

        (i) analyze the interdependence of each element of the marketing mix with the other three elements

    (D) develop and present an idea for a new product or service and the marketing mix for the new product or service; and

        (i) develop an idea for a new product or service

        (ii) develop the marketing mix for the new product or service

        (iii) present an idea for a new product or service

        (iv) present the marketing mix for the new product or service

    (E) investigate and explain how to determine the feasibility of a new product or service proposal.

        (i) investigate how to determine the feasibility of a new product or service proposal

        (ii) explain how to determine the feasibility of a new product or service proposal

(3) The student knows how a company considers internal and external factors to understand the current market. The student is expected to:

    (A) explain the internal and external factors that influence marketing planning;

        (i) explain the internal factors that influence marketing planning

        (ii) explain the external factors that influence marketing planning

    (B) define a marketing plan and describe each step in the plan;

        (i) define a marketing plan

        (ii) describe each step in the [marketing] plan

    (C) identify and explain market position and market share;

(i)   identify market position

(ii)   identify market share

(iii)   explain market position

(iv)   explain market share

(D) explain how a business can use a strengths, weaknesses, opportunities, and threats (SWOT) analysis to plan for opportunities in the market;

(i)   explain how a business can use a strengths, weaknesses, opportunities, and threats (SWOT) analysis to plan for opportunities in the market

(E) conduct a SWOT analysis; and

(i)   conduct a SWOT analysis

(F) analyze the data from a SWOT analysis to make informed business decisions.

(i)   analyze the data from a SWOT analysis to make informed business decisions

(4) The student applies the concepts of market and market identification to make informed business decisions. The student is expected to:

(A) define the term market;

(i)   define the term market

(B) identify the target market for a product or service;

(i)   identify the target market for a product or service

(C) define niche marketing, identify examples of niche marketing, and compare niche marketing to other marketing strategies;

(i)   define niche marketing

(ii)   identify examples of niche marketing

(iii)   compare niche marketing to other marketing strategies

(D) analyze an appropriate target market within a specific industry;

(i)   analyze an appropriate target market within a specific industry

(E) compare types of markets, including business to business and business to consumer; and

(i)   compare types of markets, including business to business

(ii)   compare types of markets, including business to consumer

(F) identify real-life scenarios of effective markets and explain what makes a market effective.

(i)   identify real-life scenarios of effective markets

(ii)   explain what makes a market effective

(5) The student understands the concept of market segmentation. The student is expected to:

(A) define the term market segmentation;

(i)   define the term market segmentation

(B) explain the commonly used types of market segmentation, including demographic segmentation, geographic segmentation, psychographic segmentation, and behavioral segmentation;

(i)   explain the commonly used types of market segmentation, including demographic segmentation

(ii)   explain the commonly used types of market segmentation, including geographic segmentation

(iii) explain the commonly used types of market segmentation, including psychographic segmentation

(iv)   explain the commonly used types of market segmentation, including behavioral segmentation

(C) analyze the impact of culture on buying decisions; and

(i)   analyze the impact of culture on buying decisions

(D) describe how market segmentation concepts apply to real-world situations.

(i)   describe how market segmentation concepts apply to real-world situations

(6) The student understands the purpose and importance of gathering and evaluating information for use in making business decisions. The student is expected to:

(A) describe marketing information and how it influences marketing decisions;

(i)   describe marketing information

(ii)   describe how [marketing information] influences marketing decisions

(B) use marketing-research tools to gather primary and secondary data;

(i)   use marketing-research tools to gather primary data

(ii)   use marketing-research tools to gather secondary data

(C) compare primary and secondary research data;

(i)   compare primary and secondary research data

(D) define analytics;

(i)   define analytics

(E) identify sources of data and information that can be analyzed to make business decisions;

(i)   identify sources of data that can be analyzed to make business decisions

(ii)   identify sources of information that can be analyzed to make business decisions

(F) identify key business metrics that are used to make business decisions or evaluate outcomes of business decisions; and

(i)   identify key business metrics that are used to make business decisions or evaluate outcomes of business decisions

(G) analyze data and make recommendations for improving business operations.

(i)   analyze data for improving business operations

(ii)   make recommendations for improving business operations

(7) The student explains concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value. The student is expected to:

(A) investigate and describe how businesses make pricing decisions;

    (i) investigate how businesses make pricing decisions

    (ii) describe how businesses make pricing decisions

(B) identify and explain goals for pricing, including profit, market share, and competition;

    (i) identify goals for pricing, including profit

    (ii) identify goals for pricing, including market share

    (iii) identify goals for pricing, including competition

    (iv) explain goals for pricing, including profit

    (v) explain goals for pricing, including market share

    (vi) explain goals for pricing, including competition

(C) analyze factors affecting price, including supply and demand, perceived value, costs, expenses (profit margin), and competition;

    (i) analyze factors affecting price, including supply and demand

    (ii) analyze factors affecting price, including perceived value

    (iii) analyze factors affecting price, including costs

    (iv) analyze factors affecting price, including expenses (profit margin)

    (v) analyze factors affecting price, including competition

(D) explain the economic principle of break-even point;

    (i) explain the economic principle of break-even point

(E) explain key pricing terms, including odd/even pricing, loss leaders, prestige pricing, penetration pricing, price bundling, price lining, and everyday low pricing; and

    (i) explain key pricing terms, including odd/even pricing

    (ii) explain key pricing terms, including loss leaders

    (iii) explain key pricing terms, including prestige pricing

    (iv) explain key pricing terms, including penetration pricing

    (v) explain key pricing terms, including price bundling

    (vi) explain key pricing terms, including price lining

    (vii) explain key pricing terms, including everyday low pricing

(F) explain how supply and demand affect price.

    (i) explain how supply affect[s] price

    (ii) explain how demand affect[s] price

(8) The student explains the role of product or service management as a marketing function. The student is expected to:

    (A) explain the concept of product mix, including product lines, product width, and product depth;

        (i) explain the concept of product mix, including product lines

        (ii) explain the concept of product mix, including product width

        (iii) explain the concept of product mix, including product depth

    (B) explain the importance of generating new product ideas;

        (i) explain the importance of generating new product ideas

    (C) analyze the product mix for a current business;

        (i) analyze the product mix for a current business

    (D) identify and discuss the components of the product life cycle, including introduction, growth, maturity, and decline; and

        (i) identify the components of the product life cycle, including introduction

        (ii) identify the components of the product life cycle, including growth

        (iii) identify the components of the product life cycle, including maturity

        (iv) identify the components of the product life cycle, including decline

        (v) discuss the components of the product life cycle, including introduction

        (vi) discuss the components of the product life cycle, including growth

        (vii) discuss the components of the product life cycle, including maturity

        (viii) discuss the components of the product life cycle, including decline

    (E) identify the impact of marketing decisions made in each stage of the product life cycle.

        (i) identify the impact of marketing decisions made in each stage of the product life cycle

(9) The student knows the process and methods to communicate information about products to achieve a desired outcome. The student is expected to:

    (A) explain the role of promotion as a marketing function;

        (i) explain the role of promotion as a marketing function

    (B) identify and describe elements of the promotional mix, including advertising, public relations, personal selling, and sales promotion;

        (i) identify elements of the promotional mix, including advertising

        (ii) identify elements of the promotional mix, including public relations

        (iii) identify elements of the promotional mix, including personal selling

        (iv) identify elements of the promotional mix, including sales promotion

        (v) describe elements of the promotional mix, including advertising

        (vi) describe elements of the promotional mix, including public relations

      (vii)   describe elements of the promotional mix, including personal selling

      (viii)   describe elements of the promotional mix, including sales promotion

(C) describe and demonstrate effective ways to communicate features and benefits of a product to a potential client; and

      (i)   describe effective ways to communicate features of a product to a potential client

      (ii)   describe effective ways to communicate benefits of a product to a potential client

      (iii)   demonstrate effective ways to communicate features of a product to a potential client

      (iv)   demonstrate effective ways to communicate benefits of a product to a potential client

(D) analyze and evaluate websites for effectiveness in achieving a desired outcome.

      (i)   analyze websites for effectiveness in achieving a desired outcome

      (ii)   evaluate websites for effectiveness in achieving a desired outcome

(10) The student identifies promotional channels used to communicate with the targeted audiences. The student is expected to:

(A) create advertising examples using various media, including print media such as outdoor, newspapers, magazines, and direct mail; digital media such as email, apps, and social media; and broadcast media such as television and radio, to communicate with target audiences;

      (i)   create advertising examples using various media, including print media

      (ii)   create advertising examples using various media, including digital media

      (iii)   create advertising examples using various media, including broadcast media

(B) describe various public-relations activities such as a press releases and publicity management;

      (i)   describe various public-relations activities

(C) analyze and compare examples of sales promotions such as coupons, loyalty programs, rebates, samples, premiums, sponsorship, and product placement; and

      (i)   analyze examples of sales promotions

      (ii)   compare examples of sales promotions

(D) explain the role of marketing ethics in promotional strategies.

      (i)   explain the role of marketing ethics in promotional strategies

(11) The student explores the role of channel members and methods of product transportation. The student is expected to:

(A) define channel of distribution;

      (i)   define channel of distribution

(B) describe the roles of intermediaries, including manufacturer, agent, wholesaler/industrial distributor, retailer, and consumer/industrial user, and explain how the roles may impact business decisions and the success of a business;

      (i)   describe the roles of intermediaries, including manufacturer

      (ii)   describe the roles of intermediaries, including agent

      (iii)   describe the roles of intermediaries, including wholesaler/industrial distributor

      (iv)   describe the roles of intermediaries, including retailer

      (v)   describe the roles of intermediaries, including consumer/industrial user

      (vi)   explain how the roles [of intermediaries], including manufacturer, may impact business decisions

      (vii)   explain how the roles [of intermediaries], including manufacturer, may impact the success of a business

      (viii)   explain how the roles [of intermediaries], including agent, may impact business decisions

      (ix)   explain how the roles [of intermediaries], including agent, may impact the success of a business

      (x)   explain how the roles [of intermediaries], wholesaler/industrial distributor, may impact business decisions

      (xi)   explain how the roles [of intermediaries], wholesaler/industrial distributor, may impact the success of a business

      (xii)   explain how the roles [of intermediaries], including retailer, may impact business decisions

      (xiii)   explain how the roles [of intermediaries], including retailer, may impact the success of a business

      (xiv)   explain how the roles [of intermediaries], including consumer/industrial user, may impact business decisions

      (xv)   explain how the roles [of intermediaries], including consumer/industrial user, may impact the success of a business

(C) identify and discuss the methods of transportation for products, including road, air, maritime, rail, and intermodal; and

      (i)   identify the methods of transportation for products, including road

      (ii)   identify the methods of transportation for products, including air

      (iii)   identify the methods of transportation for products, including maritime

      (iv)   identify the methods of transportation for products, including rail

      (v)   identify the methods of transportation for products, including intermodal

      (vi)   discuss the methods of transportation for products, including road

      (vii)   discuss the methods of transportation for products, including air

      (viii)   discuss the methods of transportation for products, including maritime

      (ix)   discuss the methods of transportation for products, including rail

      (x)   discuss the methods of transportation for products, including intermodal

(D) analyze and explain the impact of the distribution channel on price.

      (i)   analyze the impact of the distribution channel on price

      (ii)   explain the impact of the distribution channel on price

(12) The student demonstrates how to determine client needs and wants and responds through planned and personalized communication. The student is expected to:

(A) explain the role of personal selling as a marketing function;

    (i) explain the role of personal selling as a marketing function

(B) explain the role of customer service as a component of selling relationships;

    (i) explain the role of customer service as a component of selling relationships

(C) explain the importance of preparing for the sale, including gaining knowledge of product features and benefits, identifying the target market and their needs, and overcoming common objections; and

    (i) explain the importance of preparing for the sale, including gaining knowledge of product features

    (ii) explain the importance of preparing for the sale, including gaining knowledge of product benefits

    (iii) explain the importance of preparing for the sale, including identifying the target market

    (iv) explain the importance of preparing for the sale, including identifying the [target market's] needs

    (v) explain the importance of preparing for the sale, including overcoming common objections

(D) identify and explain ways to determine needs of customers and their buying behaviors, including emotional, rational, or patronage.

    (i) identify ways to determine needs of customers

    (ii) identify ways to determine [customers'] buying behaviors, including emotional, rational, or patronage

    (iii) explain ways to determine needs of customers

    (iv) explain ways to determine [customers'] buying behaviors, including emotional, rational, or patronage

(13) The student demonstrates effective sales techniques. The student is expected to:

(A) describe the steps of the selling process such as approaching the customer, determining needs, presenting the product, overcoming objections, closing the sale, and suggestive selling;

    (i) describe the steps of the selling process

(B) explain effective strategies and techniques for various sales situations; and

    (i) explain effective strategies for various sales situations

    (ii) explain effective techniques for various sales situations

(C) develop and pitch a sales presentation for a product or service using the steps of the sales process such as addressing customers' needs, wants, and objections and negotiating the sale.

    (i) develop a sales presentation for a product or services using the seps of the sales process

    (ii) pitch a sales presentation for a product or services using the steps of the sales process

(14) The student implements a marketing plan. The student is expected to:

(A) identify a key target audience;

    (i) identify a key target audience

(B) develop an appropriate message and select a medium to attract customers;

    (i) develop an appropriate message to attract customers

(ii)   select a medium to attract customers

(C) create a promotional plan that includes target market, promotional objective, advertising media selection, promotional schedule, and budget;

    (i)   create a promotional plan that includes [a] target market

    (ii)   create a promotional plan that includes [a] promotional objective

    (iii)   create a promotional plan that includes [an] advertising media selection

    (iv)   create a promotional plan that includes [a] promotional schedule

    (v)   create a promotional plan that includes [a] budget

(D) develop and present a marketing plan to an audience; and

    (i)   develop a marketing plan [for] an audience

    (ii)   present a marketing plan to an audience

(E) analyze various marketing plans for effectiveness.

    (i)   analyze various marketing plans for effectiveness

(15) The student knows the nature and scope of project management. The student is expected to:

(A) investigate and describe the various tools available to manage a project such as a Gantt chart; and

    (i)   investigate the various tools available to manage a project

    (ii)   describe the various tools available to manage a project

(B) define and explain the components of a project plan, including project goals schedule, timeline, budget, human resources, quality management, risk management, monitoring, and controlling a project.

    (i)   define the components of a project plan, including [a] project goals schedule

    (ii)   define the components of a project plan, including [a] timeline

    (iii)   define the components of a project plan, including [a] budget

    (iv)   define the components of a project plan, including human resources

    (v)   define the components of a project plan, including quality management

    (vi)   define the components of a project plan, including risk management

    (vii)   define the components of a project plan, including monitoring

    (viii) define the components of a project plan, including controlling a project

    (ix)   explain the components of a project plan, including [a] project goals schedule

    (x)   explain the components of a project plan, including [a] timeline

    (xi)   explain the components of a project plan, including [a] budget

    (xii)   explain the components of a project plan, including human resources

    (xiii) explain the components of a project plan, including quality management

(xiv)   explain the components of a project plan, including risk management

(xv)   explain the components of a project plan, including monitoring

(xvi)   explain the components of a project plan, including controlling a project

(16) The student knows the nature and scope of ethics in marketing. The student is expected to:

(A) analyze and explain the role and use of ethics in marketing;

(i)   analyze the role of ethics in marketing

(ii)   analyze the use of ethics in marketing

(iii)   explain the role of ethics in marketing

(iv)   explain the use of ethics in marketing

(B) research and discuss how ethics has affected a company's profitability; and

(i)   research how ethics has affected a company's profitability

(ii)   discuss how ethics has affected a company's profitability

(C) describe how marketing ethics can be effectively applied to the decision-making process.

(i)   describe how marketing ethics can be effectively applied to the decision-making process