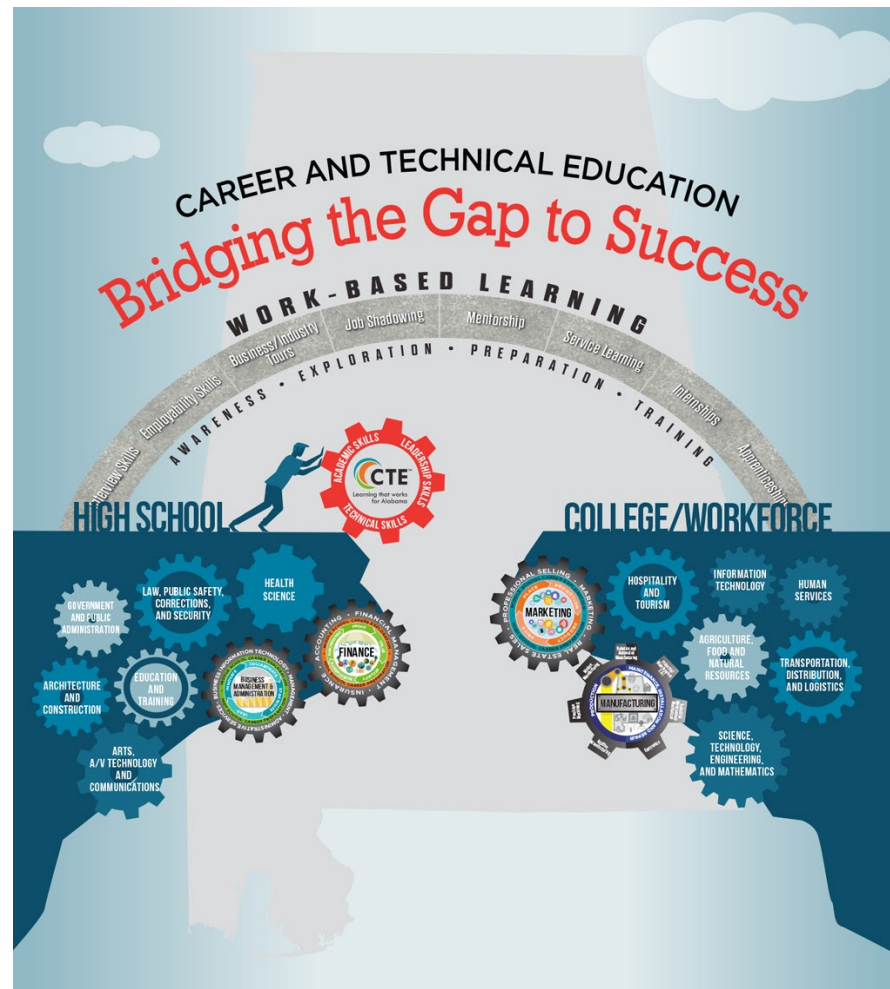


# Alabama Course of Study Career and Technical Education



2021

Eric G. Mackey, State Superintendent of Education  
Alabama State Department of Education



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*Alabama Course of Study: Career and Technical Education*  
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# **Alabama Course of Study Marketing**



**Eric G. Mackey  
State Superintendent of Education**

**STATE SUPERINTENDENT OF EDUCATION’S  
MESSAGE**

Dear Alabama Educator:

The 2021 *Alabama Course of Study: Career and Technical Education, Marketing* presents standards designed to prepare students for the career and technical demands of the future, both in the workplace and in postsecondary educational settings.

The challenging standards in this document are designed to promote students’ engagement and career interests in business and marketing fields. I encourage each system to use the document in developing local curriculum guides that determine how its students will achieve and even exceed these standards.

The 2021 *Alabama Course of Study: Career and Technical Education, Marketing* was developed by educators and business and community leaders to provide a foundation for building high-quality marketing programs across the state. Implementing the content of this document through appropriate instruction will promote students’ exploration and enhance their preparation for further study and careers in a variety of business and marketing fields.

**Eric G. Mackey**  
**State Superintendent of Education**

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# Alabama Course of Study

## Marketing

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# **Alabama Course of Study**

## **Marketing**

### **PREFACE**

The 2021 *Alabama Course of Study: Career and Technical Education, Marketing* provides the framework for Grades 6-12 Marketing programs in Alabama's public schools. Content standards in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4). They are fundamental and specific, but not exhaustive. When developing local curriculum, school systems may include additional content standards to reflect local needs and philosophies. Systems are encouraged to create implementation guidelines, resources, and activities based upon the content standards in the Marketing Course of Study.

The 2020-2021 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of the Marketing Course of Study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama's career and technical education courses of study, and national standards. The Committee and Task Force also reviewed information from professional journals and Internet sites, listened to and read comments from interested individuals and industry groups throughout the state, considered suggestions from independent reviewers, sought input from advisory councils, and thoroughly discussed each issue and standard among themselves. The Committee and Task Force reached consensus and developed what members believe to be the best Marketing Course of Study for students in Alabama's public schools.

# Alabama Course of Study Marketing

## ACKNOWLEDGMENTS

This document was developed by the Marketing Committee and Task Force of the 2020-2021 Alabama Career and Technical Education Course of Study Committee and Task Force, composed of middle school, high school, and college educators appointed by the Alabama State Board of Education and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began work in February 2020 and submitted the document to the Alabama State Board of Education for adoption at the March 2021 meeting.

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# **Alabama Course of Study**

## **Marketing**

### **GENERAL INTRODUCTION**

Alabama's Career and Technical Education programs empower students with the workplace-readiness skills necessary for success in the twenty-first century. As a result, students are productive citizens who are prepared with the necessary knowledge and skills for postsecondary education and employment. Career and Technical Education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and skills.

The 2021 *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. Alabama's Career and Technical Education programs promote students' career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with the knowledge and skills that reinforce attainment of academic core content through hands-on experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the national career clusters, separate course content standards have been developed for more than fifty career pathways.

Alabama's Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and be responsive to current and future workforce demands. Rigor in each course of study is derived from core academic content and industry-specific knowledge and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each Career and Technical Education program, industry-recognized credentials of value and certifications have been established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements are developed in partnership with the Alabama Community College System to allow for a seamless transition for students to further their education.

Alabama's growing economy has created the demand for more highly-skilled workers. Alabama's Career and Technical Education programs, through the implementation of each career cluster's course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

# Alabama Course of Study Marketing CONCEPTUAL FRAMEWORK



# **Alabama Course of Study**

## **Marketing**

### **CONCEPTUAL FRAMEWORK**

The conceptual framework pictured on the preceding page is a graphic representation of the Marketing Cluster of Career and Technical Education. The outer ring of the gear encompasses the three pathways in the cluster: Marketing, Professional Sales, and Real Estate Sales.

The next ring of the gear, shown in teal blue, highlights the importance of introducing middle school students to career exploration and guiding them toward high school career preparation in the Marketing pathways.

The orange, innermost ring represents the four P's of Marketing: Product, Price, Place, and Promotion. These four principles provide the foundation for all Marketing concepts.

The icons in the middle of the graphic symbolize the innovative and diverse areas of Marketing. They represent social media, digital marketing, e-commerce, branding, distribution and logistics, market research, customer service, data analytics, and sales and promotion. The word “marketing” is centered among these intertwined symbols to indicate its importance in the overall business environment and its role in propelling economic development and success.

# **POSITION STATEMENTS**

## **MARKETING**

The Marketing program of Career and Technical Education focuses on the promotion and exchange of goods and services, which are essential to business and economic development on every level. Certain fundamental understandings which support the Marketing program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Marketing program.

### **Classroom and Laboratory Environment**

The effective Marketing classroom should be a safe environment which is fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their skills. As in other pathways in Career and Technical Education, Marketing instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world circumstances in the Marketing field.

### **Technology, Equipment, and Facilities**

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have ready access to other classroom supplies and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the technology and materials necessary for a superior career and technical education program.

## **Safety**

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each career and technical education program. An effective plan may include federal, state, local, school, and program guidelines. Care must be taken to ensure that students are in safe environments both on and off campus. Students are required to pass safety tests with one hundred percent accuracy. Safety includes not only physical and emotional well-being but also digital and online security.

## **Professional Development**

Because both technology and instructional methods continue to evolve, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations pertaining to their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

## **Administrative Support**

Full support from district and local administrators is essential in providing the necessary components of a Marketing program. Administrators should recruit highly qualified teachers who possess appropriate credentials and secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Marketing Cluster. Administrators should actively promote the Marketing program within the school and in the community.

## **Instructional Model**

The Marketing Course of Study is designed to address the challenges of a changing, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The Marketing curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard and then use the local curriculum guide to plan appropriate learning experiences. Teachers must understand that there are differences among standards, curriculum, and resources. The Marketing Content Standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic content should be integrated into the Marketing program. To achieve the solution to a given problem, students must possess an adequate foundation in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Marketing program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by Marketing instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Marketing program.

## **Career and Technical Student Organizations (CTSOs)**

Nationally affiliated Career and Technical Student Organizations such as DECA, Inc. and FBLA-PBL, Inc., are an integral part of classroom instruction in each career and technical education program. DECA and FBLA-PBL make a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through business, finance, and marketing education. The purpose of these organizations is to help students develop an understanding of all aspects of industry and technology while learning teamwork and leadership skills. The importance of CTSOs is indicated by their inclusion in the foundational skills to be taught in every Marketing course. Goals of student organizations include:

- developing individual potential;
- developing effective leadership and citizenship skills through social, economic, scholastic, and civic activities;
- increasing knowledge and understanding of an ever-changing society;
- assisting in the exploration of occupational choices and the development of essential workplace skills;

- participating in career development events; and
- serving the school and community through community service projects.

## **Business-Industry-School Relationships**

The very nature of Marketing requires a close relationship between the school and the business community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and business leaders in the local community. The relationship between schools and businesses can be immensely beneficial to all parties involved.

## **Student Work Experience**

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from continual feedback from students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

## **Advisory Councils and Partnerships**

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council made up of representatives of the local business community that provides professional, real-world input regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying equipment, resource materials, or qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

## **Community Involvement and Service**

There are many ways for Marketing students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, and community adult education programs are valuable resources for Marketing programs. Open houses, tours, and presentations allow families and other interested citizens to become more informed about Marketing and more involved in the education environment.



## **Postsecondary and Higher Education Credit**

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure that students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One of the benefits is the earning of postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with that student's participating school.

# Directions for Interpreting Standards

The 2021 *Alabama Course of Study: Marketing* is organized around the following elements: foundational standards, topics, and content standards.

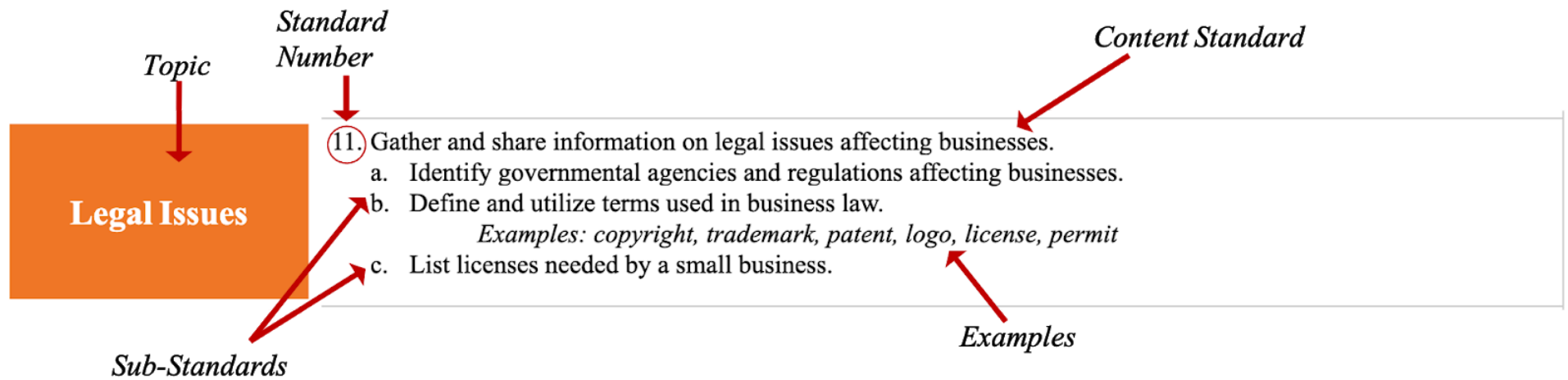
**Foundational standards** are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership and take advantage of the opportunities afforded by Career and Technical Student Organizations, and learn and practice essential digital skills.

Related content standards are grouped under **Topics**. In the example below, the topic is “Legal Issues.” Standards from different topics may be closely related.

**Content Standards** contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Some have **sub-standards**, indicated with a, b, c..., which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which represent options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught. When “including” appears in standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction.

Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources. Each content standard completes the stem “*Students will...*”

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the Course of Study.



# CLUSTER OVERVIEW

## MARKETING

Students will develop knowledge and skills in marketing through the well-designed Marketing Program. The program prepares students for careers in marketing, sales, real estate, and entrepreneurship and for postsecondary education. Courses are designed to emphasize foundational and functional marketing concepts in:

- economics
- customer relations
- business basics
- product and service planning
- marketing-information management
- purchasing and pricing
- selling and promotion
- risk management
- financing and logistics
- international marketing
- real estate
- management, and
- entrepreneurship.

The Marketing Cluster offers students a pathway to earn national credentials in marketing, professional sales, and real estate sales. Courses include specific content standards that describe what students should know and be able to do at the end of each course. The foundation courses (Business Software Applications I, Business Communications, Career Preparedness, and Foundations of Business Leadership) are optional and not required for successful completion of a chosen pathway. Capstone courses (Career Pathway Project in Marketing, CTE lab in Marketing, and/or Work-Based Learning) are available for students who progress through the Marketing Cluster and wish to broaden and/or deepen their marketing knowledge and skills. This cluster offers opportunities for middle and junior high school students to benefit from the study of marketing as early as sixth grade.

The program's structure is an essential feature that creates a classroom and laboratory environment of safety and professionalism. The engaging environment enhances students' freedom to explore and learn, encourages teamwork, and stimulates creativity. The student outcomes will include job readiness skills necessary for future employment.

This cluster prepares learners for careers in planning, organizing, directing, managing, and evaluating the business/marketing functions essential to efficient and productive business operations. The use of technology is also an important component of the course. Career opportunities in this cluster are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication. Rigorous instruction is provided to equip learners with knowledge and skills they will need for college and careers. All Career and Technical Education courses emphasize application of knowledge and skills to solve practical problems.

Students in the Marketing program affiliate with DECA and/or FBLA-PBL as the co-curricular Career and Technical Student Organizations (CTSOs). These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. DECA and FBLA-PBL provide numerous avenues for students to develop competencies and increase leadership skills. Teachers are encouraged to adapt and make use of appropriate DECA and FBLA-PBL resources. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Marketing course.

Course of Study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize application of knowledge and skills to solve practical problems.

# CONTENT STANDARDS: MIDDLE SCHOOL COURSES

Business Skills Development	
<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	7-8
<b>Prerequisites</b>	

**Business Skills Development** focuses on development of business communication and etiquette skills, diversity awareness, and awareness of resources for career development. This course will examine professional skills needed in the workplace. Emphasis will be placed on each of the five individual soft skills (communication, enthusiasm/attitude, teamwork, networking, and problem solving/critical thinking) within a broad framework. The course encourages professionalism, which may look slightly different in various settings although its core elements are always the same.

Business Skills Development may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## BUSINESS SKILLS DEVELOPMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Career Explorations

1. Utilize a variety of career awareness and research resources to determine career opportunities, job responsibilities, required training or education, and credentialing or license requirements for a selected career within the 16 Career Clusters.  
*Examples: the state-provided career planning system, on-line blog reports, web quests, personal interest inventories and assessments, job search queries, professional interviews, internships, apprenticeships*
2. Explore and complete self-assessments that highlight their own work values and aptitudes.
3. Develop a career plan for a specific career.

### Business Communication

4. Demonstrate verbal communication, written communication, business etiquette, and interpersonal skills needed in the workplace.

	<ol style="list-style-type: none"> <li>5. Apply conflict management strategies to resolve workplace conflict. <i>Examples: role plays, active listening techniques</i></li> <li>6. Create business communications related to employment. <i>Examples: resume, letter of application, letter of resignation</i></li> <li>7. Explain the purpose of a business interview.               <ol style="list-style-type: none"> <li>a. Demonstrate appropriate dress and behavior for an employment interview.</li> </ol> </li> </ol>
<p><b>Interpersonal and Professional Growth</b></p>	<ol style="list-style-type: none"> <li>8. Identify and describe professional skills that are needed in the workplace. <i>Examples: core elements/overall professionalism in various settings including work ethic, netiquette, teamwork, networking, critical thinking, researching, strategizing, data analysis, problem-solving, decision-making</i></li> <li>9. Apply resource management skills. <i>Examples: time management, organizational skills, personnel relationships management</i></li> <li>10. Demonstrate organizational skills for handling important information and materials. <i>Example: ability to locate, organize, use, analyze, interpret, and communicate information</i></li> <li>11. Display personal qualities that contribute to effective relationships, professional growth, and career success. <i>Examples: confidence, enthusiasm, positive attitude, initiative, integrity, willingness to learn, self-discipline, responsibility, ability to work with others, flexibility, open-mindedness</i></li> <li>12. Compare and contrast business and personal ethics.</li> </ol>
<p><b>Leadership</b></p>	<ol style="list-style-type: none"> <li>13. Gather and share information on effective leadership styles and the qualities of a good leader.               <ol style="list-style-type: none"> <li>a. Identify the skills needed for effective leadership.</li> </ol> </li> <li>14. Demonstrate personal traits associated with teamwork and good leadership.</li> <li>15. Gather and share information on parliamentary procedure and its importance in the workplace.</li> </ol>



<p><b>Digital Citizenship</b></p>	<p>16. Explain how the use of social media and other technology has the potential to damage one's future career prospects.</p>
<p><b>Computer Hardware and Software</b></p>	<p>17. Demonstrate proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications.</p> <p>18. Use technology systems and operations in a business environment.</p> <p>a. Utilize various hardware and software to produce business-related publications.  <i>Examples: letters, memos, minutes, agendas, web pages, podcasts, fliers, business cards, mailing labels, advertisements</i></p>
<p><b>Personal and Business Finance</b></p>	<p>19. Compare and contrast types of personal and business banking services.</p> <p>20. Create a personal budget based upon possible future employment, including projected income and expenditures.</p> <p>21. Create financial records fundamental to business.  <i>Examples: bank account reconciliations, payroll, taxes, invoices, purchase orders</i></p>

# Career Explorations

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	6-8
<b>Prerequisites</b>	

**Career Explorations** is designed to provide opportunities for students to explore career opportunities and become aware of the importance of basic technology, work ethics, communication skills, the value of work, leadership skills, and basic employability skills. Students will begin investigating career paths to match their interests and abilities, which builds the foundation for future course selection and postsecondary options.

Career Explorations may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## CAREER EXPLORATIONS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Technology

1. Demonstrate basic hardware and software technology skills in using digital devices.  
*Examples: using a personal computer, managing files, using the Internet, using application programs*

### Work Ethics

2. Explain personal and societal benefits of participating in the workforce.

### Communication Skills

3. Deliver workplace presentations that utilize eye contact, clear enunciation, and visual aids during presentations to enhance and sustain listeners’ attention and interest.
  - a. Identify, select, and prepare support materials to accompany a workplace presentation, including tables, charts, and technology.
4. Utilize active listening skills to obtain, clarify, and summarize information in the workplace.
5. Summarize written materials from various career resources clearly, succinctly, and accurately.

### Employability Skills

6. Demonstrate positive work behaviors and personal qualities, including willingness to acquire new knowledge and skills, integrity in a work situation, and willingness to follow rules and procedures.
7. Describe employment skills needed for obtaining and maintaining a job.  
*Examples: punctuality, communication, attention to detail*

**Leadership**

8. Demonstrate interpersonal skills, including teamwork, conflict management, problem-solving, and networking.
9. Research and demonstrate leadership skills for creating an environment that fosters mutual trust and respect.

**Career  
Opportunities**

10. Locate resources to determine job and career opportunities related to fields covered in the Alabama Career and Technical Education Clusters.
  - a. Describe each of the Alabama Career and Technical Education Clusters.
11. Identify employment opportunities to match personal interests and aptitudes.
12. Create a personal plan of study to meet career goals and objectives and cite resources used to create the plan.

## Digital Media Skills Development

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Level</b>	8
<b>Prerequisites</b>	

**Digital Media Skills Development** provides a creative, hands-on environment in which students engage to develop a variety of skills involved in multimedia presentations and video editing. Students use basic computer components, multimedia components, and video editing components to communicate information through the use of technology. This course will provide opportunities to explore and demonstrate business-related skills such as teamwork and interpersonal skills while completing projects.

Digital Media Skills Development may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## DIGITAL MEDIA SKILLS DEVELOPMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Basic Skills

1. Demonstrate basic technology skills and proper use of basic computer components.  
*Examples: manage files; use the Internet, application programs, hardware, operating systems, software*

### Presentation Software

2. Design and create multimedia presentations using a variety of components.  
*Examples: selected theme, bulleted text, graphics, charts, graphs, video, animation, transitions*
3. Demonstrate procedures for creating, saving, retrieving, and delivering multimedia presentations.
4. Utilize software to create presentations in file formats that allow the presentations to be transported and shared with an audience.

### Communication Skills

5. Demonstrate oral presentation skills that sustain listeners’ attention and interest, including eye contact, clear enunciation, and use of visual aids.
6. Develop support materials to accompany a presentation, including tables and charts.

	<p>7. Apply active listening skills to obtain and clarify information.</p> <p>8. Summarize written materials from various career sources clearly, concisely, and accurately.</p>
Video	<p>9. Design, create, and edit video components. <i>Examples: trim, slow, add photos</i></p> <p>10. Demonstrate procedures for combining videos, adding text, and applying 3D effects.</p> <p>11. Utilize file formats to export or share video projects.</p>
Work Ethic	<p>12. Explain the personal and societal benefits of work.</p>

## Digital Technology

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	6-8
<b>Prerequisites</b>	

**Digital Technology** is designed for students who want to master basic skills in the areas of word processing, database management, spreadsheet applications, multimedia presentations, and Internet research. Reading, mathematics, and communication skills are reinforced throughout this course.

Digital Technology may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.



4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## DIGITAL TECHNOLOGY CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Computer Basics

1. Exhibit proper use of basic computer components, including hardware, operating systems, software, file management, network functions, hardware maintenance, and problem-solving.  
*Examples: changing printer cartridge, replenishing paper, scanning disk, defragmenting disk, clearing paper jam*
2. Describe types and purposes of computer systems.
  - a. Outline the history of computing.

### Software Application

3. Demonstrate data input techniques with speed and accuracy.  
*Examples: touch method, voice recognition*
4. Utilize word processing skills, including creating page layouts, proofreading, editing, printing, and saving.
5. Use spreadsheet software to create, save, open, edit, and print a workbook or worksheet.
  - a. Utilize formulas for problem-solving.
  - b. Create charts to interpret spreadsheet data.
6. Create a database file.  
*Examples: tables, reports, forms, queries*

	<p>7. Demonstrate procedures for creating, saving, retrieving, and delivering multimedia presentations.</p> <p>8. Demonstrate uses of the Internet in business.  <i>Examples: purchasing, research and development, publicity, communication, selling</i></p>
Career Opportunities	<p>9. Research career and entrepreneurial opportunities, responsibilities, and educational and credentialing requirements in high-demand, entry-level information technology positions and identify opportunities for career advancement to upper-level positions in the field.</p> <p>a. Utilize research and local Workforce Development data to select one high-demand entry-level information technology position of particular interest and identify education and training needed to advance to upper-level positions in the profession.</p> <p>b. Prepare and present a slide presentation outlining progression from an entry-level information technology position to upper-level positions in the profession.  <i>Examples: wages, education/training, travel, correspondence, advertisement</i></p>
Technology	<p>10. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>11. Analyze the impact of information technology on society.  <i>Examples: mobility, time saving, cost efficiency, innovation, ease of access to information, communication</i></p>
Ethics	<p>12. Describe ethical considerations resulting from technological advances.  <i>Examples: hacking risks, privacy concerns, restricted sites, copyright, intellectual property rights</i></p> <p>13. Describe positive, safe, legal, and ethical behavior when using technology.  <i>Examples: social interactions online, networked devices, email, music, video</i></p>
Computational Thinking	<p>14. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.  <i>Examples: technology trends, online search term data, shopping trends</i></p>

# Entrepreneurship and Financial Skills Development

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Level</b>	8
<b>Prerequisites</b>	

**Entrepreneurship and Financial Skills Development** is designed to teach students how to think and act as entrepreneurs. Standards in this course focus on skills needed to start and operate a business while in school. The course builds on academic skills by integrating inquiry-based learning and business tools that enable students to plan, create, develop, and pilot small businesses in a safe campus environment. Students who manage and operate a small business may have the opportunity to bring their products directly to the consumer via the local marketplace or present the venture to potential investors for financing. Concepts and skills are reinforced by a strong emphasis on hands-on experiences. Applications to society, individuals, and research are included.

Entrepreneurship and Financial Skills Development may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## ENTREPRENEURSHIP AND FINANCIAL SKILLS DEVELOPMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Entrepreneurship

1. Research and share information on the role of entrepreneurship within the economy.
  - a. Differentiate among *entrepreneurship*, *entrepreneur*, and *intrapreneur*.
  - b. Describe the characteristics and risks of entrepreneurship.
  - c. Research and share information about entrepreneurship trends.
2. Describe how economic concepts are applied to the decision-making process in an entrepreneurial venture.
  - a. Explain the determinants of supply and demand.
  - b. Explain how a given economic environment might influence decision-making by entrepreneurs.  
*Examples: competition, market size, exchange and interest rates, unemployment rate*
  - c. Describe ethical and social responsibilities faced by entrepreneurs.
3. Identify methods to determine the wants and needs of customers.
  - a. Distinguish between businesses that produce a product and those that provide a service.

	<ol style="list-style-type: none"> <li>4. Describe the aspects of interpersonal relationships in organizations.               <ol style="list-style-type: none"> <li>a. Explain factors that affect business relations. <i>Examples: communication, honesty</i></li> <li>b. Identify ways to improve interpersonal relationships and manage conflicts.</li> </ol> </li> <li>5. Research and describe traits and behaviors associated with entrepreneurial success. <i>Example: Research and write a brief biography of two or more successful entrepreneurs, highlighting the personal characteristics that helped them to succeed in business.</i> <ol style="list-style-type: none"> <li>a. Gather, evaluate, and share information on the ways mentors can benefit entrepreneurs.</li> <li>b. Gather and share information regarding agencies and government programs which encourage or support small businesses. <i>Examples: chambers of commerce, Small Business Administration</i></li> </ol> </li> </ol>
<p><b>Business Operations</b></p>	<ol style="list-style-type: none"> <li>6. Manage and operate an actual or simulated business.               <ol style="list-style-type: none"> <li>a. Determine a basic marketing strategy and estimate how pricing will affect the strategy.</li> <li>b. Complete paperwork required for a successful business. <i>Examples: invoices, receipts, payroll</i></li> </ol> </li> <li>7. Research, develop, and present a business plan.               <ol style="list-style-type: none"> <li>a. Identify and describe the parts of a business plan.</li> <li>b. Explain why it is important for an entrepreneur to have a business plan.</li> </ol> </li> </ol>
<p><b>Financial Concepts</b></p>	<ol style="list-style-type: none"> <li>8. Enumerate start-up costs for a new or expanding business and identify possible sources of funding. <i>Examples: savings, outside investments, loans, grants</i></li> <li>9. Explain financial concepts and tools used by entrepreneurs in making business decisions.               <ol style="list-style-type: none"> <li>a. Identify and explain the components of common financial documents. <i>Examples: balance sheets, income statements, cash flow statements</i></li> <li>b. Explain terms and concepts associated with starting and running a business. <i>Examples: fixed costs, variable costs, break-even point, profit</i></li> </ol> </li> </ol>

**E-commerce  
Opportunities**

10. Describe financial challenges encountered by small business owners.  
*Examples: managing cash flow, budgeting, securing funding, handling unforeseen expenses, managing debt, making marketing decisions*
  - a. Describe advantages and disadvantages of various types of funding for small businesses.  
*Examples: personal loans, commercial loans, personal savings, sponsorships*
11. Research and share information about ways entrepreneurs can effectively utilize the Internet.
  - a. Identify business opportunities afforded by the Internet which are not available in other venues.
  - b. Describe the advantages and disadvantages of using the Internet to do business.
  - c. Evaluate a variety of websites in terms of functionality, attractiveness, and customer usability.

# Exploring Business Management and Administration, Finance, and Marketing Clusters

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	6-7
<b>Prerequisites</b>	

**Exploring Business Management and Administration, Finance, and Marketing Clusters** is an exploratory course designed to introduce students to pathways in the Business Management and Administration, Finance, and Marketing Clusters. This course is designed to be most effective in a project-based environment. Students will explore foundational concepts, terminology, and skills needed to find and progress in a career field of their choice.

Exploring Business Management and Administration, Finance, and Marketing Clusters may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## EXPLORING BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE, AND MARKETING CLUSTERS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

## Exploring Business Cluster Careers

1. List the Alabama career pathways in the Business Management and Administration Cluster.
  - a. Describe the Business Management and Administration Cluster and explain what someone in the field might do.
  - b. Describe one career from each pathway in the Alabama Career and Technical Education Business Management and Administration Cluster.
  - c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the business field.



## Exploring Marketing Careers

2. List the Alabama career pathways in the Marketing Cluster.
  - a. Describe the Marketing Cluster and explain what someone in the marketing field might do.
  - b. Describe one career from each pathway in the Alabama Career and Technical Education Marketing Cluster.
  - c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the marketing field.

## Exploring Finance Careers

3. List the Alabama career pathways in the Finance Cluster.
  - a. Describe the Finance Cluster and explain what someone in the finance field might do.
  - b. Describe one career from each pathway in the Alabama Career and Technical Education Finance Cluster.
  - c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the finance field.

## Job Search

4. Explain the process of finding and applying for jobs in business management and administration, marketing, and finance.
  - a. Explain where business management and administration, finance, or marketing jobs may be found.
  - b. List the documents needed to apply for different job and career opportunities.
  - c. Create a personal career plan which leads to meeting requirements for a mid-level position in business management and administration, marketing, or finance.

## Employability Skills

5. List and describe skills needed for posted positions in business management and administration, marketing, and finance.
  - a. Discuss how a person can demonstrate soft skills needed for career success.
  - b. Describe a scenario to illustrate a strong work ethic.
  - c. Assess personal strengths and weaknesses that would impact successful employment.

## Stress and Time Management

6. Discuss the relationship between time management and stress.
  - a. Determine the effects of good and poor time management and their corresponding stress levels, then develop strategies to continue or overcome the effects.
  - b. Utilize a plan to implement effective time management skills.

## Leadership

7. Explore the Career and Technical Student Organizations (CTSOs) available in Alabama relating to business management and administration, finance, and marketing and describe how they enhance the skills and knowledge needed in the business management and administration, finance, and marketing fields.
  - a. List the goals of the selected CTSOs.
  - b. Research the history of the selected CTSOs.
  - c. Describe the student leadership positions available at the local and state levels in the selected CTSOs.
  - d. Research and prepare an entry for a CTSO competitive event at the local and state levels.
  - e. Describe local, state, and national CTSO programs, events, and conferences.
  - f. Utilize research to create and present a recruitment video for the selected CTSO that describes interesting facts, benefits of membership, and leadership, educational and service opportunities available.

# Introduction to Business Management and Administration, Finance, and Marketing Career Clusters

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Level</b>	8
<b>Prerequisites</b>	

**Introduction to Business Management and Administration, Finance, and Marketing Career Clusters** introduces students to specializations within the three career fields. The course will emphasize knowledge and skills necessary in fundamental business activities, as well as knowledge of business processes, professional development, and entrepreneurship. Technology will be used to synthesize and share business information. Employability skills, ethics, and international business processes will be addressed.

Introduction to Business Management and Administration, Finance, and Marketing Career Clusters may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## INTRODUCTION TO BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE, AND MARKETING CLUSTERS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Business Career Cluster

1. Relate business functions to business models, business strategies, and organizational goal achievement.
  - a. Explain why businesses and organizations exist and their roles in society, and describe types of business models.
  - b. Describe business changes that occur in response to the external environment in which businesses operate.
  - c. Describe types of business activities and the differences in implementation that occur in large and small businesses.  
*Examples: accounting, finance, human resources management, information management, marketing, operations, sales, strategic management*
  - d. Gather and share information on forces that are driving business changes.  
*Examples: globalization, consumer demand, government policies, political climate, diversity, spending trends, industry structure changes*
  - e. Identify ways organizations are adapting to today’s business environment.  
*Examples: proactive management, competitive aggression, market orientation*

### Finance Career Cluster

2. Describe the need for and role of accounting and finance, and explain how they interact with and impact other business activities or functions.  
*Examples: verifying information, guiding decisions, ensuring the financial well-being of a business*
  - a. Create, analyze and interpret financial documents.  
*Examples: budgets, income statements*
  - b. Review and summarize types of insurance needed by businesses and explain how insurance coverage can reduce financial risk.

**Marketing  
Career Cluster**

3. Describe principles of marketing, marketing functions, and the factors that influence marketing decisions.
  - a. Describe marketing's role and function in business and its contributions to overall business strategy.
  - b. Explain factors that motivate customers, clients, and businesses to buy and actions employees can take to achieve the company's desired results.
  - c. Describe connections between company actions and results.  
*Examples: influencing consumer behavior; gaining market share*
  - d. Prepare a short marketing plan for a local business to increase customer base and expand its product line.

**Entrepreneurship**

4. Gather and share information about the key factors of entrepreneurship and its importance in the economy.
  - a. Describe the impact of small businesses on local, state, and national economies.
  - b. Explain the possibilities of risks and rewards for entrepreneurs.
  - c. Engage in activities related to small business ownership.  
*Examples: marketing campaign, sales campaign, customer service, finance/accounting, human resources*

**Professional  
Development**

5. Identify and utilize steps of the career planning process to help prepare for employment in the business, finance, and marketing industries.
  - a. Gather, evaluate, and share information about selected careers in business, finance, and marketing, including necessary skills, employment opportunities, and employers' expectations.
  - b. Gather and share information on the role of professional organizations in advancing careers in business, finance, and marketing.

**Employability  
Skills**

6. Develop career awareness and employability skills needed for gaining and maintaining employment in diverse business settings.
  - a. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
  - b. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
  - c. Develop strategies for self-promotion in the hiring process.  
*Examples: filling out job applications, resume writing, interview skills, portfolio development*
  - d. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.

## Business Ethics and Law

7. Analyze how professional, ethical, and legal behavior contributes to continuous improvement in business performance and regulatory compliance.
  - a. Analyze how regulatory compliance affects business operations and organizational performance.
  - b. Access and implement protocols and practices necessary to maintain a clean, safe, and healthy work environment.
  - c. Describe consumer rights and responsibilities, services provided by consumer protection agencies, and consumer protection laws.
  - d. Identify potential conflicts of interest between personal, organizational, and professional ethical standards.

## International Business

8. Relate factors impacting international business to internal business operations, practices, and strategies.
  - a. Describe the global environment in which businesses operate and explain how the international environment impacts a business's overall global strategy.
  - b. Explain the nature of global legal systems and legal resource approaches available to resolve disputes in global markets.

*Examples: lawsuits, arbitration, collaborative law, mediation, negotiation, facilitation, avoidance*
  - c. Explain regulations governing bribery and foreign monetary payments.
  - d. Describe customs regulations and their impact on global business, trade barriers, and the government agencies that facilitate trade.
9. Explain the importance of currency exchange rates and describe how they affect international business.

# Introduction to Programming

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	7-8
<b>Prerequisites</b>	

**Introduction to Programming** provides an understanding of basic computer programming concepts and logic. Programming will be introduced through a variety of projects and object-based programming activities and applications. Business-related skills such as teamwork and interpersonal skills will be a part of this course.

Introduction to Programming may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

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Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.



4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## INTRODUCTION TO PROGRAMMING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Programming and Development

1. Research differences and similarities among various programming languages.
2. Construct digital projects using a variety of object-based or language-based programming tools.
3. Gather information about opportunities and roles on software development teams.
4. List classifications of computerized entertainment and give examples of each type.
5. Gather and share information on end user and creative perspective of software development.
6. Demonstrate problem-solving and analytical skills while using the design process and correcting programming mistakes.

### Web Design

7. Demonstrate how websites and web browsers interact with one another on the Internet.
8. Create a business web page.

## Customer Service and Leadership

9. Demonstrate different ways in which communication can be used within the workplace.
  - a. Describe the different types of skills employees should use with customers.  
*Examples: verbal communication, body language, conflict resolution, respect*
10. Describe important aspects of large-scale software design processes and implementation.
11. Describe processes involved in global economy and supply chain implementation of software.
12. Explain the importance of audience and equity when designing a program.

## Career Opportunities

13. Gather information on career and entrepreneurial opportunities in the field of computer programming.  
*Examples: responsibilities, education, credentialing requirements*

## Computational Thinking

14. Demonstrate comprehension of programming logic.  
*Examples: conditionals, sequencing, iterations, simple loops*
15. Create an algorithm with variables using pseudocode then translate to a programming language.  
*Example: flowchart to block coding*
16. Design a function to simplify a task and explain how abstraction was used in the design process.

## Digital Culture

17. Identify methods that businesses and their employees can use to secure data online.
18. Evaluate the different modes of social engineering and determine how they affect society.  
*Examples: phishing, hoaxes, spoofing, baiting*
19. Promote positive, safe, legal, and ethical behavior online.  
*Example: Create a brochure to advocate good digital citizenship.*
20. Describe the impact of data permanence on personal and professional digital identity.
21. Analyze current events, and compare and contrast the scope, emphases, and biases of information available from digital sources across the globe.

**Systems  
and Modeling**

- 22. Examine the role of censorship and bias in society and global culture.
- 23. Explain the importance of using assistive technologies to produce a product.
- 24. Contrast the positive and negative impacts of artificial intelligence in industry.
- 25. Explain networks and specific set-ups needed for a business environment.
- 26. Determine effective cyber security methods for protecting a company.  
*Examples: password requirements, encryption, building security*
- 27. Diagram a model that represents a system inside a company.  
*Examples: supply and demand, a new business model, company organizational chart*
- 28. Create a simulation to test a model.

# CONTENT STANDARDS: HIGH SCHOOL COURSES

## Advertising and Sales

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Advertising and Sales** provides the tools necessary for the development, implementation, and management of promotional programs. This course focuses on the performance of key responsibilities required in the advertising and sales environment. Skills emphasized in this course are pricing, visual merchandising, advertising, special promotions, professional sales, and customer service. These skills are designed to prepare students to manage the sales function, to determine client needs and wants, and to respond through planned, personalized communication.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## ADVERTISING AND SALES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Selling and Promotion

1. Analyze the impact of the advertising and promotion industry.
  - a. Explain factors affecting the growth and development of the advertising and promotion industry.
  - b. Identify current issues, social effects, and trends in advertising and promotion.
  - c. Explain the importance of business ethics, industry regulations, company regulations, and laws affecting promotion.
  - d. Explain the legal, demographic, and geographic considerations that affect international marketing communication and promotion.
  - e. Describe how technology can be used to promote products and services.
2. Investigate and describe the role of the promotional mix in a competitive economic environment.
  - a. Compare and contrast the elements of the promotional mix, including advertising, promotion, publicity, and personal selling.
  - b. Explain the importance of timeliness in utilizing elements of the promotional mix.
  - c. Examine and report on the effects of digital marketing on the elements of the promotional mix.
  - d. Analyze the role of branding and trademarks and discuss how they are used to position products and/or services.

3. Plan and evaluate an advertising campaign.
  - a. Explain the importance of coordinating elements in advertisements.
  - b. Determine the advertising reach of media and select the appropriate media for a product or service.
  - c. Explain the need to coordinate advertising campaigns with other marketing activities.
  - d. Pitch a promotional idea to a client.
4. Calculate media costs that affect the elements of the promotional mix.
  - a. Identify the factors that affect the costs of all media.
  - b. Describe the advantages and disadvantages of each type of media based on costs and effectiveness of the message.
  - c. Explain the importance of cooperative advertising to a business.
5. Demonstrate advertising techniques.
  - a. Create advertising layouts, develop advertising headlines, select illustrations and type styles for advertisements, and write promotional messages to appeal to target markets.
  - b. Explain the advantages and disadvantages of online advertisement in the promotion and advertising industry.
  - c. Describe the advantages and disadvantages of email marketing in the promotion and advertising industry.
  - d. Design website components and/or write content for use on the Internet.
6. Describe the impact of the sales profession on the economy.
  - a. Differentiate among wholesale, retail, and professional sales careers and environments.
  - b. Gather and share information on different types of compensation and incentive methods used in advertising and sales.

*Examples: commissions, bonuses, prizes*
  - c. Describe the sales cycle and the purpose of sales forecasts.
7. Design sales promotion materials and visual merchandising to complement advertising campaigns.
  - a. Write copy to be used for slogans or taglines for promotional materials.
  - b. Research and share information regarding branding and logos in successful promotional campaigns.
  - c. Plan and create a themed visual merchandising display.

	8. Develop an effective sales presentation. <ol style="list-style-type: none"> <li>Demonstrate techniques to determine customers' needs and wants.</li> <li>Explain the advantages of using feature-benefit selling in the sales process.</li> <li>Demonstrate methods to identify and resolve customers' questions and objections in the selling process.</li> </ol>
<b>Market Planning</b>	9. Analyze potential markets. <ol style="list-style-type: none"> <li>Describe the use of technology in the marketing-information management function.</li> <li>Explain characteristics and techniques of effective data collection instruments for gathering and processing marketing data.</li> <li>Identify ways to segment advertising/promotion markets and explain the benefits of target marketing.</li> <li>Conduct a market analysis including market size, area, and potential.</li> </ol>
<b>Customer Relations</b>	10. Identify the personal characteristics needed for a successful career in sales. <ol style="list-style-type: none"> <li>Utilize customer research methods to develop a potential customer base.</li> <li>Describe how sales professionals use customer and product knowledge to satisfy customers' needs.</li> </ol> 11. Identify and utilize various follow-up techniques to be used upon completion of the sale. <ol style="list-style-type: none"> <li>Explain the importance of obtaining customer feedback and positive referrals for future sales.</li> <li>Explain the importance of customer loyalty in order to retain a customer base.</li> <li>Describe ways that customer feedback impacts future sales campaigns.</li> </ol>
<b>Legal Issues</b>	12. Summarize provisions in laws and regulations associated with advertising and sales. <i>Example: Federal Trade Commission regulations</i> <ol style="list-style-type: none"> <li>Discuss ethical issues related to sales and advertising.</li> </ol>

# Business Communications

<b>Course Credit</b>	0.5 (Content standards 1-10 are required), OR 1.0 (All content standards are required)
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Business Communications** focuses on how employees and management interact with each other and with groups and individuals outside the organization to reach organizational goals, objectives, and activities. This course emphasizes oral, written, and digital communication techniques, and content is designed to encourage exploration of business ethics, teamwork, conflict resolution, and leadership skills. Content standards require the use of presentation and word processing software to create business communications. Standards require proficiency in producing documents and multimedia presentations.

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Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.



- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- 6. Discuss and demonstrate ways to value diversity.

## BUSINESS COMMUNICATIONS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### General Communication

- 1. Describe the business communication process.
  - a. Explain the differences between nonverbal and verbal communication, giving examples of each type.
  - b. Identify organizational, physical, physiological, language, cultural, psychological, and technical barriers to communication.
  - c. Demonstrate effective nonverbal communication skills.

### Oral Communication

- 2. Demonstrate effective oral communication skills.
  - a. Speak using correct pronunciation, enunciation, tone, and cadence.
  - b. Compare and contrast basic communication, interpersonal communication, organizational communication, and rhetorical communication.
  - c. Identify regional, international, and cultural differences in oral communication.
  - d. Plan and deliver an oral presentation based on individual or group research.
  - e. Identify ways in which audience and situation affect choices of style and tone.
- 3. Demonstrate proficient listening skills.
  - a. Follow oral directions by listening attentively, taking accurate notes, and asking questions.
  - b. Demonstrate business telephone techniques.
  - c. Demonstrate courtesy and respect for a speaker through attentive listening.

## Written Communication

4. Demonstrate correct usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.
  - a. Compose sentences using the correct forms of commonly misused or misspelled words.  
*Examples: accept/except, to/too/two, want/won't, their/there/they're*
5. Utilize reading strategies to read efficiently, comprehend content, and retain information.
  - a. Select and utilize reading methods for a particular situation.  
*Example: Use skim and scan techniques to preview a document, noting headings, topic sentences, vocabulary, words in bold print, titles, and questions within the text.*
  - b. Read, follow, and create detailed written directions.
  - c. Describe the purpose of a particular message, identifying propaganda and biased, literal, inferential, or factual statements.
6. Produce effective written documents.
  - a. Explain the purpose of each step of the writing process: planning, drafting, revising, editing, publishing.
  - b. Use the writing process to produce emails and letters appropriate to task, purpose, and audience.
  - c. Format business documents, including business letters, emails, and reports.
  - d. Utilize design elements to enhance written communications.  
*Examples: layout, illustrations, tables, graphs, charts*
7. Compose an effective business report.
  - a. Use research and the writing process to plan, draft, revise, edit, and publish a business report.
  - b. Identify the parts of the business report, including title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendices.
  - c. Compare and contrast analytical and informational reports and their appropriate uses.

## Human Relations

8. Apply communication skills in varied professional roles.
  - a. Demonstrate steps of a conflict-resolution process.
  - b. Describe effective leadership skills.  
*Examples: planning, organizing, monitoring*
  - c. Explain the stages of team development, indicating the procedures involved in each stage.  
*Examples: forming, storming, norming, performing*
  - d. Explain ethics and integrity as they relate to business communication.

## Digital Technology

9. Use technology to enhance the effectiveness of communication.
  - a. Utilize basic software applications.
  - b. Refine and enhance documents as needed using spell check, thesaurus, grammar check, layout, design, and graphics.
10. Demonstrate proficiency in word processing software to create, edit, and publish professional business documents.
  - a. Share and maintain documents by configuring options, restricting access to a document, and adding and modifying templates in an existing document.
  - b. Format content of a document by applying advanced font and paragraph attributes, creating tables and charts, constructing reusable content, and linking sections.
  - c. Track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index.
11. Use digital technologies, communication and networking tools, and social networks appropriately to access, manage, integrate, evaluate, and disseminate information in professional settings.
  - a. Distinguish between personal and professional use of social media outlets.
  - b. Evaluate the effectiveness of social media for business messaging and brand awareness.
  - c. Explain how individuals interpret messages differently and how values, points of view, and media influence beliefs and behaviors.
  - d. Apply a fundamental understanding of the ethical, legal, and privacy issues surrounding the access and use of media, including what to share and what not to share.
  - e. Apply social media and digital technology etiquette when communicating with a target audience in the business environment.

**Career  
Opportunities**

12. Demonstrate proficiency with presentation software to create, edit, publish, and deliver professional business presentations.
    - a. Manage a presentation by adjusting views, manipulating presentation features, configuring quick access toolbar, and utilizing presentation file options.
    - b. Create a professional slide presentation by constructing and editing a photo album, changing slide orientation settings, adding and deleting slides, formatting slides, entering and editing text, and formatting text boxes.
    - c. Apply graphic and multimedia elements to a presentation by manipulating graphic elements, images, and/or audio and video elements.
    - d. Create charts and tables within a presentation and manipulate table and chart elements within the layout.
  13. Create and present a digital portfolio of products highlighting the procedures and techniques involved in effective business communication.
- 
14. Demonstrate communication skills needed to gain and keep employment.
    - a. Research job search strategies and sources for job placement.
    - b. Create an employment portfolio.
    - c. Describe and demonstrate the application and interview process for employment.
    - d. List the communication skills needed to maintain employment.

# Business Software Applications I

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Business Software Applications I** emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies. Competencies for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment.

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3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

6. Discuss and demonstrate ways to value diversity.

## BUSINESS SOFTWARE APPLICATIONS I CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Basic Computer

1. Utilize technology functions, including compressing files, converting files, importing files, exporting files, and transferring data among applications.
  - a. Compare hardware and software functions in word processing applications.
  - b. Save files in various formats including plain text and PDF in word processing applications.
  - c. Describe network computer functions including cloud-based applications.
  - d. Demonstrate electronic file management skills across local computers, networks, and the cloud.
2. Diagnose problems relating to technology systems, including network systems, hardware, and software.
  - a. Demonstrate basic computer and printer preventative maintenance.
  - b. Determine strategies to correct malfunctioning network systems, hardware, and software.

### Word Processing

3. Create, manage, and navigate through a variety of business- and industry-appropriate documents using various data input techniques in word processing applications.
 

*Examples: keyboarding, voice recognition, handwriting recognition, scanning*

  - a. Apply basic editing and formatting tools to text within a document in word processing applications.
  - b. Apply document themes and style sets in word processing applications.
  - c. Format and edit paragraphs using options in word processing applications.
  - d. Create and modify a table within a document and apply table styles.
  - e. Create and modify lists using formatting to enhance document style.
  - f. Create and manage reference markers including footnotes, endnotes, captions, and citations.
  - g. Insert graphic objects within a document and apply formatting to those graphics.
4. Produce and edit business documents using word processing technology, including business letters, research papers, and reports that include title or cover page, headings, table of contents, page numbers, headers, footers, in-text citations, footnotes, and endnotes.

## Desktop Publishing

5. Create, edit, and share documents using online word processing technologies.
6. Utilize the desktop publishing process to apply design principles to publications.
7. Import and manipulate objects, images, shapes, and text in publications.
8. Generate a variety of business publications, with and without templates, using desktop publishing software.  
*Examples: newsletters, flyers, invitations, business cards, brochures, catalogs, letterheads, informational forms, greeting cards, calendars*
9. Prepare publications for printing and sharing.

## Spreadsheets

10. Create, manage, and navigate through industry-appropriate worksheets in spreadsheet applications.
  - a. Identify, manage, and search cell data and apply text and number formatting using spreadsheet applications.
  - b. Apply and modify document style to cells and tables using spreadsheet applications.
  - c. Apply and manage view options using spreadsheet applications.  
*Examples: hide/unhide worksheets, freeze pane, split window, zoom*
  - d. Utilize formulas, functions, and fill to perform mathematical processes in spreadsheet applications, including percentages and decimals, order of operations, estimation, and prediction of patterns of data.
  - e. Identify relative and absolute cell references in spreadsheet applications.
  - f. Create and edit charts and graphs, and customize chart elements.
  - g. Examine spreadsheet data through sorting and filters.
11. Formulate and produce a variety of business applications using spreadsheet applications.  
*Examples: budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, conversion of foreign currencies*

## Presentation Software

12. Create and manage industry-appropriate slideshows using presentation software.
  - a. Apply suitable design elements for professional business presentations.
  - b. Edit and customize master slide options in presentations.
  - c. Apply custom animation effects and transitions in presentations.
  - d. Insert and edit objects in presentations.
  - e. Insert hyperlinks and action buttons in presentations.
13. Create and deliver well-organized, audience-appropriate presentations for a variety of business situations.  
*Examples: informative, instructional, entertainment*

## Database Management

14. Create and manage data using basic database applications.
  - a. Explain the purpose and composition of databases and database management systems, using professional terminology to describe features and components.  
*Examples: field, record, queries, reports*
  - b. Create and edit fields within a database.
  - c. Utilize basic database functions.  
*Examples: sorting, filtering, querying, merging data*
  - d. Print and review reports within a database.
15. Create tables, forms, reports, and queries for business and personal use, utilizing database software.

## Productivity

16. Use technology to increase administrative office productivity and enhance workplace performance.
  - a. Access, process, and transmit information through various channels.  
*Examples: fax, email, teleconferencing, virtual meetings*
  - b. Perform integrated functions using various software applications.
17. Explore the business applications of digital technology on the Internet.
  - a. Use cloud computing to improve productivity by designing, saving, and uploading documents in an online account.
  - b. Use online collaboration tools.  
*Examples: calendar, document and presentation sharing*
  - c. Explore the benefits of social networking as a business tool, including professional portfolios and blogs, considering privacy settings and safety issues.
  - d. Explain the personal and business use of “apps” on digital devices.



**Ethics**

18. Demonstrate ways to modify documents to be more accessible to people with disabilities.  
*Examples: large print/font, use heading styles, alternative text for images, utilize Accessibility Checker, use sufficient contrast for text and background colors, add meaningful hyperlink text and screen tips*
19. Describe the importance of professional ethics and legal responsibilities in the workplace.
  - a. Evaluate and justify decisions based on ethical reasoning.
  - b. Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
  - c. Evaluate components of acceptable use policies, codes of ethics, and their role in a business environment.

# Buying and Selling Real Estate

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Introduction to Real Estate Sales

**Buying and Selling Real Estate** is designed to build on the foundation provided in Introduction to Real Estate Sales. This course emphasizes aspects of buying, selling, and financing land, real property, and real estate; the listing of a client's property; developing client relationships; following procedures for listing, buying, and selling real estate; understanding contract terminology; staging of real estate; and showing property to clients. Laboratory experiences are an integral part of this course and may include field trips, job shadowing, internships, and other related activities.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

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## Foundational Standards

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2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## BUYING AND SELLING REAL ESTATE CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Financing

1. Identify and explain basic concepts and terminology associated with buying and selling real estate.  
*Examples: equity, loan-to-value ratio, term, payment, principal, interest, direct and indirect costs, points, discounts, return on investment, rate of return*
2. Compare methods of financing real estate.  
*Examples: government programs (FHA, VA); conventional, owner-financed, land contract*
  - a. Gather and share information on types of loans used in buying real estate.  
*Examples: amortized, interest-only, adjustable-rate mortgage, construction, home equity*
  - b. Contrast mortgages, trust deeds, and promissory notes as financing instruments.
3. Calculate costs and fees involved in buying and selling real estate.  
*Examples: discount points, equity, down payment, property tax, prorations, commission and commission splits, seller’s proceeds of sales, buyer’s funds needed at closing*
4. Create and deliver a presentation outlining the real estate financing process from application to closing.

### Contracts

5. Research and describe components of the code of ethics that governs Realtors® and real estate agents.
6. Research the laws that govern the real estate industry and describe the importance of legal compliance for a real estate agency or brokerage company.  
*Examples: contract clauses, amendments, addenda*

	<p>7. Analyze applicable contracts, agreements, and forms for a real estate purchase.</p> <p>8. Analyze clauses and contingencies in land, real property, and real estate contract negotiations.  <i>Examples: offers, purchase agreements, counter-offers, multiple offers</i></p>
<p><b>Sales Process</b></p>	<p>9. Summarize state and federal rules and regulations that govern selling and buying real estate, including trust and escrow accounts, federal fair housing laws (protected classes, prohibited conduct, and exemptions) and the ADA (Americans with Disabilities Act).</p> <ul style="list-style-type: none"> <li>a. Research and share information regarding the passage and implementation of the Fair Housing Act.</li> <li>b. Gather and share information about ways fair and equal access to housing affects intergenerational mobility, including quality of educational opportunities, access to jobs and economic opportunity, and the ability to build wealth through home equity and home appreciation.</li> </ul> <p>10. Comply with advertising regulations, including provisions regarding truth in advertising and fair housing issues.</p> <ul style="list-style-type: none"> <li>a. Use technology ethically.  <i>Examples: protecting confidential information, respecting the Do Not Call list</i></li> </ul> <p>11. Analyze advanced licensing options and continuing education requirements for Realtors® in order to maintain professional license to do business.</p> <p>12. Demonstrate the licensee’s tasks involved in the sales process from the beginning through closing.</p>
<p><b>Customer and Client Service</b></p>	<p>13. Explain the difference between <i>licensee</i> and <i>agency</i> in real estate.</p> <ul style="list-style-type: none"> <li>a. Describe the creation of agency and non-agency agreements.</li> <li>b. Outline the duties involved in real estate agency.  <i>Examples: fiduciary responsibilities, traditional agency responsibilities, disclosure of conflict of interest</i></li> <li>c. Contrast the roles of a buyer’s licensee and a seller’s licensee in real estate.</li> </ul>

	<ol style="list-style-type: none"> <li>14. Determine and explain what sellers expect from the real estate licensee. <i>Examples: adhering to time frames, guidance on pricing, assisting with paperwork and inspections, advertising, negotiating, preparing for the closing</i></li> <li>15. Demonstrate ways licensees meet buyers' needs, including assisting with price negotiations, completing paperwork, researching selling prices of comparable homes, determining the price range the client can afford to spend, and explaining financing options.</li> <li>16. Explain the licensee's role in disclosing problems that might be encountered during a sale and arranging for resolutions.</li> <li>17. Demonstrate the process of showing properties, interviewing potential buyers before property showings, and obtaining necessary information from buyers before formulating a purchase offer for a property.</li> </ol>
<p><b>Post-Contract Service</b></p>	<ol style="list-style-type: none"> <li>18. Describe the licensee's responsibilities in coordinating the buyer's professional home inspection with the seller.</li> <li>19. Explain how to negotiate payments and to oversee completing required repairs on the seller's behalf if needed.</li> <li>20. Discuss the licensee's responsibilities in preparing for closing, the actual closing, and tracking the loan process after the signing of a listing agreement.</li> <li>21. Explain the importance for licensee follow-up after the closing to attempt to clarify and resolve conflicts with a dissatisfied buyer.</li> </ol>

## Career Pathway Project in Marketing

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Two or more credits from the same pathway in the Marketing Career Cluster

**Career Pathway Project (CPP) in Marketing** is a capstone course designed for students who have completed two or more Career and Technical Education credits *from the same pathway* in the Marketing Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

During the CPP, the student works with his or her coordinating teacher, academic teachers, and a product or process mentor who has expertise in the student's field of study. At the conclusion of the CPP, the student presents or demonstrates the knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the mentor, peers, and community and business representatives.

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2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## CAREER PATHWAY PROJECT IN MARKETING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

<b>Project Proposal</b>	<ol style="list-style-type: none"> <li>1. Create a formal, narrative proposal that communicates a specific concept, creates a process, or develops a product related to marketing. <i>Examples: designing a social media application, developing a new product or service, starting a new business</i></li> </ol>
<b>Research</b>	<ol style="list-style-type: none"> <li>2. Conduct independent research related to the selected marketing project. <i>Examples: “Social Media’s Impact on Small Businesses,” “The Importance of Branding,” “Identifying Target Markets”</i></li> </ol>
<b>Project Report</b>	<ol style="list-style-type: none"> <li>3. Write a detailed report on the chosen marketing project, following established conventions for format, grammar, and usage.</li> </ol>
<b>Presentation</b>	<ol style="list-style-type: none"> <li>4. Produce an original multimedia presentation based upon marketing project research and results. <i>Examples: producing a digital presentation and oral explanation, creating a documentary, presenting a project model and explanation.</i></li> </ol>
<b>Portfolio</b>	<ol style="list-style-type: none"> <li>5. Design and create a project portfolio that documents all components of the marketing project and demonstrates the validity of the process.</li> </ol>

# CTE Lab in Marketing

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Two or more credits from the same pathway in the Marketing Career Cluster

**CTE Lab in Marketing** is designed to enhance the student’s general understanding and mastery of content in the cluster. This course is designed as a learning laboratory to support students’ individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.



## CTE LAB IN MARKETING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Occupational Expertise

1. Demonstrate expertise in a specific occupation within the Marketing Cluster.
  - a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student’s assessed needs.

### Research and Investigation

2. Conduct investigative research on a selected topic related to marketing using approved research methodology, interpret findings, and prepare a presentation to defend results.
  - a. Select an investigative study based on research, interest, and prior knowledge.
  - b. Collect, organize, and analyze data accurately and precisely.
  - c. Design procedures to test the research.
  - d. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts.
3. Demonstrate higher order critical thinking and reasoning skills appropriate for a career in marketing.
  - a. Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
  - b. Locate, evaluate, and interpret information related to the chosen occupation, in oral, written, and digital formats.
  - c. Analyze and apply data and/or measurements to solve problems and interpret documents.

### Leadership

4. Apply enhanced leadership and professional career skills needed in a marketing career.
  - a. Develop and deliver a professional presentation offering potential solutions to a current issue.
  - b. Practice leadership and career skills in job placement, job shadowing, entrepreneurship, or internship or by obtaining an industry-recognized credential of value.
  - c. Participate in leadership development opportunities available through DECA, FBLA-PBL, and/or professional organizations in the marketing field.
  - d. Demonstrate written and oral communication skills through presentations, public speaking, live or virtual interviews, and/or an employment portfolio.

## Customer Service and Sales

<b>Course Credit</b>	0.5 (Content standards 1-7, 13, and 17 are required), OR 1.0 (All content standards are required)
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Customer Service and Sales** is designed to provide instruction on basic principles of customer service and selling. This course focuses on the identification and classification of customer services, technology literacy issues related to customer service, and the human relations, leadership, organizational, and communication skills necessary for success in customer service. In addition, this course offers instruction related to selling and sales, including professional sales, sales presentations, types of compensation, and characteristics and traits associated with successful selling.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

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### Foundational Standards

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3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

6. Discuss and demonstrate ways to value diversity.

## CUSTOMER SERVICE AND SALES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Business Basics

1. Demonstrate digital literacy related to customer service.
  - a. Identify the types of technology, systems, software, and applications used in customer service.
  - b. Discuss ethical issues involving the use of technology as it applies to employer/employee relationships and to customers.
  - c. Analyze situations in which technology positively or negatively impacts customer service.
  - d. Obtain and record customer service data.

### Communication Skills

2. Demonstrate the communication skills necessary for success in customer service.
  - a. Greet and assist visitors and clients in a professional manner.
  - b. Model the appropriate use of grammar, vocabulary, diction, tone, and body language to interact successfully with customers, co-workers, and supervisors.
  - c. Identify and engage in appropriate conversations for work-related settings.
  - d. Adapt communications to meet the needs of diverse clientele and environments.
  - e. Describe and demonstrate the listening, speaking, and non-verbal skills necessary to determine customer needs and to identify and overcome possible barriers to communication.
3. Apply conflict and dispute resolution techniques.
  - a. Describe the nature of conflicts and their impact on interpersonal relationships and organizations.
  - b. Demonstrate the role of communication in generating productive conflict resolutions.
  - c. Utilize and apply conflict intervention strategies in the management and resolution of conflicts.

*Examples: coaching, negotiation, mediation, system design*

## Customer Relations

4. Identify the types of customer service.
  - a. Explain the nature of high-quality client relations, using industry-accepted definitions of *customer* and *customer service*.
  - b. Demonstrate the ability to handle customers' inquiries and complaints and deal with difficult customers.
  - c. Explain company policies to customers or clients and demonstrate competence in resolving customer problems.  
*Examples: clarify issues, explain policies/procedures, reach a solution*
  - d. Classify customer services according to the nature and characteristics of each service skill.
  - e. Explain the importance of stress management as it relates to job performance.
5. Describe and demonstrate the human relations skills required for effective customer service.
  - a. Collaborate with and contribute to a team.
  - b. Identify personal skills and areas needing improvement and cultivate strategies to become a better provider of customer service.
  - c. Demonstrate norms of behavior and follow the chain of command.
  - d. Explain the importance of self-management under minimum direction or supervision.
  - e. Explain the importance of exhibiting culturally sensitive behaviors when dealing with customers from diverse backgrounds.
  - f. Demonstrate the techniques used to persuade customers.
6. Describe the duties of a customer service representative.
  - a. Describe different types of call centers.
  - b. Discuss the role of a customer representative and describe reasons for providing customer service.
  - c. Compare and contrast types of customer service for different venues and types of interactions.  
*Examples: mass market, department store, specialty retail*
  - d. Discuss the importance of accuracy, efficiency, and follow-through in customer relations.
  - e. Identify major areas of customer complaints and the tangible and intangible costs of complaints to both the salesperson and the business.
  - f. Identify types of difficult customers and employ strategies for mitigating conflicts.  
*Examples: disagreeable, domineering or superior, suspicious, slow or methodical, dishonest*

## Sales and Promotion

7. Describe and perform telephone and online activities applicable to customer service.  
*Examples: live chat, email*
  - a. Demonstrate techniques for effective telephone communication including making a positive first impression and recording or relaying messages.
  - b. Demonstrate active listening skills.
  - c. Demonstrate techniques for handling an irate or upset caller.
  - d. Maintain a telephone log or spreadsheet accurately in accordance with defined procedures.
8. Describe the importance of utilizing follow-up techniques after a sale has been completed.
  - a. Explain the importance of utilizing appropriate sales follow-up to secure customer feedback and positive referrals for future sales.
  - b. Describe Customer Relationship Management (CRM), including loyalty and retention marketing.
9. Compare and contrast wholesale, retail, and professional sales and their effects on the economy.
  - a. Explore methods of compensation in sales occupations.  
*Examples: commissions, bonuses, prizes*
  - b. Explain the nature of sales forecasts and the effect of sales cycles.
  - c. Describe the use of technology in the selling function.
10. Analyze and apply the steps needed for effective sales presentations.
  - a. Develop questioning techniques in order to identify customers' needs and wants.
  - b. Use feature-benefit selling for an effective sales presentation.
  - c. Identify and resolve customers' questions and objections.
  - d. List appropriate follow-up techniques to be used after the sale.
11. Describe the characteristics and behaviors of a successful salesperson.
  - a. Utilize prospecting techniques to develop a customer base.
  - b. Obtain customer and product knowledge and prepare a plan to satisfy customer needs.
  - c. Demonstrate professional written and oral communication skills.
  - d. Research and discuss the traits associated with successful salespeople.

	<p>12. Utilize effective techniques and procedures for customer service sales activities.</p> <ul style="list-style-type: none"> <li>a. Determine customers' needs and identify products, services, and/or supports as solutions.</li> <li>b. Discuss the importance of selling complementary goods and services and cross-selling.</li> <li>c. Demonstrate the ability to overcome objections.</li> <li>d. Demonstrate closing a transaction.</li> </ul> <p style="text-align: center;"><i>Examples: thanking the customer, conducting follow-up</i></p> <ul style="list-style-type: none"> <li>e. Identify the ways that the reputation of a business is influenced by customer satisfaction.</li> </ul>
<b>Ethics</b>	<p>13. Identify ways that businesses are obligated to follow through and meet positive expectations created by their advertising and marketing.</p> <p>14. Gather and share information on ethical requirements in customer service and sales.</p> <ul style="list-style-type: none"> <li>a. Identify common ethical dilemmas in business and sales.</li> <li>b. Analyze the steps of ethical decision-making.</li> <li>c. Explain the importance of identifying and understanding one's own personal values as a means of avoiding unethical choices.</li> </ul>
<b>Customer Satisfaction</b>	<p>15. Examine and share information on the importance of business image and reputation in selling.</p> <ul style="list-style-type: none"> <li>a. Gather and share information on the cost of and payoff for word-of-mouth advertising.</li> <li>b. Explain possible negative biases that may affect businesses.</li> </ul> <p>16. Explore the methods businesses use to promote customer satisfaction.</p> <p style="text-align: center;"><i>Examples: follow up after the sale, establishing positive customer relations, customer loyalty programs</i></p>
<b>Career Opportunities</b>	<p>17. Develop a plan for pursuing a career in customer service and sales.</p> <ul style="list-style-type: none"> <li>a. Discuss the advantages and disadvantages of working in a customer service field.</li> <li>b. Identify personal qualities and skills necessary for job enhancement and career development in a customer service field.</li> <li>c. Research and summarize a job description for a customer service occupation.</li> <li>d. Identify the education or training, skills, and work experience needed for a customer service occupation.</li> </ul>

# Digital Marketing

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Digital Marketing** introduces students to digital marketing techniques, tools, and methods, including email, websites, applications, social media, and other electronic means. This course focuses on how to develop and conduct digital marketing campaigns. Emphasis is placed on creating, implementing, and critiquing online advertising, email marketing, websites, social media, mobile marketing, search-engine optimization, video and images, podcasts, webcasts, and creating and repurposing content for use in digital environments.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## DIGITAL MARKETING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Branding

1. Gather and share information on branding and brand positioning techniques and strategies.
  - a. Gather and share information on branding as it relates to a business and its influence on consumers.
  - b. Explain the concepts of brand equity, brand values, and experiential branding.
  - c. Describe the characteristics of good branding strategies and their impact on creating or improving brand equity or brand image.

### Ethics

2. Explain pertinent issues regarding digital citizenship and ethics.
  - a. Identify the differences between unsolicited commercial messages and opt-in email.
  - b. Discuss the political, ethical, and legal issues of using the Internet for marketing.
  - c. Define and discuss *netiquette*.
  - d. Explain how Internet demographic data collection tools are used in marketing.  
*Examples: commerce, relationships, gathering personal research, validity of data*

### Market Planning

3. Explain how firms use marketing segmentation to identify and test target markets.
  - a. Explain types of marketing segmentation, including behavioristic, psychographic, demographic, geographic, and social graphics.
  - b. Analyze the influence of various cultures on global Internet marketing trends.
  - c. Develop a potential customer database.



## Business Basics

4. Explain the importance of content creation in digital marketing.
  - a. Define *content marketing* and explain its role in digital marketing.
  - b. Contrast paid, owned, and earned content and explain content distribution strategies and platforms.
  - c. Discuss types of content currently in use.  
*Examples: email, pop-up advertisements, social media, video, infographics, list, podcast, story, how-to guide, ebook, image, newsletter, blog, user-generated, website, interactive games, quizzes, polls*
  - d. Compare the effectiveness of creating content and using trending content and hashtags.
  - e. Explain how content "goes viral" and list factors that help content to spread.
5. Create and audit content on digital platforms.
  - a. Develop marketing content for a website, social media, or other digital platform.
  - b. Conduct an audit of content on a website or digital marketing platform using performance metrics to determine which content should be kept, improved, or removed.
6. Describe the ways social media are used for promotion, engagement of customers, customer service, brand building, item research, and sales.
  - a. Explain how social media communities can be used for market research.  
*Examples: sharing, survey, customer interaction, product recommendations*
  - b. Explain how social media provide brand influence, visibility, and promotion.
  - c. Describe ways that social media drive traffic for advertising revenue.

## Marketing Technology

7. Analyze and report on trends in online and mobile commerce.
  - a. Explain the uses of mobile devices for e-commerce marketing.
  - b. Explain the use of databases for e-commerce marketing.
  - c. Assess current e-commerce product marketing tools.
  - d. Select the best Internet marketing method(s) for a selected product or service.
8. Discuss the Internet as a marketing tool.
  - a. Define the Internet and industry-related terms and describe the services the Internet provides.
  - b. Identify advantages and disadvantages of marketing on the Internet.  
*Examples: cost, accessibility*
  - c. Discuss the history of Internet marketing and emerging trends in the field.

9. Define and utilize terminology associated with Internet security and tools used in website and application development.
  - a. Discuss security issues and protections.  
*Examples: hacking, viruses; firewalls*
  - b. Select and utilize search engines most suited for meeting marketing needs.
  - c. Discuss the criteria for selecting an Internet Service Provider (ISP) or web hosting service.  
*Examples: bandwidth, host capabilities, cost*
  - d. Summarize the process and issues related to securing a domain name, copyright, and registered trademark.
10. Demonstrate the uses of technology in marketing.
  - a. Explain the importance and uses of computers, mobile devices, and the Internet in marketing.
  - b. Utilize computer software, including word processing and spreadsheets, to create documents related to a particular career or industry.
  - c. Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
  - d. Select and use a variety of electronic media to create, revise, and verify information.  
*Examples: Internet, information services, desktop publishing programs*
11. Compare and contrast popular current social media platforms, explaining the role each one plays in marketing products and services.
  - a. Analyze the advantages and disadvantages of social media in marketing.
  - b. Describe the typical users of the most popular social media platforms.
  - c. Describe usage trends for each social media platform.
12. Explain the utilization of both on-device and web-based applications and their impact on consumer behavior.
  - a. Describe the benefits of using mobile apps to interact with customers.
  - b. Describe the pre-launch of roll-out marketing involved with the launch of an application.
  - c. Explain the importance of marketing within the publication of an app to ensure utilization.
  - d. Describe various post-launch activities and app metrics.

**Selling  
and  
Promotion**

13. Utilize various forms of online advertising and promotion.
  - a. Evaluate the graphics, placement, and effectiveness of digital advertisements.
  - b. Analyze and create digital display advertisements.

*Examples: static images, text ads, banners, floating banners, wallpaper, pop-up ads, video/autoplay*
  - c. Analyze and create social media advertisements for both paid and organic applications.
  - d. Describe the purpose of a promotional video and determine where and how it can be utilized to optimize exposure.
  - e. Identify and define both negative and positive keywords for ads in order to optimize when ads should appear.

**Career  
Opportunities**

14. Gather and share information about current and trending employment opportunities in digital marketing and data analytics.
  - a. Explain the importance of personal online presence and personal brand.

# Entrepreneurship

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Entrepreneurship** focuses on the skills needed to organize, develop, create, and manage a business in a variety of environments. Course standards are designed to foster an entrepreneurial mindset; encourage innovation, critical thinking, and problem-solving in a fast-paced professional setting; and build basic knowledge of various entrepreneurial ventures.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

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4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

6. Discuss and demonstrate ways to value diversity.

## ENTREPRENEURSHIP CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Foundations of Entrepreneurship

1. Explain the concepts and processes associated with successful entrepreneurial performance.
  - a. Identify political and economic factors that encourage and support entrepreneurship.
  - b. Identify and analyze characteristics of a successful entrepreneur, citing examples from the business world.
2. Discuss the entrepreneurial discovery process and the risks and rewards of being an entrepreneur.
  - a. Assess global trends and opportunities for establishing new businesses.
  - b. Identify possible opportunities for creating new businesses on the local, state, and/or national level.
3. Explain the fundamental concepts of business ownership.
  - a. Discuss the role of competition in a private, free-enterprise system.
  - b. Explain the effects of competition on buyers and sellers.
4. Compare and contrast types of business ownership, indicating their advantages and disadvantages for entrepreneurs.

*Examples: sole proprietorships, partnerships, corporations, LLCs*

### Marketing Information Management

5. Explain the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
  - a. Describe methods used to obtain marketing research data, including primary and secondary research.
  - b. Describe characteristics of effective data collection instruments.
  - c. Explain techniques for processing marketing information.
  - d. Describe methods used to interpret and present market segment information, including reports, charts, and graphs.



6. Identify the concepts, strategies, and systems needed to implement and obtain support for an entrepreneurial entity.
  - a. Utilize strategies to determine feasibility of ideas.  
*Examples: test marketing, prototyping, marketing research*
  - b. Gather and share information on the major reasons for business failure, citing examples of actual cases.
  - c. Utilize the marketing functions to assess the competitive advantage of a business.



## Business Plan

7. Identify the elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.
8. Gather and share information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
  - a. Identify goods and/or services to be sold in a proposed business.
  - b. Discuss and explain the types of risks that businesses encounter.
  - c. Identify the market segment for a proposed business.
  - d. Formulate a marketing mix designed to reach a specific market segment.
9. Explain the processes and strategies used in selecting a business location whether brick-and-mortar, e-business, or both.
  - a. Discuss advantages and disadvantages of types of business locations.
  - b. Explain the steps used in conducting a location analysis.
  - c. Identify current trends and other criteria for site location.
  - d. Justify the rationale for selecting a particular site.



## Finance

10. Gather, evaluate, and share information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.
  - a. Discuss, compare, and contrast sources of capital used by entrepreneurs.
  - b. Identify fixed and variable costs and tax liability for startup and maintenance of a business.
  - c. Explain the terminology used in financial reports.
  - d. Create a tentative budget for a proposed business and explain the purpose of each component, including income statement, balance sheet, and cash flow statement.

<p><b>Legal Issues</b></p>	<p>11. Gather and share information on legal issues affecting businesses.</p> <ul style="list-style-type: none"> <li>a. Identify governmental agencies and regulations affecting businesses.</li> <li>b. Define and utilize terms used in business law. <i>Examples: copyright, trademark, patent, logo, license, permit</i></li> <li>c. List licenses needed by a small business.</li> </ul>
<p><b>Product and Service Planning</b></p>	<p>12. Obtain and share information on product strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the product/service management function.</li> <li>b. Describe strategies used by marketers to position products or services.</li> <li>c. Describe techniques used by businesses to position corporate brands.</li> <li>d. Explain the importance of planning purchases.</li> </ul>
<p><b>Distribution</b></p>	<p>13. Identify and explain place strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the channel management function.</li> <li>b. Describe ethical considerations in channel management.</li> <li>c. Coordinate channel management with other marketing activities.</li> <li>d. Compare the costs and benefits associated with various inventory management systems.</li> </ul>
<p><b>Pricing</b></p>	<p>14. Identify and explain pricing strategies.</p> <ul style="list-style-type: none"> <li>a. Describe the role of ethics in pricing.</li> <li>b. Explain the use of technology in the pricing function.</li> <li>c. Identify factors that affect pricing strategy decisions, including the product life cycle.</li> </ul>
<p><b>Selling and Promotion</b></p>	<p>15. Identify and explain promotion strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the promotion function.</li> <li>b. Discuss the components of the promotional mix, including direct marketing and digital marketing.</li> <li>c. Explain the importance of coordinating elements in advertisements.</li> <li>d. Outline a promotional plan for a proposed product or service.</li> </ul>



16. Identify and explain selling strategies.
  - a. Describe how technology is used in the selling function.
  - b. Analyze the effectiveness of a company's unique selling proposition.
  - c. Explain the role of sales forecasting and planning.
  - d. Demonstrate sales techniques.



17. Identify the ethical, social, and environmental responsibilities of businesses in relation to employees, customers, and the community.
  - a. Describe the social obligations of a business.
  - b. Discuss ethical behavior and ethical issues in business.
  - c. Describe safety procedures and health procedures used in business operations.
  - d. Identify environmental concerns and issues related to the operation of a business.



# Foundations of Business Leadership

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Foundations of Business Leadership** focuses on the exploration of leadership and management to determine the impact of management practices on business and industry, management of expectations regarding legal and ethical behavior, and investigation of how resources are managed to achieve company goals. Standards are designed to emphasize principles of sound business management and the analysis of business practices to determine ethical and social responsibilities.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## FOUNDATIONS OF BUSINESS LEADERSHIP CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Introduction to Leadership

1. Describe characteristics and behaviors of a successful leader.  
*Examples: integrity, competence, consistency, loyalty, openness, awareness, vision, imagination, responsibility*
2. Compare and contrast various leadership styles, including their effects on colleagues and organizations.  
*Examples: authoritative, autocratic, bureaucratic, coach-style, democratic, laissez-faire, participative, strategic, transactional, transformational*
  - a. Describe how various leadership styles fit into an organization.
  - b. Explain how effective, qualified leadership contributes to the success of organizations.

### Management

3. Identify and describe the roles of individuals at various levels of management.  
*Examples: entry level managers, middle management, upper level management, administrators, executives, superintendents*
4. Explain how the functions of management, including planning, organizing, staffing, leading, and controlling, affect the work environment.
5. Explain the importance of having a clear vision, creating a mission statement, and establishing goals for an organization.
  - a. Explain how stakeholders’ expectations and other factors can influence the vision, mission, and goals of an organization.
  - b. Explain how to communicate vision, mission, and goals to the organization’s stakeholders.
  - c. Identify and describe steps involved in leading an organization to fulfill its stated mission.

6. Explain the concept of time management and the importance of using effective time management techniques.
  - a. Identify distractions and examine strategies for reducing them.
  - b. Clarify and prioritize tasks to meet goals.
  - c. Identify planning strategies to complete work effectively.
7. Explain the importance of diversity and inclusion within organizations.
  - a. Describe ways to attract and recruit a diverse workforce.
  - b. Describe ways to develop and retain a diverse workforce.
  - c. Describe ways to provide equal employment opportunities to all segments of the population.
8. Identify and discuss ways to overcome personal biases and stereotypes within an organization.
  - a. Identify situations in which discrimination exists.
  - b. Describe the consequences of discrimination for individuals, the company, and society.
  - c. Explain how federal laws protect against discrimination.
9. Apply conflict management strategies to resolve workplace disputes.
  - a. Describe possible conflict in the workplace and its sources.
  - b. Describe how diverse cultural perspectives impact conflict and attempts to manage it.
10. Analyze the ethical responsibility of stakeholders and leaders in an organization.
  - a. Gather and share information on ethics from policy and procedure manuals of several businesses.
  - b. Describe how stakeholders can influence ethical decision-making.
11. Demonstrate how to monitor projects and take corrective action.
  - a. Explain the importance of monitoring projects, analyzing progress, and making changes when necessary.
  - b. Identify and describe areas in a project that should be monitored.  
*Examples: progress, quality of work, communication, budget*
  - c. Explain methods for monitoring projects.  
*Examples: group meetings, emails, status reports*
  - d. Describe corrective measures that can be taken when projects are off track.  
*Examples: reassign tasks, modify schedules, reassess goals*

12. Identify laws that business leaders should know and the areas to which the laws apply.  
*Examples: Title VII of the Civil Rights Act of 1964, ADA, Immigration Reform and Control Act of 1986, FMLA, OSHA, FLSA, EPA*

## Legal Issues

## Employee Relations

13. Describe the role of a labor union or worker organization.
  - a. Trace the history of labor organizations in the United States.
  - b. Describe the advantages and disadvantages of membership in labor unions and worker organizations for a company's employees.
  - c. Describe the advantages and disadvantages of labor unions for employers and corporations.

## Role of the Leader

14. Demonstrate professional oral and written communication skills.
  - a. Identify types and characteristics of effective communication and explain its importance in the workplace.
  - b. Discuss the benefits and characteristics of open, honest communication.
  - c. Identify barriers to communication and methods for improving the communication process in the workplace.
  - d. Describe culturally-sensitive communication strategies in the workplace.
15. Demonstrate honesty and integrity.
  - a. Distinguish between *honesty* and *integrity*.
  - b. Explain the importance of being honest and showing integrity in the workplace.
16. Explain how leadership impacts employee engagement, performance, and the organizational culture.
  - a. Describe ways to maximize employee engagement and performance.
  - b. Identify effective strategies to boost employee morale.
17. Demonstrate appropriate professional etiquette.
  - a. Explain how workplace habits, attire, hygiene, and awareness of one's environment (cube etiquette) affect professionalism and the working environment.
18. Demonstrate emotional intelligence skills in dealing with others.
  - a. Define and identify components of emotional intelligence.
  - b. Describe the relationship between emotional intelligence and leadership.
19. Demonstrate leadership and teamwork skills.
  - a. Explain the importance of recognizing personal strengths and weaknesses.
  - b. Discuss ways to identify personal strengths and weaknesses.

# Hospitality Management and Marketing

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

**Hospitality Management and Marketing** emphasizes skills needed for ownership, management, or employment in the growing hospitality and tourism industry. Standards are designed to develop a leadership perspective about social, environmental, economic, legal, human resource, customer relations, and consumer factors impacting the hospitality industry. The course also focuses on the marketing aspect of hospitality and tourism, including sales, promotions, advertising, and public relations.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## HOSPITALITY MANAGEMENT AND MARKETING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Operations and Management

1. Develop a marketing plan and sales promotion tool for hospitality and tourism.
  - a. Compare and contrast marketing concepts, advertising, and public relations.
  - b. Summarize the marketing mix, including the five P's (Product, Price, Place, Promotion, People) and the four C's (Client, Cost, Communication, Convenience).
  - c. Identify and describe the steps of a marketing plan.
  - d. Prepare a marketing budget.
2. Gather and share information concerning effective strategies for reaching various niche markets in the hospitality and tourism industry, including corporate, educational, sports, religious, and military groups.
  - a. Analyze sales strategies available for use in the hospitality and tourism industry.
  - b. Investigate the role of convention and visitors bureaus (CVBs) in large cities, and trends in the development of CVBs in smaller towns, neighborhoods, and other areas.
  - c. Compare and contrast the respective needs and wants of business and leisure travelers.
  - d. Identify features and benefits of hotel and airline offerings for both leisure and business travelers.
3. Demonstrate management skills needed to succeed in hospitality and tourism.
  - a. Identify opportunities for leadership within the hospitality and tourism industry and describe how one might prepare for these positions.
  - b. Compare and contrast styles of leadership and management and explain the importance of varying those styles in response to organization and employee needs.
  - c. Research and explain the use of an Individual Development Plan (IDP) in planning professional learning for employees.
4. Research and share information regarding the importance of cost-effective operations in the hospitality and tourism industry.
  - a. Analyze effects of seasonality and generate ideas to offset seasonality in hospitality and tourism operations.
  - b. Explain the importance of negotiating contracts and working within a budget for a department or an organization.
  - c. Explain the importance of cost control in the hospitality and tourism industry.
  - d. Identify the tax responsibilities managed by hospitality and tourism leaders.

## Customer and Human Resource Management

5. Describe the necessity for strong customer service skills and explain the importance of guest services in the hospitality and tourism industry.
  - a. Describe skills, traits, and behaviors needed to offer top-quality guest services and build positive relationships with customers and clients.
  - b. Demonstrate proper workplace etiquette for listening, speaking, and writing.
  - c. Explain how social media are used in tourism and hospitality and the importance of providing timely responses to guests' feedback.
6. Identify and describe the essential functions of human resources in the hospitality and tourism industry.
  - a. Explain the importance of recruiting, selecting, training, and retaining high-quality employees in the hospitality and tourism industry.
  - b. Deal effectively and ethically with workplace issues.  
*Examples: maintaining confidentiality with business matters, performing job functions*
  - c. Demonstrate the ability to use problem-solving, decision-making, and critical thinking strategies when dealing with customer service, co-workers, and vendors.  
*Examples: resolving complaints or disputes, negotiations*
7. Identify techniques and strategies to build an effective sales team.
  - a. Explain the principles and components of supply and demand in relation to the hospitality and tourism industry.
  - b. Identify effective sales techniques.  
*Examples: steps in sales process, cross-selling, upselling, alternative options*
  - c. Explain how customers' needs and perceptions of the hospitality and tourism industry affect their choices.
  - d. Outline an effective sales presentation, including a feature-benefit analysis and plans for promoting products and services through a variety of channels.
  - e. Explain the importance of promoting products and services using publicity, public relations, community events, advertising, and the Internet.

## Legal Issues

8. Identify laws and regulations that affect the hospitality and tourism industry.
  - a. Identify the employment laws that impact the hospitality and tourism industry, and describe the role of human resources managers in applying these laws.
  - b. Discuss state and federal labor laws regulating the workplace.  
*Examples: child labor laws, sexual harassment prohibitions, EEOC, ADA, FMLA, OSHA*
  - c. Summarize OSHA requirements that apply to hospitality and tourism settings.

## Ethical Issues and Trends

9. Research and share information on current and emerging trends in the hospitality and tourism industry.
  - a. Analyze tourism challenges at the local, state, and national levels.
  - b. Identify marketing trends that may influence marketing practices in the hospitality and tourism industry.
  - c. Cite marketing challenges and identify ways to respond to their potential occurrence.  
*Example: shifts or changes in travel trends*
  - d. Identify new tourism markets and trends that are developing around the world.
10. Research and share information on ethical and global issues in the hospitality and tourism industry.
  - a. Describe how managers can lead employees to meet the needs of global guest audiences.  
*Examples: discuss challenges and opportunities in welcoming people from diverse cultures, model inclusive behavior, respect diversity*
  - b. Explain the concept of social responsibility, and describe examples of how hospitality and tourism companies are including corporate social responsibility initiatives in their organizations.
  - c. List issues related to personal and business ethics.  
*Examples: theft, pilfering, unauthorized discounting*
11. Demonstrate an understanding of current conservation and sustainable practices in the hospitality and tourism industry.
  - a. Describe the benefits of sustainable practices and the role hospitality and tourism managers play in implementing them.
  - b. Identify green practices that can be initiated and implemented by the front of the house staff.
  - c. Explain the benefits of using sustainable building materials.
  - d. Identify ways the facilities management team can reduce a property's carbon footprint.

## Technology

12. Summarize the value and uses of technology for hospitality and tourism marketing.
  - a. Research trends in the use of computers and software for travel reservations.
  - b. Evaluate security issues faced by hospitality and tourism professionals.  
*Examples: hacking, viruses*
  - c. Contrast the value-added services offered by a travel consultant with those provided by an online travel agency (OTA).
  - d. Compare and contrast the use of various social media channels in the hospitality and tourism industry, examining the culture, purpose, and target audience of each.



# Introduction to Real Estate Sales

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Introduction to Real Estate Sales** covers aspects of marketing real estate; the importance of customer and client service; the differences between land, real estate, and real property; laws and ethics governing the real estate industry; and licensure requirements in the industry. Additional career opportunities in the housing and real estate industry are explored. Laboratory experiences are an integral part of this course and may include field trips, job shadowing, internships, and other meaningful experiences.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## INTRODUCTION TO REAL ESTATE SALES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

<b>The Real Estate Industry</b>	<ol style="list-style-type: none"> <li>1. Describe the brokerage, leasing, and management fields of the real estate industry.</li> <li>2. Identify the skills, attitudes, and behaviors that individuals need to be successful in real estate careers.</li> </ol>
<b>Real Estate, Land, and Real Property</b>	<ol style="list-style-type: none"> <li>3. Explain how land, personal property, real property, and real estate differ.</li> <li>4. Explain land characteristics and legal descriptions. <i>Examples: lot, block, livable, rentable, usable</i> <ol style="list-style-type: none"> <li>a. Decipher abbreviations and terminology of legal descriptions.</li> </ol> </li> <li>5. Investigate and share information on encumbrances and their effects on property ownership. <i>Examples: liens, easements, encroachment, mineral rights</i></li> <li>6. Describe the different types of real property ownership, including rights of survivorship under Alabama law.</li> </ol>
<b>Real Estate Sales Licensee</b>	<ol style="list-style-type: none"> <li>7. Gather and share information on the job description and job tasks for a real estate sales licensee.</li> <li>8. Explain the relationship and responsibilities of a real estate licensee and broker to a buyer or seller as covered in the Real Estate Consumer Agency Disclosure (RECAD) document.</li> <li>9. Compare and contrast practicing as an independent contractor and acting as an employee of an agency.</li> <li>10. List the advantages and disadvantages of customary ways of receiving payment for services in the real estate industry. <i>Examples: commission, hourly, salary</i></li> </ol>
	<ol style="list-style-type: none"> <li>11. Demonstrate methods of building trust with both buyers and sellers.</li> </ol>

**Customer  
and Client  
Service**


12. Analyze needs, wants, and motivation of both buyers and sellers.
13. Demonstrate professional communication and negotiation skills while working with the seller and buyer.
  - a. Describe the importance of sending feedback to the buyers' licensees after a showing to accelerate the sale of a property.
  - b. Explain how regular communications with a seller about marketing, pricing, and feedback from showings may be used to determine changes needed to expedite the sale.
14. Explain the legal and ethical issues involved in representing both a buyer and a seller of the same property.

**Marketing**

15. Perform valuation and market analysis for a property using appraisals, estimated values, and competitive or comparable market analysis.
16. Summarize marketing regulations governing licensee and real estate advertising and the processes of selling and buying land, real property, and personal property.
17. Compare marketing strategies used by real estate licensees to sell various properties.
18. Develop a marketing plan to sell real estate.

**Professionalism  
and Licensure**

19. Research and share information about forms of licensure issued through the Alabama Real Estate Commission.
  - a. Summarize requirements for obtaining an Alabama real estate license and the legal and continuing education requirements for maintaining an active Alabama license.
  - b. Explain the difference between a Realtor® and a real estate licensee.
20. Explain why it is important for real estate professionals to join the National Association of Realtors® and follow its *Code of Ethics and Standards of Practice*.
21. Explain the importance of joining professional organizations and attending training courses for professional and personal development.

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22. Research and share information about federal and state housing laws.
    - a. Describe provisions regarding housing and real estate in the Civil Rights Acts of 1866 and 1968.
    - b. Gather and share information about steering, redlining, and blockbusting, outlining the effects of these practices in actual cases.
    - c. Describe the features of the Truth-in-Lending Act, the Equal Credit Opportunity Act, and the Real Estate Settlement Procedures Act, indicating how each one protects consumers.
  23. Summarize standards for professionalism in the real estate industry.

# Marketing Principles

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Marketing Principles** is designed to provide students with an overview of marketing concepts. The course addresses the ways in which marketing satisfies consumer and business needs and wants for products and services. Areas emphasized include economics, entrepreneurship, information management, finance, marketing, product and service planning, promotion, pricing, selling, interpersonal skills, and international marketing.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## MARKETING PRINCIPLES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

<b>Distribution</b>	<ol style="list-style-type: none"> <li>1. Apply knowledge of logistics (distribution) and channel management to manage supply-chain activities.               <ol style="list-style-type: none"> <li>a. Explain the nature and scope of channel management and distribution. <i>Examples: transportation, storage, buying, shipping, receiving</i></li> <li>b. Contrast the functions of retailers, wholesalers, agents, and brokers.</li> <li>c. Describe the use of technology in channel management and distribution and explain how it affects the cost of products.</li> </ol> </li> </ol>
<b>Economics</b>	<ol style="list-style-type: none"> <li>2. Gather and share information about the economic environments in which customers function.               <ol style="list-style-type: none"> <li>a. Examine various economic systems to determine how each establishes what will be produced, how it will be produced, and for whom it will be produced.</li> <li>b. Explain how traditional, command, market, and mixed economic systems affect private ownership and the role of government in each economic system.</li> <li>c. Identify various measurements used to analyze an economy and explain how those measures relate to supply and demand in the marketing process.</li> </ol> </li> </ol>
<b>Entrepreneurship</b>	<ol style="list-style-type: none"> <li>3. Identify concepts, processes, and behaviors associated with successful entrepreneurs.</li> </ol>
<b>Global Marketing</b>	<ol style="list-style-type: none"> <li>4. Demonstrate knowledge of international business and marketing concepts.               <ol style="list-style-type: none"> <li>a. Contrast international and domestic business and marketing.</li> <li>b. Explain why nations and companies engage in international trade.</li> <li>c. Explain the importance of marketing in a global economy.</li> <li>d. Identify factors affecting international trade. <i>Examples: culture, political structure, barriers to trade, currency fluctuations, comparative advantage</i></li> </ol> </li> </ol>

## Marketing

5. Explain marketing principles in relation to the free enterprise system and the global trade environment.
  - a. Define *marketing* and explain its role in the economy.
  - b. Utilize basic marketing terminology.
 

*Examples: market segmentation, target marketing, marketing positioning*
  - c. Explain key terms related to the global trade environment.
6. Evaluate how the “four P’s” of marketing (Product, Price, Place, Promotion) directly impact businesses and the sales process.
7. Utilize knowledge of marketing concepts to explain the scope and impact of marketing on the economy.
  - a. Explain marketing functions and their related activities.
  - b. Analyze elements of the marketing mix.
  - c. Explain the concepts of a market, market segmentation, and market identification.
  - d. Relate marketing concepts to customers’ needs and wants.
8. Evaluate and modify business and marketing systems to facilitate business activities.
  - a. Describe types of business activities.
  - b. Explain types of business ownership.
  - c. Identify and explain trends and developments in marketing.
  - d. Explain the importance of corporate social responsibility (CSR).

Marketing  
Information  
Management

9. Describe how business and marketing decisions are influenced by marketing information and research.
  - a. Explain the nature and scope of the marketing information management function.
  - b. Describe the types of marketing research, including advertising, product, market, and sales, and the differences between quantitative and qualitative data.
  - c. Contrast primary and secondary data.
  - d. Describe data-collection methods.
 

*Examples: observations, mail, telephone, Internet, discussion/focus groups, interviews, scanners*
  - e. Identify trends and limitations in marketing research, including the impact of social media.

Pricing	<p>10. Evaluate pricing strategies in terms of maximizing return and meeting customers' perceptions of value.</p> <ol style="list-style-type: none"> <li>Explain the nature and scope of the pricing function.</li> <li>Explain factors affecting pricing decisions.</li> <li>Distinguish between market share and market position as they relate to pricing.</li> <li>Compare and contrast markup, markdown, sale prices, and discount dollars and percentages.</li> <li>Explain the impact of product life cycles on marketing decisions.</li> </ol>
Product and Service Planning	<p>11. Employ processes and techniques to develop, maintain, and improve a product/service mix to utilize market opportunities.</p> <ol style="list-style-type: none"> <li>Explain the nature and scope of the product/service management function.</li> <li>Explain the concepts of product mix and product/service branding.</li> <li>Identify methods and techniques for generating a product idea.</li> <li>Detail procedures for positioning products and services.</li> </ol>
Promotion	<p>12. Demonstrate promotional knowledge and skill for communicating information to achieve a desired marketing outcome.</p> <ol style="list-style-type: none"> <li>Identify the elements of the promotional mix and explain the role of promotion as a marketing function.</li> <li>List and explain promotional channels used to communicate with targeted audiences.</li> <li>Explain and identify the types of advertising and their costs. <i>Examples: social media, print, digital</i></li> <li>Explain the role of a promotional plan.</li> </ol>
Selling	<p>13. Employ effective processes and techniques to sell goods, services, and ideas.</p> <ol style="list-style-type: none"> <li>Explain the nature and scope of the selling function and the role of marketing as a complement to selling.</li> <li>Explain the nature of sales channels.</li> <li>Analyze product information to identify product features and benefits and their role in selling.</li> <li>Explain the selling process and demonstrate sales techniques.</li> </ol>
Marketing Communications	<p>14. Integrate written, digital, and verbal messages to achieve effective marketing communications.</p>



<b>Interpersonal Skills</b>	<p>15. Explain the nature and scope of teamwork and human relations.</p> <ul style="list-style-type: none"> <li>a. Describe the role of interpersonal skills, networking, and politics in the workplace.</li> <li>b. Explain the importance of stress management, negotiation, and conflict-resolution skills.</li> </ul>
<b>Finance</b>	<p>16. Utilize financial knowledge and skill to facilitate marketing decisions.</p> <ul style="list-style-type: none"> <li>a. Explain the importance of financial planning in business.</li> <li>b. Correlate profit, cash flow, margin, and sales to the financial plan.</li> <li>c. Describe the various types of financial records that should be analyzed when making marketing decisions.</li> </ul>
<b>Legal Issues</b>	<p>17. Summarize state and federal laws and regulations associated with marketing.</p>

# Retail and Fashion Marketing

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Retail and Fashion Marketing** is designed to provide students with an overview of retail and fashion marketing principles and practices. This course introduces students to the retail industry, including the fundamentals of fashion marketing, key marketing concepts essential to every business, types of businesses involved in the industry, fashion industry economics, and an array of career opportunities. Standards are written in ways that encourage skill development in marketing segmentation and target marketing, product selection and buying, and inventory systems.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## RETAIL AND FASHION MARKETING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Economics

1. Gather and share information on the scope of the fashion industry and the impact that it has on the economy.
  - a. Explain the concept of fashion and identify the different types of businesses that comprise the fashion industry.
  - b. Describe how fashion marketing concepts are applied locally, nationally, and internationally.
  - c. Describe the influence that economic, social, media, political, demographic, geographic, and psychological factors have had and currently have on fashion.
  - d. Discuss the influence of iconic figures and events on fashion.
2. Describe the economic impact of global trade on business decisions and operations.
  - a. Investigate the basic economic implications of domestic manufacturing versus foreign manufacturing.
  - b. Explain current retail trends driven by global trade.

### Marketing

3. Discuss the marketing concepts used in retail and fashion merchandising.
  - a. Describe the effect marketing has on current and future trends in fashion.
  - b. Explain why fashion industry products and services are valuable to the customer.
  - c. Explain marketing functions and related activities as they apply to fashion merchandising.  
*Examples: product/service management, distribution, financing, pricing, marketing information management, promotion, selling*
  - d. Explain the importance of marketing strategies utilized in the fashion industry.
  - e. Research connections between company actions and results.  
*Examples: influencing consumer buying behavior, gaining market share*
  - f. Explain the purpose and processes of sales forecasting in fashion merchandising.
4. Research how leveraging the “four P’s” of marketing (Product, Price, Place, Promotion) can affect potential reach, revenue, and impact in the retail and fashion industries.

	<p>5. Evaluate and explain the effects of store layouts and merchandise presentation on customer behavior.</p> <ul style="list-style-type: none"> <li>a. Identify elements that influence store layouts.</li> <li>b. Identify types of fixtures used in presenting merchandise. <i>Examples: mannequins, shelving, lighting, seasonal displays</i></li> <li>c. Explain the use of technology in visual merchandising.</li> <li>d. Contrast merchandising techniques and store layouts used by various types of retailers. <i>Examples: boutiques, department stores, big box stores, discounters, virtual</i></li> </ul> <p>6. Design a display for a specific store, season, and type of fashion.</p> <ul style="list-style-type: none"> <li>a. Research customer demographics for the selected retailer.</li> <li>b. Select merchandise, fixtures, lighting, and accessories for a marketing display.</li> </ul>
Technology	<p>7. Gather and share information on the impact of technology on the fashion industry and merchandising.</p> <ul style="list-style-type: none"> <li>a. Describe the use of technology in selling and merchandising, citing specific examples.</li> <li>b. Investigate and report on emerging technology applications and Internet sites related to fashion marketing.</li> </ul>
Information Management	<p>8. Analyze the impact of marketing information management on the fashion industry.</p> <ul style="list-style-type: none"> <li>a. Explain the importance of marketing information management to the fashion industry.</li> <li>b. Describe the use of technology in processing marketing data.</li> <li>c. Describe the different methods of conducting research and the characteristics of effective data-collection instruments.</li> <li>d. Explain the role of market segmentation in target marketing in the fashion industry.</li> <li>e. Describe the relationship between market research and product development and sales.</li> </ul>
Product Planning	<p>9. Utilize pricing strategies to maximize return on merchandising efforts and meet customers' perception of value.</p> <ul style="list-style-type: none"> <li>a. Explain how customers see value in terms of price. <i>Examples: quality, performance, materials, wear, design</i></li> <li>b. Explain how value is perceived when combining both price and non-price factors.</li> <li>c. Describe the role of business ethics in pricing.</li> <li>d. Explain the use of technology in the pricing function.</li> </ul>

## Promotion

10. Research and explain the concepts and processes needed to obtain, develop, maintain, and improve a product mix in response to market opportunities.
  - a. Describe the use of technology in the product/service management function.
  - b. Explain the three main market segments of the fashion industry (primary, secondary, and tertiary).
  - c. Compare types of fashion retailers and their target markets, and categorize local, national, and international fashion retailers and market centers according to these types.
  - d. Describe factors used by marketers to position products and services and by businesses to position corporate brands.
11. Determine the factors to consider when developing a merchandise plan and budget for a business.
  - a. Differentiate between cost and retail when determining prices for merchandise.
  - b. Calculate gross profit and net profit.
  - c. Explain the components of the merchandise plan.
  - d. Explain the use of the "open-to-buy" concept to maintain the appropriate level and mix of merchandise.
12. Implement a plan for inventory management and computer product pricing, utilizing cost control methods.
  - a. Describe the importance of inventory control.
  - b. Examine the impact of internal and external shortage and shrinkage.
  - c. Describe the extent to which inventory control impacts profits.
  - d. Calculate markups, markdowns, and types of discounts.
  - e. Describe the impact of mispricing on profits.
13. Develop a fashion or retail promotion utilizing elements of the promotional mix.
  - a. Describe the use of technology in the promotion function.
  - b. Identify the elements of the promotional mix, including sales promotion, public relations and publicity, advertising, and personal selling.
  - c. Explain the importance of public relations and publicity in the fashion industry.
  - d. Describe the different types of media used in retail fashion advertising.  
*Examples: print, broadcast, online, specialty*
  - e. Explain the importance of coordinating elements of advertising.

	<p>14. Analyze and apply techniques needed for an effective sales presentation.</p> <ol style="list-style-type: none"> <li>Obtain customer and product knowledge needed for an effective presentation.</li> <li>Utilize appropriate techniques when opening a sales presentation.</li> <li>Utilize questioning techniques in order to satisfy customers' needs and wants.</li> <li>Incorporate feature-benefit selling to increase the effectiveness of a sales presentation.</li> <li>Identify and resolve customers' questions and present possible solutions to customers' objections.</li> <li>Demonstrate methods for closing the sale.</li> </ol> <p><i>Examples: Always Be Closing (ABC) close, merchandise close, service close</i></p> <ol style="list-style-type: none"> <li>Explain the importance of suggestive selling techniques.</li> </ol>
<p><b>Distribution</b></p>	<p>15. Describe the processes needed to move, store, locate, and/or transfer ownership of goods in the fashion and/or retail industry.</p> <ol style="list-style-type: none"> <li>Identify the channels of distribution in moving merchandise from manufacturers and wholesalers to retailers.</li> <li>Explain the role of wholesalers in the distribution channel.</li> <li>Describe main methods of transportation used in fashion and retail business activities and the situation in which each method would be most appropriate.</li> </ol> <p><i>Examples: surface, air, water, electronic</i></p> <ol style="list-style-type: none"> <li>Describe ethical considerations in channel management.</li> <li>Coordinate channel management with other marketing activities.</li> </ol>
<p><b>Legal Issues</b></p>	<p>16. Identify major laws that regulate and/or impact the fashion/retail industry.</p> <ol style="list-style-type: none"> <li>Describe the provisions of laws that protect consumers.</li> </ol> <p><i>Examples: product labeling, product safety</i></p> <ol style="list-style-type: none"> <li>Identify laws and agencies that regulate the fashion industry.</li> </ol> <p><i>Examples: laws banning price fixing, Sherman Antitrust Act; Federal Trade Commission</i></p> <ol style="list-style-type: none"> <li>Identify key industry groups and the role each group plays in the fashion ecosystem.</li> </ol>
<p><b>Career Opportunities</b></p>	<p>17. Describe career opportunities at various levels of the fashion and retail industry and identify appropriate career path credentials.</p> <ol style="list-style-type: none"> <li>Compare career opportunities and skill requirements for jobs in fashion marketing at the manufacturing, wholesale, and retail levels.</li> <li>Describe the aptitudes and skill requirements for sustaining a career in fashion marketing.</li> <li>Research postsecondary educational opportunities to prepare for a career in the fashion industry.</li> <li>List professional organizations in the field of fashion and describe their roles.</li> </ol>

# Sports and Entertainment Marketing

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Sports and Entertainment Marketing** is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. This course introduces the student to the major segments of the industry and the social and economic impact the industry has on local, state, national, and global economies. Although no prerequisite is listed, it is suggested that students complete an introductory marketing course prior to taking Sports and Entertainment Marketing.

The products and services offered to consumers and the impact of marketing on these products and services are examined. The sports marketing portion of the course addresses such diverse products as the sporting event itself, its athletes, sports facilities or locations, sporting goods, personal training, and sports information. Entertainment marketing focuses on events such as fairs, concerts, trade shows, festivals, plays, product launches, and causes.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## SPORTS AND ENTERTAINMENT MARKETING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Marketing

1. Interpret marketing concepts as they apply to sports and entertainment marketing.
  - a. Define and explain *marketing*, *sports marketing*, and *entertainment marketing*.
  - b. Describe the “four P’s” (Product, Price, Place, Promotion) as they apply to sports and entertainment marketing and explain why each is important.
  - c. Define marketing segmentation and its components.
  - d. Explain the marketing functions as they relate to each component of sports and entertainment events.  
*Examples: ticket sales, sponsorships, concessions, merchandise sales*

### Marketing Information Management

2. Apply concepts of marketing information management to sports and entertainment marketing.
  - a. Explain the role of the ethics in marketing information management.
  - b. Describe the use of technology in the marketing information management functions.
  - c. Describe methods businesses use to obtain primary and secondary marketing research data.
  - d. Explain characteristics of effective data-collection instruments and techniques for processing marketing data.



## Promotion

3. Compare and contrast the elements of promotion (sales promotion, advertising, personal selling, public relations, and publicity).
  - a. List the advantages and disadvantages of each element of promotion.
  - b. Explain how the promotional elements affect increased sales and growth within a company or industry.
  - c. Describe the use of technology in promotion, including streaming, connectivity to fans at events, interactive media, and social media.
4. Discuss the use of public relations and publicity as promotional tools in sports and entertainment marketing.
  - a. Write a press release for a sports or entertainment event.
  - b. Develop and generate a sport or event newsletter.
  - c. Discuss the importance of media relations.
  - d. Compare and contrast the advertising media used in marketing sports or entertainment events.
  - e. Discuss the impact of negative publicity and describe ways to avoid or counter it.
5. Interpret the elements of the selling process as they relate to sports and entertainment marketing.
  - a. Identify various sales methodologies used in sports and entertainment marketing.  
*Examples: personal selling, TV, radio, newspaper, telemarketing, web, social media*
  - b. Explain strategies for attracting secondary sales and the difference between ticket brokers and ticket scalpers.  
*Examples: advance ticket sales and other strategies for getting highly sought tickets*
  - c. Evaluate the impact of competition on the profitability of an event.
  - d. Describe sales activities used to generate profit at an event.  
*Examples: merchandise sales, sponsorships, media guides, advertising space*

## Branding

6. Interpret branding concepts as they apply to sports and entertainment marketing.
  - a. Explain the importance of branding in sports and entertainment marketing.
  - b. Define and explain terms referring to brands, including *branding*, *co-branding*, *brand extensions*, and *line extensions*.
  - c. Explain the branding functions as they relate to each area in sports and entertainment marketing, including logos, slogans, trademarks, brand names, trade names, trade characters, and protection of intellectual properties.

## Finance

7. Apply concepts and processes associated with successful financial planning in sports and entertainment marketing.
  - a. Explain the economic impact of sports and entertainment marketing.
  - b. Discuss the profit motive and describe economic utility as it applies to sports and entertainment marketing.
  - c. Gather and share information about funding and revenue sources for sports and entertainment businesses.
  - d. Discuss pricing strategies and the role of business ethics in pricing.

## Product and Event Planning

8. Analyze product and service marketing as it relates to sports and entertainment marketing.
  - a. Describe the use of technology in product and service management.
  - b. Discuss factors used by marketers to position sports and entertainment products and services.
  - c. Describe factors that influence positioning of corporate brands in sports and entertainment marketing.  
*Example: the importance of developing company branding including venue aesthetics, maintenance, and appeal*
9. Develop a plan to organize, staff, and carry out a sports or entertainment event.
  - a. Demonstrate teamwork and collaboration skills needed to reach a common goal.
  - b. Develop and implement timelines to produce a successful and profitable sports or entertainment event.
  - c. Develop internal and external communication systems needed to carry out a sports or entertainment event.  
*Examples: memos, team meetings, email, web communications*
10. Develop and present a complete sports or entertainment marketing plan.
  - a. Determine the components of a sports or entertainment marketing plan.
  - b. Explain the role of promotion in a sports or entertainment marketing plan.
  - c. Explain the role of sponsorship in a sports or entertainment marketing plan.
11. Create sports and entertainment campaigns, utilizing effective communication techniques.
  - a. Identify methods of effective communication for a sports or entertainment activity.
  - b. List the steps necessary to prepare a promotional campaign in the sports and entertainment field.
  - c. Demonstrate effective speaking and presentation skills.
  - d. Describe methods of communication that may be used to conduct business with clients and vendors.

## Sports Marketing

12. Differentiate among the components of the sports marketing industry.
  - a. Differentiate between professional sports and amateur sports.
  - b. Discuss the impact of global marketing on international sporting and entertainment events.
  - c. Describe how management functions differ in college, amateur, and professional sports.
  - d. Explain the personal financial impact of participating in amateur and recreational sports.
  - e. Gather and share information on the impact of sports and sporting events on the economy.
13. Evaluate the management functions necessary for college, amateur, and professional sports.
  - a. Describe how the National Collegiate Athletic Association (NCAA) relates to the sports industry.
  - b. Explain the importance of management for professional sports.
  - c. Describe the characteristics and roles of sports agents, team owners, players' organizations, and general managers.
  - d. Determine the economic impact of a major sporting event for a city or community.

## Entertainment Marketing

14. Analyze the field of marketing as it relates to the elements of the entertainment industry, including television, radio, music, movies, theater, and fine arts.
  - a. Examine the history of each element of the entertainment industry and develop a timeline showing its relationship to the economy.
  - b. Examine the current economic impact of the entertainment industry on local, national, and international markets.
  - c. Examine changes in marketing related to technology and to trends in public opinion.

## Legal Issues and Ethics

15. Interpret the legal and ethical ramifications of behaviors and practices in the sports and entertainment marketing field.
  - a. Define the term *ethics* as it relates to sports and entertainment marketing.
  - b. Discuss the impacts of unethical behavior.
  - c. Discuss the purpose of contracts and explain why they are needed.
  - d. Explain the importance of copyright laws and trademarks.

	<p>16. Discuss the elements of risk associated with the industry of sports and entertainment marketing.</p> <ol style="list-style-type: none"> <li>Define risk and describe the categories of risk.</li> <li>Analyze various strategies for risk management.</li> <li>Explain the need for event insurance.</li> <li>Explain the legal issues and risks related to each area in sports and entertainment marketing, including logos, slogans, trademarks, brand names, trade names, and trade characters, and protecting all intellectual properties.</li> </ol>
<p><b>Distribution</b></p>	<p>17. Arrange effective and efficient channels of distribution for sports and entertainment events.</p> <ol style="list-style-type: none"> <li>Obtain and share information about the distribution systems for sports and entertainment events.</li> <li>Explain the distribution process as it applies to the various media, including television, radio, music, movies, theater, and fine arts.</li> <li>Describe ethical considerations in channel management for sports and entertainment.</li> <li>Coordinate channel management with other marketing activities.</li> </ol>
<p><b>Career Opportunities</b></p>	<p>18. Analyze current trends in sports and entertainment marketing and discuss their impact on employment in the field.</p> <p><i>Examples: street marketing, viral marketing, niche marketing, grassroots marketing, guerilla marketing</i></p> <ol style="list-style-type: none"> <li>Research the different career opportunities available in the sports and entertainment marketing industry.</li> <li>Discuss the skills and preparation needed for a chosen career in sports and entertainment marketing.</li> </ol>

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