

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter N. Marketing

§130.381. Implementation of Texas Essential Knowledge and Skills for Marketing, Adopted 2015.

- (a) The provisions of this subchapter shall be implemented by school districts beginning with the 2017-2018 school year.
- (b) No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career and technical education as adopted in §§130.382-130.388 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§130.382-130.388 of this subchapter shall be implemented beginning with the 2017-2018 school year and apply to the 2017-2018 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§130.382-130.388 of this subchapter shall be implemented for the following school year.

§130.382. Advertising (One-Half Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing skills;

- (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results; and
 - (G) demonstrate leadership skills, teamwork, and communication skills by participating in career and technical education courses.
- (2) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:
- (A) recognize marketing functions and how they relate to advertising;
 - (B) explain how each component of the marketing mix contributes to successful advertising;
 - (C) identify the importance of target markets; and
 - (D) research trends affecting advertising marketing.
- (3) The student knows the impact and value of diversity. The student is expected to:
- (A) examine elements of culture and discuss the need for understanding cultural diversity; and
 - (B) identify how diversity affects advertising strategy.
- (4) The student knows the nature and scope of advertising marketing. The student is expected to:
- (A) demonstrate knowledge of the history of advertising as an industry and how it relates to today's marketplace;
 - (B) discuss major environmental influences that impact advertising;
 - (C) research the advantages and disadvantages of the types of advertising; and
 - (D) illustrate how international marketing affects the advertising industry.
- (5) The student knows that advertising requires knowledge of demographics. The student is expected to:
- (A) explain how the use of demographics has influenced the industry;
 - (B) differentiate between buying habits and buying preferences; and
 - (C) explain the impact of multiculturalism and multigenerationalism on advertising marketing activities.
- (6) The student knows that a career in advertising requires knowledge of the industry. The student is expected to:
- (A) research careers in the advertising industry;
 - (B) identify businesses related to advertising; and
 - (C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry.
- (7) The student understands the importance of selling in the advertising industry. The student is expected to:

- (A) explain how selling contributes to the success of an advertising agency; and
 - (B) employ the steps of selling, including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up.
- (8) The student evaluates and uses information resources to research careers in advertising and sales. The student is expected to:
- (A) use multimedia resources such as the Internet to research careers in advertising and sales; and
 - (B) identify businesses related to advertising and sales.
- (9) The student develops and delivers presentations using appropriate media to engage and inform audiences. The student is expected to:
- (A) prepare oral presentations to provide information for specific purposes and audiences;
 - (B) identify and prepare support materials that will enhance an oral presentation; and
 - (C) deliver an oral presentation that sustains listener attention and interest.
- (10) The student knows the marketing-information system. The student is expected to:
- (A) explain characteristics and purposes of a marketing-information system;
 - (B) identify benefits and limitations of marketing research; and
 - (C) analyze data used to make accurate forecasts.
- (11) The student knows pricing policies, objectives, and strategies. The student is expected to:
- (A) compare and contrast pricing policies; and
 - (B) analyze the price of an advertising marketing product.
- (12) The student knows the elements and processes of product planning. The student is expected to:
- (A) describe stages of new-product planning;
 - (B) analyze product mix; and
 - (C) identify stages of the product life cycle for new or existing advertising marketing plans.
- (13) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:
- (A) identify components of the promotional mix such as advertising, visual merchandising, and personal selling;
 - (B) demonstrate visual merchandising techniques for advertising marketing goods, services, or ideas; and
 - (C) analyze a promotional plan for effectiveness.
- (14) The student knows how technology affects advertising. The student is expected to:
- (A) examine how social media contributes to advertising; and
 - (B) research the use of technology in advertising.
- (15) The student understands how media planning should achieve marketing objectives. The student is expected to:
- (A) compare and contrast the different forms of media; and
 - (B) distinguish the four components of marketing, including paid, earned, shared, and owned (PESO).

§130.383. Fashion Marketing (One-Half Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations.
 - (2) The student knows the importance and functions of marketing. The student is expected to:
 - (A) describe each marketing function and how it relates to the fashion industry;
 - (B) describe advantages and disadvantages of market segmentation and mass marketing; and
 - (C) research trends affecting fashion marketing.
 - (3) The student knows the impact and value of diversity. The student is expected to:
 - (A) explain elements of culture and the need for understanding cultural diversity; and
 - (B) identify how diversity affects fashion.
 - (4) The student demonstrates the use of oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:

- (A) create presentations using appropriate media to inform audiences; and
 - (B) exhibit public relations skills to increase customer satisfaction.
- (5) The student knows that distribution channel members facilitate the movement of products. The student is expected to:
- (A) explain channels of distribution for fashion products; and
 - (B) describe activities of each channel member in the fashion industry.
- (6) The student knows the marketing-information system. The student is expected to:
- (A) define the purpose of marketing-information systems;
 - (B) identify limitations of marketing research;
 - (C) explain how inventory can be managed by using tools such as point-of-sale systems, just-in-time strategies, and radio frequency identification (RFID) technology; and
 - (D) analyze data used to make accurate retail forecasts.
- (7) The student knows concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value. The student is expected to:
- (A) employ pricing strategies to determine prices;
 - (B) develop a sample credit policy that could be a useful fashion marketing strategy; and
 - (C) analyze the price of a fashion product.
- (8) The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:
- (A) use assortment-mix strategies to create maximum mix of products at minimum cost;
 - (B) perform buying activities to obtain products for resale;
 - (C) analyze vendor performance to choose vendors and merchandise; and
 - (D) position products and services to acquire a desired business image.
- (9) The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:
- (A) demonstrate methods of advertising to communicate promotional messages to targeted audiences;
 - (B) use special events to increase sales;
 - (C) display visual merchandising techniques to increase interest in product offerings;
 - (D) implement display techniques to attract customers and increase sales potential; and
 - (E) manage promotional activities to maximize return on promotional efforts.
- (10) The student knows that purchasing occurs as steps in a continuous cycle. The student is expected to:
- (A) distinguish between buying for resale and buying for organizational use; and
 - (B) demonstrate knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices.
- (11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:
- (A) acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer; and

- (B) employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
- (12) The student knows the nature and scope of fashion. The student is expected to:
 - (A) explain the importance of fashion;
 - (B) demonstrate knowledge of fashion history and how it relates to today's fashions;
 - (C) distinguish among fashion terms such as fashion, style, and design;
 - (D) list major environmental influences on fashion demand;
 - (E) research fashion information;
 - (F) explain legislation that impacts the fashion industry; and
 - (G) describe how international marketing has affected the fashion industry.
- (13) The student knows that a career in fashion marketing requires knowledge of the industry. The student is expected to:
 - (A) research careers in the fashion industry;
 - (B) list and describe businesses related to the fashion industry; and
 - (C) delineate components of softlines such as sportswear, footwear, and men's and children's fashions.
- (14) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:
 - (A) apply data and measurements to solve a problem; and
 - (B) analyze mathematical problem statements for missing or irrelevant data.

§130.384. Entrepreneurship (One Credit), Adopted 2015.

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

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in career and technical student organizations.
- (2) The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:
 - (A) clarify the terms entrepreneurship and entrepreneur;
 - (B) define small business; and
 - (C) analyze the advantages and disadvantages of entrepreneurship.
- (3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:
 - (A) identify and analyze the four functions of a small business; and
 - (B) evaluate the issues involved with starting, taking over, or expanding an existing small business.
- (4) The student identifies the importance of a well-written business plan. The student is expected to:
 - (A) identify the need for and the characteristics of a well-orchestrated business plan;
 - (B) research business plan outlines, resources, and templates; and
 - (C) create and present a well-orchestrated business plan and critically explain the contents.
- (5) The student explains the goal of a business and its unique proposition. The student is expected to:
 - (A) describe the nature of a business and list the marketplace needs that it satisfies;
 - (B) explain how a business's products and services meet the needs of the market;
 - (C) list the specific consumers, organizations, or businesses that a company targets or will target;
 - (D) explain the competitive advantages that make a business successful; and
 - (E) create a well-orchestrated company description.
- (6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:
 - (A) describe the role of operations and organization in a growing business; and
 - (B) create an organizational chart that defines the structure of a company.
- (7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:

- (A) determine the financial plan, including financial requirements and sources of financing;
 - (B) explain the idea of a growth strategy, including horizontal and vertical growth strategies; and
 - (C) explain the idea of an exit strategy, including selling a business, going public, and liquidating a business.
- (8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:
- (A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand;
 - (B) identify liabilities and types of liabilities such as accounts payable, long-term debt, and short-term debt;
 - (C) calculate owner's equity or net worth;
 - (D) evaluate a balance sheet understanding the balance sheet equation ($A = L + OE$);
 - (E) analyze profit and loss statements;
 - (F) evaluate revenues and types of revenues;
 - (G) determine expenses and types of expenses;
 - (H) analyze alternative accounting and internal accounting controls;
 - (I) discuss the importance of budgeting and cash flow;
 - (J) use common accounting forms to demonstrate an understanding of their functions and results;
 - (K) analyze the impact of specialization and division of labor on productivity;
 - (L) explain the impact of the law of diminishing returns; and
 - (M) create projected financial statements.
- (9) The student knows the effects of credit on price and profit. The student is expected to:
- (A) identify types of consumer credit;
 - (B) recommend types of consumer credit a business might offer;
 - (C) explain the risks and benefits to entrepreneurs when accepting and extending credit; and
 - (D) describe how credit affects profit and the negotiated price.
- (10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:
- (A) explain product management;
 - (B) describe supply chain management; and
 - (C) create product-mix strategies, including branding elements and extended product features, to meet customer needs.
- (11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:
- (A) develop and analyze pricing objectives;
 - (B) compare and contrast pricing policies for an entrepreneurial venture; and
 - (C) recommend appropriate pricing strategies.
- (12) The student knows the importance of managing the pricing structure. The student is expected to:
- (A) communicate the differences among pricing structures for goods, services, and ideas;

- (B) develop a pricing structure for an entrepreneurial venture; and
 - (C) demonstrate how to calculate prices, markups, and discounts.
- (13) The student knows elements and processes of product planning. The student is expected to:
 - (A) explain the nature and scope of product planning;
 - (B) define the term product mix; and
 - (C) identify stages of the product life cycle for business products.
- (14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:
 - (A) explain how market penetration strategies contribute to successful marketing;
 - (B) apply evaluation strategies to determine the effectiveness of market penetration strategies;
 - (C) illustrate the concept of promotional mix;
 - (D) use appropriate technology to create promotional materials;
 - (E) apply evaluation strategies to determine promotional campaign effectiveness;
 - (F) describe the development of a sales force; and
 - (G) apply evaluation strategies to determine the effectiveness of sales activities.
- (15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:
 - (A) demonstrate the process of selecting suppliers and sources; and
 - (B) analyze and discuss selection of goods and services based on operational needs.
- (16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:
 - (A) categorize business risks such as human, natural, and economic;
 - (B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable;
 - (C) explain security precautions and health, safety, and worker welfare regulations; and
 - (D) analyze examples of business risks to recommend and defend risk-management strategies.
- (17) The student understands the importance of a business's social responsibility to society as it relates to shareholders, employees, customers, the community, and the environment. The student is expected to discuss the responsibility of business.
- (18) The student understands business ethics and legal responsibilities. The student is expected to:
 - (A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee; and
 - (B) manage internal and external business relationships to foster positive interactions by explaining the nature of human resources and workplace regulations, discussing employment relationships, and analyzing the impact of ethical decisions.
- (19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:
 - (A) identify the legal issues affecting businesses; and

- (B) investigate the impact of the legal issues.
- (20) The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:
 - (A) identify the basic torts relating to business enterprises; and
 - (B) describe the nature of legally binding contracts.
- (21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:
 - (A) describe the nature of legal procedure;
 - (B) discuss the nature of debtor-creditor relationships;
 - (C) explain the nature of agency relationships;
 - (D) discuss the nature of environmental law;
 - (E) identify the role of administrative law; and
 - (F) identify regulatory requirements affecting a business.
- (22) The student knows the scope and nature of distribution. The student is expected to:
 - (A) define effective channels of distribution strategies, including activities associated with transportation, storage, product handling, and inventory control;
 - (B) explain how distribution can add value to goods, services, and intellectual property; and
 - (C) determine costs associated with distribution.
- (23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:
 - (A) identify benefits and limitations of marketing research;
 - (B) identify components of the marketing research process;
 - (C) explain how to use the marketing research process in order to identify industry trends and potential markets, analyze demand, forecast sales, and make other decisions; and
 - (D) identify sources of primary and secondary data.
- (24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:
 - (A) conduct a market analysis;
 - (B) use appropriate technology to obtain information about the industry, customer, and competition; and
 - (C) conduct an analysis of strengths, weaknesses, opportunities, and threats.

§130.385. Social Media Marketing (One-Half Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance or any marketing course. Students shall be awarded one-half credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.

- (3) Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in career and technical student organizations.
 - (2) The student knows the nature and scope of social media marketing. The student is expected to:
 - (A) differentiate between in-bound marketing and out-bound marketing;
 - (B) explain the nature of in-bound marketing;
 - (C) identify the various social media platforms and purposes;
 - (D) define social media marketing;
 - (E) identify and describe significant trends in the development of social media;
 - (F) understand how the development of social media has shaped online media and communications; and
 - (G) describe the social media marketing ecosystem and its impact on traditional marketing strategy.
 - (3) The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:
 - (A) apply legal boundaries and concepts affecting social media;
 - (B) analyze ethical guidelines and codes of ethics to explain how or why they are important to social media organizations;
 - (C) identify risk factors associated with social media marketing;
 - (D) explain the concept of real-time marketing; and
 - (E) discuss the ramifications of real-time marketing.

- (4) The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:
- (A) evaluate and understand how social media has influenced the function of marketing;
 - (B) evaluate and understand how social media has evolved and influenced the way people communicate;
 - (C) analyze and evaluate the influence of social media on individuals and how individuals influence social media; and
 - (D) identify potential risks, advantages, and limitations of digital marketing tools.
- (5) The student knows that strategic planning is essential to the success of social media marketing. The student is expected to:
- (A) define the social media marketing process;
 - (B) understand participation as a key element of the marketing mix;
 - (C) understand how to integrate social media marketing into the Integrated Marketing Plan to promote brand/company awareness; and
 - (D) develop a social media marketing plan.
- (6) The student demonstrates how to use social media as a marketing tool. The student is expected to:
- (A) analyze, evaluate, and communicate information effectively through the use of social networking platforms such as Facebook, LinkedIn, and Twitter as marketing tools;
 - (B) analyze, evaluate, and communicate information effectively through the use of social publishing platforms such as Instagram, Pinterest, and Tumblr as marketing tools;
 - (C) analyze, evaluate, and communicate information effectively through the use of social entertainment platforms such as YouTube, Flickr, and Vine as marketing tools;
 - (D) analyze, evaluate, and communicate information effectively through the use of social commerce platforms such as Groupon, Yelp!, and 4Square as marketing tools; and
 - (E) analyze, evaluate, and communicate information effectively through the use of emerging social media.
- (7) The student knows how to use mobile marketing as a marketing tool. The student is expected to:
- (A) understand the nature and scope of mobile marketing;
 - (B) identify advantages and disadvantages of mobile marketing; and
 - (C) demonstrate the ability to use mobile marketing tools such as Short Message Service (SMS)/Multimedia Messaging Service (MMS), Quick Response (QR) codes, mobile phone applications, and mobile optimized websites.
- (8) The student measures the success of a social media marketing plan. The student is expected to:
- (A) explain the role of social media in marketing research;
 - (B) understand the nature and scope of social media analytics; and
 - (C) measure the success of social media marketing strategies using analytics data.
- (9) The student knows that a career in social media marketing requires knowledge of the industry. The student is expected to:
- (A) research and describe careers in the field of social media marketing; and
 - (B) research employment trends in the field of social media marketing.

§130.386. Sports and Entertainment Marketing (One-Half Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations.
 - (2) The student knows business concepts and explains how business satisfies economic needs. The student is expected to:
 - (A) categorize business activities such as production, marketing, management, or finance;
 - (B) analyze the interdependence each business activity has with marketing;
 - (C) demonstrate an understanding of the forms of business; and
 - (D) demonstrate an understanding of the concept of economic impact.
 - (3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:
 - (A) explain the marketing concept as it relates to sports and entertainment;
 - (B) describe each marketing function and how it relates to sports and entertainment;

- (C) explain how each component of the marketing mix contributes to successful marketing;
 - (D) express the importance of target markets;
 - (E) describe advantages and disadvantages of market segmentation and mass marketing;
 - (F) explain the importance of market research and analysis;
 - (G) illustrate the concept of positioning; and
 - (H) describe how international marketing has affected the sports and entertainment industry.
- (4) The student knows that distribution channel members facilitate the movement of products. The student is expected to:
- (A) explain channels of distribution for sports and entertainment marketing products; and
 - (B) describe activities of each channel member.
- (5) The student knows how sports and entertainment businesses achieve profitability. The student is expected to:
- (A) evaluate sources of financial information, including budgets, balance sheets, and income statements;
 - (B) explain the concept and importance of revenue streams; and
 - (C) explain the relationship of profit and loss to sports and entertainment products.
- (6) The student knows the marketing-information system. The student is expected to:
- (A) use a marketing-information system to make informed business decisions; and
 - (B) analyze data used to make accurate forecasts and informed business decisions.
- (7) The student knows pricing strategies. The student is expected to:
- (A) compare and contrast pricing strategies; and
 - (B) analyze the price of sports and entertainment marketing products.
- (8) The student knows the elements and processes of product planning. The student is expected to:
- (A) describe stages of new-product planning;
 - (B) illustrate the product mix; and
 - (C) identify stages of the product life cycle for new or existing sports or entertainment marketing products.
- (9) The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:
- (A) identify, create, and demonstrate elements of the promotional mix; and
 - (B) analyze a promotional plan for effectiveness.
- (10) The student knows that various types of risks impact business activities. The student is expected to:
- (A) identify business risks that are commonly associated with sports and entertainment business; and
 - (B) explain methods a sports and entertainment business uses to control risks.
- (11) The student identifies the role of selling and emphasizes its importance in a sports and entertainment business. The student is expected to:
- (A) explain how selling contributes to economic activity;
 - (B) describe the process of selecting and merchandising sports and entertainment products;

- (C) demonstrate steps in the selling process using sports and entertainment products;
 - (D) explain the importance of ticket sales; and
 - (E) develop a ticket sales strategy for a sports and entertainment product.
- (12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:
- (A) research and explain the history of sports and entertainment as an industry and how it impacts today's marketplace;
 - (B) identify sports and entertainment marketing terms;
 - (C) list major environmental influences on sports and entertainment demand;
 - (D) define sports marketing and entertainment marketing;
 - (E) explain topics, including legislation and ethics, that impact sports and entertainment marketing;
 - (F) research trends and emerging technologies affecting the sports and entertainment marketing industry; and
 - (G) explain the concept of competition for discretionary income.
- (13) The student knows that a career in sports and entertainment marketing requires knowledge of demographics. The student is expected to:
- (A) explore how the use of demographics has influenced the industry; and
 - (B) differentiate between buying habits and buying preferences.
- (14) The student knows that a career in sports and entertainment marketing requires knowledge of the industry. The student is expected to:
- (A) research careers in the sports and entertainment marketing industry;
 - (B) list and describe businesses related to sports and entertainment; and
 - (C) distinguish between the different roles in sports and entertainment marketing.
- (15) The student identifies reasons a sports and entertainment business would use marketing. The student will be expected to:
- (A) describe and simulate activities to market a sports and entertainment product;
 - (B) understand why sports and entertainment businesses use marketing;
 - (C) understand the importance of and key components of a marketing plan;
 - (D) explain and give examples of marketing using sports and entertainment; and
 - (E) explain and give examples of marketing of sports and entertainment.
- (16) The student understands the impact event marketing has on the sports and entertainment industry. The student is expected to:
- (A) define event marketing;
 - (B) explain and provide examples of how event marketing attracts all three components of the event triangle (event, sponsor, and spectator); and
 - (C) develop an effective event marketing strategy for a sports and entertainment product.
- (17) The student has an understanding of sponsorship proposals and contracts. The student is expected to:
- (A) identify components and content for a sponsorship proposal;

- (B) define and explain sponsorship issues;
 - (C) categorize costs associated with a sponsorship;
 - (D) identify types of sponsorship sales and relationship development;
 - (E) examine benefits of sponsorship opportunities; and
 - (F) explain laws that may affect a sponsorship agreement.
- (18) The student has an understanding of endorsement contracts. The student is expected to:
 - (A) identify components of endorsement contracts;
 - (B) discuss issues related to celebrity behavior on endorsements; and
 - (C) research the rationale for a business to engage in endorsement contracts.
- (19) The student understands the importance of branding. The student is expected to:
 - (A) define branding;
 - (B) differentiate between types of brands;
 - (C) identify examples of brand equity and brand extension in sports and entertainment;
 - (D) explain the value in building a strong brand; and
 - (E) determine the characteristics of a successful brand.
- (20) The student understands the importance of licensing. The student is expected to:
 - (A) define licensing;
 - (B) distinguish between licensor and licensee;
 - (C) explain the advantages and disadvantages of licensing; and
 - (D) identify examples of licensing in sports and entertainment.
- (21) The student knows the effect the fan experience has on the success of a sports business. The student is expected to:
 - (A) explain how promoting and implementing a positive fan experience impacts revenues;
 - (B) describe situations that impact the fan experience;
 - (C) describe the concept of the fan/spectator experience;
 - (D) define the term game operations;
 - (E) explain the role of game entertainment in the sports business;
 - (F) define game attractiveness;
 - (G) identify game involvement activities that enhance fan experience; and
 - (H) create a game operations plan to increase game attractiveness.
- (22) The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:
 - (A) explain why communications in sports and entertainment are important;
 - (B) understand issues that impact the business of sports and entertainment;
 - (C) define media;
 - (D) understand the importance of media rights;
 - (E) define publicity;

- (F) differentiate between publicity, public relations, media relations, and community relations;
 - (G) create a press release;
 - (H) create a press kit; and
 - (I) simulate a press conference.
- (23) The student understands the strategies of successful entertainment marketing. The student is expected to:
- (A) discuss the different kinds of entertainment distribution;
 - (B) identify strategies to market entertainment products; and
 - (C) explain the promotional value of entertainment awards.

§130.387. Practicum in Marketing I (Two to Three Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended Prerequisite: Principles of Business, Marketing, and Finance.
- (1) A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skill related to the Marketing Career Cluster.
 - (2) A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Marketing Career Cluster.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) Practicum in Marketing I is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;

- (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations.
- (2) The student knows the nature of business and shows its contribution to society. The student is expected to:
- (A) distinguish ways that businesses contribute to society;
 - (B) explain the importance of social responsibility;
 - (C) describe types of business activities;
 - (D) explain the organizational design of businesses;
 - (E) discuss the global environment in which businesses operate; and
 - (F) depict factors that affect the business environment and how businesses can respond.
- (3) The student demonstrates the importance of marketing and the functions of marketing. The student is expected to:
- (A) explain the marketing concept; and
 - (B) describe each marketing function and how it relates to the marketing concept.
- (4) The student analyzes the marketing mix, which involves a combination of the decisions about product, price, place, promotion, and people. The student is expected to:
- (A) explain how each component of the marketing mix contributes to successful marketing; and
 - (B) illustrate the importance of marketing strategies in the marketing mix.
- (5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:
- (A) explain the importance of target markets;
 - (B) compare and contrast advantages and disadvantages of market segmentation and mass marketing;
 - (C) distinguish among geographic, demographic, psychographic, and behavioral segmentation; and
 - (D) explain the nature of marketing planning.
- (6) The student applies mathematical concepts in marketing. The student is expected to:
- (A) execute calculations involving money, time, space, materials, and data;
 - (B) interpret charts and graphs to make informed marketing decisions;
 - (C) use formulas and equations to determine price, profit, costs, and break-even point;
 - (D) perform mathematical operations;
 - (E) predict reasonable estimations;

- (F) create mathematical models from real-life situations; and
- (G) determine rate of change mathematically.
- (7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:
 - (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;
 - (B) develop short- and long-term personal goals;
 - (C) identify and use time-management principles; and
 - (D) participate in leadership and career development activities.
- (8) The student applies information technology as an effective marketing tool. The student is expected to:
 - (A) identify social media trends in marketing;
 - (B) identify ways that technology impacts business;
 - (C) apply web-search skills;
 - (D) demonstrate word-processing skills;
 - (E) use database applications; and
 - (F) execute spreadsheet applications.
- (9) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions. The student is expected to:
 - (A) develop a working portfolio containing components such as resume, cover letter, thank you letter, references, letter of recommendation, and work samples;
 - (B) analyze personal social media accounts for potential employability; and
 - (C) demonstrate interview skills.
- (10) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:
 - (A) discuss trends affecting marketing; and
 - (B) research emerging technologies in marketing.
- (11) The student knows the impact and value of diversity. The student is expected to:
 - (A) explain how diversity affects marketing; and
 - (B) probe the impact of multiculturalism and multigenerationalism on marketing activities.
- (12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:
 - (A) discuss characteristics of economic goods and services;
 - (B) identify economic needs and wants;
 - (C) explain the concept of utility and cite examples of types of utility;
 - (D) describe the function of prices in markets; and
 - (E) clarify how the interaction of supply and demand affects price.
- (13) The student knows that a nation's economic system is determined by what is produced, how it is produced, and how it is distributed. The student is expected to:

- (A) compare and contrast how economies answer basic economic questions;
 - (B) explain why most economies are mixed; and
 - (C) determine the relationship between government and business.
- (14) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:
- (A) determine characteristics of a private enterprise system;
 - (B) explain the advantages and disadvantages of private enterprise; and
 - (C) identify examples of competitive business situations such as price or nonprice competition.
- (15) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:
- (A) identify economic measurements used to analyze an economy;
 - (B) research how economic measures are used in a market economy;
 - (C) describe the concept of price stability as an economic measure;
 - (D) interpret the measure of consumer spending as an economic indicator;
 - (E) examine the impact of a nation's unemployment rates; and
 - (F) describe the economic impact of inflation on business.
- (16) The student knows that changes in the economy include prosperity, recession, depression, and recovery and are collectively referred to as the business cycle. The student is expected to:
- (A) explain the concept of business cycles; and
 - (B) describe the impact that phases of a business cycle have on the economy.
- (17) The student knows that distribution systems facilitate the movement of products. The student is expected to:
- (A) understand channels of distribution;
 - (B) identify physical distribution activities; and
 - (C) examine costs associated with distribution.
- (18) The student knows that marketers use investment and financial services to achieve goals and objectives. The student is expected to:
- (A) illustrate types of financial services; and
 - (B) explain the purpose of a credit contract.
- (19) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:
- (A) state goals of pricing;
 - (B) identify factors affecting pricing;
 - (C) explain how pricing affects product, place, and promotion decisions;
 - (D) compare and contrast pricing policies;
 - (E) calculate a product's price;
 - (F) describe the role of business ethics in pricing; and
 - (G) analyze legal considerations for pricing.

- (20) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:
- (A) explain the communication processes as used in promotional activities;
 - (B) evaluate types of promotion;
 - (C) understand the concept of promotional mix;
 - (D) define the role of promotion as a marketing function;
 - (E) describe the use of business ethics in promotion;
 - (F) explore the regulation of promotion;
 - (G) explain the nature of direct marketing channels;
 - (H) model communication channels used in sales promotion; and
 - (I) describe communication channels used in public relations activities.
- (21) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:
- (A) illustrate types of advertising media;
 - (B) differentiate between product and institutional advertising; and
 - (C) identify and evaluate elements of an advertisement.
- (22) The student knows that business risk is the possibility of loss or failure. The student is expected to:
- (A) categorize business risks; and
 - (B) interpret how various types of risks impact business activities.
- (23) The student knows that marketers responsible for risk management follow a process to decide the best strategy to deal with each risk. The student is expected to:
- (A) evaluate security precautions; and
 - (B) demonstrate knowledge of safety precautions in the workplace.
- (24) The student knows what influences customers before they make a purchase. The student is expected to:
- (A) differentiate among a feature and a benefit;
 - (B) compare and contrast between consumer and organizational buying behavior;
 - (C) determine customer needs and wants;
 - (D) classify buying motives; and
 - (E) analyze how customers and organizations apply the decision-making process.
- (25) The student knows how marketers use the selling process. The student is expected to:
- (A) locate product information; and
 - (B) illustrate the sale process.
- (26) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:
- (A) explain the nature of positive customer relations;
 - (B) describe a customer service mindset;
 - (C) explain the management role in customer relations;

- (D) identify a company brand promise;
 - (E) explore ways of reinforcing company image through employee performance; and
 - (F) describe the use of technology in customer relationship management.
- (27) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:
- (A) apply ethics to demonstrate trustworthiness;
 - (B) explain the nature of business ethics;
 - (C) describe legal issues affecting businesses;
 - (D) defend the nature of human resources regulations;
 - (E) explain the nature of workplace regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act;
 - (F) discuss employment relationships;
 - (G) illustrate the nature of trade regulations; and
 - (H) describe the impact of antitrust legislation.
- (28) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:
- (A) evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities;
 - (B) identify personal and long-term workplace consequences of unethical or illegal behaviors;
 - (C) investigate the most appropriate response to workplace situations based on legal and ethical considerations; and
 - (D) demonstrate responsible behavior, honesty, integrity, and ethical work habits.
- (29) The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:
- (A) identify training, education, and certification requirements for occupational choice; and
 - (B) participate in career-related training or degree programs.
- (30) The student knows the elements and processes of product planning. The student is expected to:
- (A) explain the nature and scope of product planning;
 - (B) relate product-mix strategies to meet customer expectations; and
 - (C) define the product life cycle.

§130.388. Practicum in Marketing II (Two to Three Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grade 12. Recommended prerequisite: Practicum in Marketing I.
 - (1) A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Marketing Career Cluster.
 - (2) A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Marketing Career Cluster.

(b) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
- (3) In Practicum in Marketing II, through course required employment, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer-service skills. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in activities such as career and technical student organizations.
- (2) The student knows the marketing mix. The student is expected to:
 - (A) explain the relationship among goals, tactics, and strategies pertaining to the marketing mix; and
 - (B) research factors that may cause marketing strategies to change.
- (3) The student knows the concepts of market and market identification. The student is expected to:
 - (A) perform a market analysis;
 - (B) conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in the marketing planning process; and
 - (C) create a marketing plan.
- (4) The student understands the roles of management. The student is expected to:
 - (A) differentiate among levels of management;

- (B) compare and contrast management styles;
 - (C) identify effective recruitment, selection, training and development, and performance evaluation techniques;
 - (D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures;
 - (E) model techniques to use in difficult customer relations situations; and
 - (F) analyze factors involved in facilities design, maintenance, and improvement.
- (5) The student identifies the need for professional and career development. The student is expected to:
- (A) identify types of media available such as LinkedIn and industry-specific publications; and
 - (B) explain the role of professional organizations and networking.
- (6) The student integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:
- (A) communicate effectively in a business management setting; and
 - (B) understand appropriate protocol in a business meeting.
- (7) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:
- (A) discuss trends affecting marketing; and
 - (B) research emerging technologies in marketing.
- (8) The student knows the impact and value of diversity. The student is expected to:
- (A) portray how cultural diversity affects marketing; and
 - (B) discover legal responsibilities regarding diversity.
- (9) The student knows that gross domestic product, standard of living, consumer price index, and unemployment figures help measure whether an economy is accomplishing its goals. The student is expected to:
- (A) research and report on the current economic climate with regard to gross domestic product, unemployment, standard of living, and other economic indicators; and
 - (B) demonstrate why the gross domestic product is an accurate indicator of the economic health of a nation.
- (10) The student identifies international economic factors that affect marketing planning. The student is expected to:
- (A) identify strategies for entering international markets;
 - (B) illustrate cultural, economic, and political factors to consider when engaging in international trade;
 - (C) distinguish between imports and exports;
 - (D) explain the interdependence of nations;
 - (E) analyze advantages and disadvantages of international trade;
 - (F) determine the impact of global trade on business decision making;
 - (G) describe the determinants of exchange rates and their effects on the domestic economy;
 - (H) discuss the impact of cultural and social environments on global trade; and
 - (I) interpret labor issues associated with global trade.

- (11) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:
- (A) express the importance of marketing research;
 - (B) describe areas of marketing research such as advertising, product, market, and sales;
 - (C) explain the purpose of test marketing;
 - (D) identify trends affecting marketing research; and
 - (E) communicate benefits and limitations of marketing research.
- (12) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:
- (A) state the marketing research process;
 - (B) identify methods of collecting data;
 - (C) describe ways technology is used in research;
 - (D) design and implement a study;
 - (E) analyze and interpret data collected;
 - (F) develop a research report; and
 - (G) make recommendations based on the research report.
- (13) The student knows the importance of branding and extended product features. The student is expected to:
- (A) define branding elements;
 - (B) distinguish between warranties and guarantees; and
 - (C) design a product package, brand, and label.
- (14) The student analyzes the laws and regulations that affect products. The student is expected to:
- (A) differentiate among laws, regulations, and self-regulatory measures for products; and
 - (B) clarify how business is affected by government regulation of consumer protection.
- (15) The student knows that advertising is the paid form of nonpersonal communication of an identified sponsor's products. The student is expected to:
- (A) calculate the cost-effectiveness of media; and
 - (B) create an advertising campaign.
- (16) The student knows that public relations and publicity can be used to promote a business or organization. The student is expected to:
- (A) prepare publicity materials;
 - (B) distinguish among activities that would encourage positive public relations; and
 - (C) analyze potential impact of publicity and offer possible strategies for dealing with the impact.
- (17) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:
- (A) explain the process of identifying needs;
 - (B) describe the process of selecting suppliers and sources;
 - (C) explain the negotiation process;

- (D) explain how goods and services are ordered; and
 - (E) distinguish strategies used in evaluating purchases.
- (18) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:
- (A) describe and calculate merchandising-related discounts;
 - (B) interpret vendor terms and policies; and
 - (C) calculate the final cost of a product.
- (19) The student knows methods to determine client needs and wants and responds through planned, personalized communication to influence purchase decisions and enhance future business opportunities. The student is expected to:
- (A) acquire a foundational knowledge of selling to understand its nature and scope;
 - (B) explain how product knowledge is essential to communicate product benefits to ensure appropriateness of product for the customer;
 - (C) diagram sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales; and
 - (D) prepare and deliver a sales presentation.
- (20) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:
- (A) identify employee management actions and attitudes that result in customer satisfaction;
 - (B) describe how customer service and follow-up are major factors for success in marketing; and
 - (C) demonstrate effective communication with customers to foster positive relationships that enhance company image.
- (21) The student demonstrates the management of selling activities. The student is expected to:
- (A) explain sales and financial quotas;
 - (B) identify types of information contained in sales records; and
 - (C) exhibit proper procedures for maintaining sales records.
- (22) The student prepares for employment in a particular career field. The student is expected to:
- (A) identify training, education, and certification requirements for occupational choice; and
 - (B) participate in career-related training or degree programs.
- (23) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:
- (A) demonstrate use of relational expressions such as equal to, not equal to, greater than, and less than;
 - (B) apply data and measurements to solve a problem;
 - (C) analyze mathematical problem statements for missing or irrelevant data;
 - (D) construct charts, tables, and graphs from functions and data; and
 - (E) analyze data when interpreting operational documents.
- (24) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:

- (A) weigh alternative responses to workplace situations based on legal responsibilities and employer policies;
 - (B) weigh alternative responses to workplace situations based on personal or professional ethical responsibilities;
 - (C) identify and explain personal and long-term consequences of unethical or illegal behaviors; and
 - (D) identify the most appropriate response to workplace situations based on legal and ethical considerations.
- (25) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:
- (A) specify how teams function;
 - (B) use teamwork to solve problems;
 - (C) differentiate between the roles of team leaders and team members;
 - (D) analyze characteristics of good leaders;
 - (E) identify employers' expectations and appropriate work habits;
 - (F) define discrimination, harassment, and equality;
 - (G) demonstrate time-management techniques to develop and maintain schedules and meet deadlines;
 - (H) illustrate how teams measure their results; and
 - (I) demonstrate methods to recognize and reward team performance.