

**Florida Department of Education
Curriculum Framework**

Program Title: Customer Service Technology - ATD
Program Type: ATD (Applied Technology Diploma)
Career Cluster: Marketing, Sales & Service

	CC	PSAV
Program Number	N/A	M807068
CIP Number	0252020701	0252020703
Grade Level	Applied Technology Diploma (ATD)	Applied Technology Diploma (ATD)
Standard Length	18 credit hours	540 clock hours
CTSO	College DECA	College DECA
SOC Codes (all applicable)	43-4051 – Customer Service Representatives	41-9041 – Telemarketers 43-4051 – Customer Service Representatives
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Basic Skills Level:	N/A	Mathematics: 10 Language: 10 Reading: 10

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

The purpose of this program is to prepare students for entry-level employment in customer service occupations such as customer services representative (SOC 43-4051), customer services advisor, public relations specialists (information and advice), customer conveniences consultant (service desk, telephones, waiting rooms, etc), and all other service sales occupations. The program is designed to prepare students for employment in the specialists positions involving customer service activities in all industry areas of marketing and in all institutions of marketing (retail, wholesale, services) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes selling, sales promotion and research of offerings and Activities considered "value added" or "product support" services. (Note: The "value added" or product support" approach to the instruction of customer services is used to distinguish the content from "service marketing" whereby the nature of products are intangible as contrasted with tangible goods or merchandise.)

Instruction is structured to meet the requirements for gainful employment at the entry level in industry areas such as fashion marketing, finance and credit, floristry, food, import/export marketing and virtually all other industry categories.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit. A public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college.

PSAV Program

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Length	SOC Code
A	MNA0087	Telephone Service Representative	360 hours	41-9041
B	MNA0089	Customer Service Representative-ATD	180 hours	43-4051

College Credit

When offered at the community college level, this ATD program is part of the Customer Relationship Management (1252020700) and has a program length of 18 credits.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the human relations skills necessary for success in customer service occupations.
- 02.0 Demonstrate the ability to communicate skillfully.
- 03.0 Utilize effective techniques and procedures for selling customer services.
- 04.0 Identify terminology unique to customer service operations.
- 05.0 Demonstrate employability skills.
- 06.0 Understand the importance of management information systems.
- 07.0 Operate computers and other equipment appropriate to marketing and managing customer services.

**Florida Department of Education
Student Performance Standards**

Program Title: Customer Service Technology - ATD
PSAV Number: M807068

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

PSAV Course Number: M807068	
Occupational Completion Point: A	
Customer Service Technology – 540 Hours – SOC Code 43-4051	
01.0	Demonstrate the human relations skills necessary for success in customer service occupations--The student will be able to:
01.01	Exhibit punctuality, initiative, courtesy, loyalty, and honesty.
01.02	Use a personality inventory for personal improvement.
01.03	Exhibit the ability to get along with others.
01.04	Discuss the importance of human relations.
01.05	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the customer service occupations or marketing occupations selected as a career objective.
01.06	Differentiate between an acceptable and an unacceptable code of ethical conduct in business.
02.0	Demonstrate the ability to communicate skillfully--The student will be able to:
02.01	Demonstrate effective telephone usage and courtesy.
02.02	Give oral reports to demonstrate the ability to effectively express oneself before a group.
02.03	Demonstrate good customer communications through role-playing.
02.04	Understand communication concepts, goals, skills, and criteria.
02.05	Organize and prepare verbal and visual reports using appropriate media.
02.06	Prepare different categories/structures of messages.
03.0	Utilize effective techniques and procedures for selling customer services--The student will be able to:
03.01	Demonstrate how to expand the total sales by selling complimentary services to the main product (s).

03.02	Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
03.03	Demonstrate the ability to determine the individual customer's need for specific types of product support customer services.
03.04	Explain the "value added" concept as it applies to customer services.
03.05	Explain the concept of "product" as an ingredient in the marketing mix.
03.06	Explain the relationship of economic utilities and customer services.
03.07	Develop a written feature-benefit analysis sheet for a specified customer service.
04.0	Identify terminology unique to customer services operations--The student will be able to:
04.01	Identify and define commonly used customer services terms such as credit, adjustments, complaints, and delivery service.
04.02	Identify and record customer services data using current terminology.
05.0	Demonstrate employability skills--The student will be able to:
05.01	Conduct a job search in the area of customer service.
05.02	Secure information about jobs.
05.03	Identify documents that may be required when applying for a job.
05.04	Complete a personal resume.
05.05	Complete a job application form correctly.
05.06	Demonstrate competence in job interview techniques.
05.07	Identify and demonstrate appropriate responses to criticism from superiors.
05.08	Identify and demonstrate acceptable work habits.
05.09	Demonstrate knowledge of how to make job changes appropriately.
05.10	Demonstrate acceptable health habits.
06.0	Understand the importance of management information systems--The student will be able to:
06.01	Identify relevant management information based on existing records.
06.02	Identify appropriate information at various management decision-making levels.

06.03	Identify appropriate applications for computer usage.
07.0	Operate computers and other equipment appropriate to marketing and managing customer services--The student will be able to:
07.01	Obtain and transmit credit information.
07.02	Obtain information, schedule, place orders, and route using phone, fax, CPU, cash register, and other communications and calculating devices.
07.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.

**Florida Department of Education
Student Performance Standards**

Program Title: Customer Service Technology - ATD
ATD CIP Number: 0252020701
SOC Code(s): 43-4051

When this program is offered at the college level, the following standards and benchmarks apply:

01.0	Demonstrate the human relations skills necessary for success in customer service occupations--The student will be able to:
01.01	Exhibit acceptable grooming habits.
01.02	Exhibit punctuality, initiative, courtesy, loyalty, and honesty.
01.03	Use a personality inventory for personal improvement.
01.04	Exhibit the ability to get along with others.
01.05	Discuss the importance of human relations.
01.06	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the customer service occupations or marketing occupations selected as a career objective.
01.07	Differentiate between an acceptable and an unacceptable code of ethical conduct in business.
02.0	Demonstrate the ability to communicate skillfully--The student will be able to:
02.01	Demonstrate effective telephone usage and courtesy.
02.02	Give oral reports to demonstrate the ability to effectively express oneself before a group.
02.03	Demonstrate good customer communications through role-playing.
02.04	Understand communication concepts, goals, skills, and criteria.
02.05	Organize and prepare verbal and visual reports using appropriate media.
02.06	Prepare different categories/structures of messages.
03.0	Utilize effective techniques and procedures for selling customer services--The student will be able to:
03.01	Demonstrate how to expand the total sales by selling complimentary services to the main product (s).

03.02	Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
03.03	Demonstrate the ability to determine the individual customer's need for specific types of product support customer services.
03.04	Explain the "value added" concept as it applies to customer services.
03.05	Explain the concept of "product" as an ingredient in the marketing mix.
03.06	Explain the relationship of economic utilities and customer services.
03.07	Develop a written feature-benefit analysis sheet for a specified customer service.
04.0	Identify terminology unique to customer services operations--The student will be able to:
04.01	Identify and define commonly used customer services terms such as credit, adjustments, complaints, and delivery service.
04.02	Identify and record customer services data using current terminology.
05.0	Demonstrate employability skills--The student will be able to:
05.01	Conduct a job search in the area of customer service.
05.02	Secure information about jobs.
05.03	Identify documents that may be required when applying for a job.
05.04	Complete a personal resume.
05.05	Complete a job application form correctly.
05.06	Demonstrate competence in job interview techniques.
05.07	Identify and demonstrate appropriate responses to criticism from superiors.
05.08	Identify and demonstrate acceptable work habits.
05.09	Demonstrate knowledge of how to make job changes appropriately.
05.10	Demonstrate acceptable health habits.
06.0	Understand the importance of management information systems--The student will be able to:
06.01	Identify relevant management information based on existing records.
06.02	Identify appropriate information at various management decision-making levels.

06.03	Identify appropriate applications for computer usage.
07.0	Operate computers and other equipment appropriate to marketing and managing customer services--The student will be able to:
07.01	Obtain and transmit credit information.
07.02	Obtain information, schedule, place orders, and route using phone, fax, CPU, cash register, and other communications and calculating devices.
07.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program is part of the Customer Relationship Management AS degree (1252020700) and guarantees transfer of 18 credit hours toward the related AS degree. Minimum entrance requirements for this program include a high school diploma or GED. Student must meet the minimum basic skills to complete this program.

Career and Technical Student Organization (CTSO)

College DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

The information related to the guaranteed transfer of credit between an ATD program and AS or AAS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS or AAS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS or AAS degree articulation agreements please visit, http://www.fl DOE.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf

Program Length

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS or AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 18 credits. When offered at a technical center the standard length of this program is 540 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

**Florida Department of Education
Curriculum Framework**

Program Title: Electronic Commerce
Career Cluster: Marketing, Sales & Service

CCC	
CIP Number	0252020801
Program Type	College Credit Certificate (CCC)
Program Length	36 credit hours
CTSO	College DECA
SOC Codes (all applicable)	15-1199 – Computer Occupations, All Other
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Marketing Management AS degree program (1252140100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of this program is to prepare students for employment in Electronic Commerce. It consists of the buying and selling of products or services over electronic systems such as the Internet and other computer networks. It includes the entire online process of developing, marketing, selling, delivering, servicing and paying for products and services.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Plan sales promotion techniques and procedures to the marketing of products and services.
- 02.0 Perform merchandising math operations unique to products and services marketing.
- 03.0 Understand the importance of marketing operations.
- 04.0 Demonstrate knowledge and application of product and service technology.
- 05.0 Understand the role of the manager and the entrepreneur.
- 06.0 Develop a business plan.
- 07.0 Plan the marketing strategy.
- 08.0 Finance the business.
- 09.0 Manage the business.
- 10.0 Manage human resources.
- 11.0 Promote the business.
- 12.0 Manage sales.
- 13.0 Manage finances.
- 14.0 Manage customer credit and collections.
- 15.0 Identify the use of technology in marketing.
- 16.0 Develop a marketing oriented website.
- 17.0 Identify and implement marketing support activities.
- 18.0 Manage an e-commerce marketing campaign.

**Florida Department of Education
Student Performance Standards**

Program Title: Electronic Commerce
CIP Numbers: 0252020801
Program Length: 36 credit hours
SOC Code(s): 15-1199

This certificate program is part of the Marketing Management AS degree program (1252140100). At the completion of this program, the student will be able to:

01.0	Plan sales promotion techniques and procedures to the marketing of products and services--The student will be able to:
01.01	List the purposes of advertising, display, and public relations.
01.02	Explain the importance of sales promotion.
01.03	Identify various forms of advertising media.
01.04	Demonstrate an understanding of design principles and elements.
01.05	Identify the parts of advertisement.
01.06	Develop and explain promotional mix.
01.07	Identify the most appropriate display for given types of merchandise.
01.08	Prepare an ad layout.
01.09	Evaluate the effectiveness of an ad.
01.10	Apply design principles when analyzing and/or creating a display.
01.11	Draw and label the color wheel.
01.12	Prepare a promotional plan.
02.0	Perform merchandising math operations unique to products and services marketing--The student will be able to:
02.01	Perform addition, subtraction, multiplication, and division.
02.02	Complete problems using percentages, decimals, and fractions.
02.03	Demonstrate correct procedure for handling basic types of customer sales transactions, including cash, charge, discount, layaway,

COD and returns.	
02.04	Demonstrate opening and closing procedure for a cash register.
02.05	Calculate turnover.
02.06	Calculate stock-sales ratio.
02.07	Demonstrate knowledge of pricing policies.
02.08	Calculate markup as a percentage of cost.
02.09	Calculate markup as a percentage of retail.
02.10	Calculate markdowns on merchandise.
02.11	Calculate open-to-buy.
02.12	Complete and invoice, purchase order, and packing slip.
02.13	Calculate discount date, due date, and amount of payment on an invoice.
02.14	Calculate the amount of merchandise to be recorded utilizing model stocks.
02.15	Calculate minimum stock, maximum stock, and reorder quantities on strong sellers.
03.0	Understand the importance of marketing operation–The student will be able to:
03.01	Understand the importance of safety from a managerial perspective.
03.02	Explain the importance of receiving-checking-marking operations.
03.03	Describe the importance of security.
03.04	Demonstrate an understanding of credit policies and procedures.
03.05	Demonstrate an understanding of housekeeping responsibilities and maintenance procedures.
03.06	Demonstrate an understanding of the movement of goods to and from the store.
04.0	Demonstrate knowledge and application of product and service technology--The student will be able to:
04.01	Understand the importance of product and service technology.
04.02	Utilize available sources to obtain product knowledge.

04.03	Demonstrate product and service technology knowledge and application received for entry into the area of marketing that has been identified as the career objective of the student.
05.0	Understand the role of the manager and the entrepreneur–The student will be able to:
05.01	Consider the personal qualifications and abilities needed to manage a business.
05.02	Evaluate the potential for decision making, problem solving, and creativity.
05.03	Determine the potential for management, planning, operations, personnel, and public relations.
06.0	Develop a business plan--The student will be able to:
06.01	Understand the importance of a business plan in guiding management decisions.
06.02	Recognize how a business plan should be organized.
06.03	Identify and use the mechanics for developing a business plan.
07.0	Plan the marketing strategy–The student will be able to:
07.01	Use goods classifications and life cycle analyses as planning tools for marketing.
07.02	Develop and modify marketing mixes for a business.
07.03	Use decision-making tools that aid in evaluating marketing activities.
07.04	Evaluate operations to improve decision making about marketing.
07.05	Identify target markets.
08.0	Finance the business--The student will be able to:
08.01	Describe the sources of information available to help in estimating the financing necessary to start a new business.
08.02	Determine the financing necessary to start a business.
08.03	Prepare a projected profit and loss statement and a projected cash flow statement for a business.
08.04	Prepare a loan application package.
08.05	Identify alternative sources of finances.
09.0	Manage the business–The student will be able to:
09.01	Plan goals and objectives for a business.

09.02	Develop an organizational structure for a business.
09.03	Establish control practices and procedures for a business.
10.0	Manage human resources--The student will be able to:
10.01	Write a job description for a position in a business.
10.02	Develop a training program outline for employees.
10.03	Develop a list of personnel policies for employees in a business.
10.04	Develop an outline for an employee evaluation system.
10.05	Plan a corrective interview with an employee concerning a selected problem.
10.06	Develop a recruitment/selection and retention program for employees.
11.0	Promote the business--The student will be able to:
11.01	Create a promotional plan.
11.02	Describe the techniques used to prepare advertising and promotion.
11.03	Analyze competitive promotional activities.
11.04	Evaluate promotional effectiveness.
12.0	Manage sales--The student will be able to:
12.01	Develop a sales plan for your business.
12.02	Develop policies and procedures for serving customers.
12.03	Develop a plan for the motivating and evaluation of salespeople.
13.0	Manage finances--The student will be able to:
13.01	Explain the importance of cash flow management.
13.02	Identify financial control procedures.
13.03	Identify cash flow patterns.
13.04	Analyze trouble spots in financial management.

13.05	Describe how to prepare an owner's equity financial statement.
13.06	Describe how to compute various financial ratios.
13.07	Analyze financial management ratios applicable to a small business.
13.08	Identify the components of a break-even analysis.
13.09	Compute and analyze break-even point problems.
13.10	Review microcomputer applications for financial management.
14.0	Manage customer credit and collections--The student will be able to:
14.01	Understand the legal rights and recourse of credit grantors.
14.02	Understand basic customer credit and collection procedures.
14.03	Identify informational resources and systems that apply to credit and collection procedures.
15.0	Identify the use of technology in marketing--The student will be able to:
15.01	Explain importance and uses of computers and the Internet in marketing.
15.02	Utilize software to create a career/industry related document.
15.03	Perform data entry procedures, i.e., payroll, inventory control, etc.
15.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
15.05	Demonstrate marketing spreadsheet data entry and output procedures.
15.06	Utilize spreadsheet software to enhance decision-making skills.
15.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
15.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
15.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.
16.0	Develop a marketing oriented website--The student will be able to:
16.01	Research and analyze software and hardware requirements.
16.02	Develop and test market storyboard for the message.

16.03	Design text and corresponding multi-media elements required by a storyboard.
16.04	Create website content.
16.05	Establish security measures (e.g., firewalls, backups, virus protection).
16.06	Analyze e-commerce solutions (e.g., shopping cart software, electronic malls, order entry systems, smart cards).
17.0	Identify and implement marketing support activities--The student will be able to:
17.01	Identify role of website in marketing mix.
17.02	Develop potential customer database.
17.03	Identify products or services appropriate for push-technology advertising.
17.04	Identify sites for linking strategy and determine associated costs.
17.05	Identify steps for establishing e-commerce (e.g., securing credit card services, implementing security, database, setting up shopping cart software and electronic malls).
17.06	Identify processes to improve visibility in search engines.
17.07	Establish means to identify your customer base and marketing profile.
18.0	Manage an e-commerce marketing campaign--The student will be able to:
18.01	Determine methods for promoting a universal resource locator (URL).
18.02	Determine appropriate search engines for listing URL.
18.03	Determine methods to register with a selected search engine.
18.04	Discuss strategies for improving visibility in search engines.
18.05	Establish and manage links with other sites.
18.06	Discuss viability of banner advertising.
18.07	Determine methods to generate hit analysis data.
18.08	Calculate and analyze site effectiveness.
18.09	Compose updates based upon analysis results.
18.10	Publicize e-commerce marketing through non-Internet means.

18.11 Express importance of establishing customer service guidelines.

18.12 Discuss Keyword vs. Key phrase and the benefits of each.

18.13 Understand the concept of meta tags and why they are important to the marketing of a website.

18.14 Establish methods to incorporate target market keywords into meta tags.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Entrepreneurship
Career Cluster: Marketing, Sales & Service

CCC	
CIP Number	0252070100
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-1021 – General and Operations Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

The purpose of this program is to teach students the fundamentals of starting and operating a business venture while presenting entrepreneurship as a viable career option. Coursework covers opportunity recognition, business planning, cash flow and financial management, market research, e-commerce and how to understand and work with an accounting system.

Entrepreneurship education is a necessity in Florida as it prepares Florida for the new global economy by increasing the capacity for the creation of new firms, one of the key features to an adaptive economy. Based on research by the Eugenio Pino Global Entrepreneurship Center at Florida International University, entrepreneurship development is generally consistent throughout the state of Florida, with Florida being more optimistic about growth and having a greater connection to international markets than entrepreneurs from the rest of the country. With a number of Florida high schools now offering entrepreneurship programs, the continuation of this education at the college level is an important part of building a strong Florida economy.

This certificate program is part of the Marketing Management AS degree program (1252140100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate the ability to communicate skillfully.
- 03.0 Plan sales promotion techniques and procedures to the marketing of products and services.
- 04.0 Understand the role of the manager and the entrepreneur.
- 05.0 Develop a business plan.
- 06.0 Obtain technical assistance.
- 07.0 Plan the marketing strategy.
- 08.0 Finance the business.
- 09.0 Deal with legal issues.
- 10.0 Comply with government regulations.
- 11.0 Manage the business.
- 12.0 Keep business records.
- 13.0 Manage finances.

**Florida Department of Education
Student Performance Standards**

Program Title: Entrepreneurship
CIP Number: 0252070100
Program Length: 12 credit hours
SOC Code(s): 11-1021

This certificate program is part of the Marketing Management AS degree program (1252140100). At the completion of this program, the student will be able to:

01.0	Demonstrate the human relations skills necessary for success in marketing occupations--The student will be able to:
01.01	Exhibit the ability to get along with others.
01.02	Discuss the importance of human relations.
01.03	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the marketing occupation selected by the student as a career objective.
02.0	Demonstrate the ability to communicate skillfully--The student will be able to:
02.01	Describe the importance of clear and concise writing.
02.02	Demonstrate a proficiency in the effective use of speech and vocabulary.
02.03	Explain the importance of good listening skills.
02.04	Discuss the role communication plays in marketing.
02.05	Demonstrate effective written communications skills.
02.06	Demonstrate oral communication skills.
03.0	Plan sales promotion techniques and procedures to the marketing of products and services--The student will be able to:
03.01	List the purposes of advertising, display, and public relations.
03.02	Explain the importance of sales promotion.
03.03	Prepare a complete sales presentation (preferably as an outgrowth of the business plan) demonstrating concrete knowledge of the sales process steps.
03.04	Identify various forms of advertising media.

03.05	Identify marketing and sales implications of e-commerce models and how firms can “go-to-market” using e-commerce.
03.06	Develop an integrated e-commerce operations and marketing plan for a small business (preferably leveraging a previously created business plan).
03.07	Demonstrate an understanding of design principles and elements.
03.08	Identify the parts of advertisement.
03.09	Develop and explain promotional mix.
04.0	Understand the role of the manager and the entrepreneur–The student will be able to:
04.01	Consider the personal qualifications and abilities needed to manage your business.
04.02	Evaluate your own potential for decision making, problem solving, and creativity.
04.03	Determine your potential for management, planning, operations, personnel, and public relations.
04.04	Demonstrate an understanding of the need to prepare for sales activity, and the various ways to do so in light of a firm’s objectives.
04.05	Demonstrate an understanding of how to approach prospects/customers, communicate with and qualify them in the context of a firm’s objectives.
04.06	Demonstrate how to credibly solve customer problems, present those solutions and close.
04.07	Understand the role of sales management and the tools and processes involved in sales management (as opposed to sales).
05.0	Develop a business plan--The student will be able to:
05.01	Understand the importance of a business plan in guiding management decisions.
05.02	Recognize how a business plan should be organized.
05.03	Identify and use the mechanics for developing a business plan.
05.04	Describe the basics of entrepreneurship, envisioning a business, planning, start-up, on-going management, small business marketing, and growth strategies.
05.05	Understand the idea formation phase of business start-up and the options for owning a business (acquisition, new firm start-up, franchises).
05.06	Understand the basics of small business management, choosing a structure and distribution channels, as well as managing resources and employees.
05.07	Understand what is needed to grow a business, obtain ongoing funding, and how to harvest or reap the benefits of what has been created.
05.08	Create and present a business plan to a group of “investors,” (competing with other students).

05.09	Explain how the web adds capability and range to a small business, understanding the tools and resources needed to compete effectively while maximizing the impact of the web.
05.10	Understand how e-commerce business models transform and level the playing field for small business as well as the tools, options and e-commerce alternatives for a small business.
05.11	Describe how and why the Internet and e-commerce can change the core value-proposition for a firm.
05.12	Describe how a firm's costs and pricing can be affected by use of e-commerce and e-marketing as well as the implications of these changes.
06.0	Obtain technical assistance--The student will be able to:
06.01	Understand the need for obtaining outside technical consultant assistance.
07.0	Plan the marketing strategy--The student will be able to:
07.01	Demonstrate an understanding of the role of sales in a small business as well as the impact, tools and options to maximize the impact of personal selling.
07.02	Understand the role of sales, the pervasive nature of selling activity in a small business and the steps that comprise the sales process.
07.03	Demonstrate the importance of maintaining and enhancing the customer relationship post-sale.
07.04	Develop and modify marketing mixes for a business.
07.05	Use decision-making tools that aid in evaluating marketing activities.
07.06	Evaluate operations to improve decision making about marketing.
07.07	Describe how and why the Internet and e-commerce can change the core value-proposition for a firm.
07.08	Describe how a firm's costs and pricing can be affected by use of e-commerce and e-marketing as well as the implications of these changes.
07.09	Identify target markets.
08.0	Finance the business--The student will be able to:
08.01	Describe the sources of information available to help in estimating the financing necessary to start a new business.
08.02	Determine the financing necessary to start a business.
08.03	Prepare a projected profit and loss statement, balance sheet, and a projected cash flow statement for a business.
08.04	Prepare a loan application package.
08.05	Identify alternative sources of finances.

09.0	Deal with legal issues--The student will be able to:
09.01	Identify the need for legal assistance.
09.02	Identify the provisions desired a lease.
09.03	Identify the requirements of a sales contract (such as credit sales or long term sales).
09.04	Identify the components of a contract.
09.05	Determine needs for protection of ideas and inventions.
10.0	Comply with government regulations--The student will be able to:
10.01	Appraise the effects of various regulations on business operations.
10.02	Acquire the information necessary to comply with the various rules and regulations affecting the business.
10.03	Develop policies for the business to comply with for the business to comply with government rules and regulations.
11.0	Manage the business--The student will be able to:
11.01	Plan goals and objectives for a business.
11.02	Develop an organizational structure for a business.
11.03	Establish control practices and procedures for a business.
11.04	Demonstrate an understanding of the management hurdles and challenges that confront small businesses and ways to address those challenges.
11.05	Describe the various tools and options supporting planning in a small business environment.
11.06	Demonstrate an understanding of leadership as it applies to the small business firm, and how personnel/employee selection and management is critical to the success of a small business.
11.07	Demonstrate an understanding of the control function, and the various tools managers have to expand their control of the organization.
11.08	Understand the uniqueness of small business management and how the standard "plan-organize-lead-control" process is affected by the small business environment.
11.09	Explain the organizing function in a small business environment, focusing on understanding core competencies and credibly addressing opportunities with minimal or limited resources.
12.0	Keep business records--The student will be able to:
12.01	Describe double-entry bookkeeping.
12.02	Identify the types of journals and ledgers that will be used in a business.

12.03	Identify the types of records that you will use in the business to record sales, cash receipts, cash disbursements, accounts receivable, accounts payable, payroll, petty cash, inventory, budgets, and other items.
13.0	Manage finances--The student will be able to:
13.01	Explain the importance of cash flow management.
13.02	Identify financial control procedures.
13.03	Identify cash flow patterns.
13.04	Analyze trouble spots in financial management.
13.05	Describe how to compute various financial ratios.
13.06	Analyze financial management ratios applicable to a small business.
13.07	Identify the components of a break-even analysis.
13.08	Compute and analyze break-even point problems.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing Operations
Career Cluster: Marketing, Sales & Service

CCC	
CIP Number	0252140111
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	College DECA
SOC Codes (all applicable)	41-1011 – First-Line Supervisors of Retail Sales Workers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the [Marketing Management AS degree program \(1252140100\)](#).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

The purpose of this program is to prepare students for employment as advertising and display specialists, marketing, advertising, public relations manager (13011013), public relations specialists (34008191), or to provide supplemental training for persons previously or currently employed in these occupations. The content should include, but not be limited to, advertising and displaying of merchandise and managing this function.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the human relations skills necessary for success in promotion.
- 02.0 Demonstrate the ability to communicate skillfully.
- 03.0 Perform merchandising math operations unique to products and services marketing.
- 04.0 Demonstrate knowledge of the principles of promotion.
- 05.0 Demonstrate knowledge of advertising.
- 06.0 Demonstrate knowledge of display.
- 07.0 Demonstrate knowledge of basic economic principles.
- 08.0 Demonstrate knowledge of public relations.
- 09.0 Demonstrate knowledge of personal selling.
- 10.0 Demonstrate knowledge of management functions.
- 11.0 Demonstrate an understanding of entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing Operations
CIP Numbers: 0252140111
Program Length: 30 credit hours
SOC Code(s): 41-1011

This certificate program is part of the Marketing Management AS degree program (1252140100). At the completion of this program, the student will be able to:

01.0 Demonstrate the human relations skills necessary for success in promotion--The student will be able to:

01.01 Discuss the importance of such interpersonal skills as punctuality, initiative, courtesy, loyalty, and honesty.

01.02 Discuss the importance of being able to work cooperatively with others.

01.03 Explain the importance of good human relations skills.

01.04 Outline the steps in effective problem-solving and decision making.

01.05 Discuss the importance of professional grooming and dress.

02.0 Demonstrate the ability to communicate skillfully--The student will be able to:

02.01 Describe the importance of clear and concise writing.

02.02 Demonstrate a proficiency in the effective use of speech and vocabulary.

02.03 Explain the importance of good listening skills.

02.04 Discuss the role communications play in marketing.

02.05 Demonstrate the components of the communication process.

02.06 Demonstrate effective written communication skills.

02.07 Demonstrate effective oral communication skills.

03.0 Perform merchandising math operations unique to products and services marketing--The student will be able to:

03.01 Perform addition, subtraction, multiplication, and division.

03.02	Complete problems using percentages, decimals and fractions.
04.0	Demonstrate knowledge of the principles of promotion--The student will be able to:
04.01	Define promotion.
04.02	State the purposes of promotion.
04.03	Explain the importance of promotion in a free enterprise system.
04.04	Explain the role of promotion in marketing.
04.05	List and define the elements of the promotional mix.
04.06	List factors which can affect the promotional mix.
04.07	List purposes of retail promotion.
04.08	Discuss the limitations of retail promotion.
05.0	Demonstrate knowledge of advertising--The student will be able to:
05.01	Explain the role of advertising in the promotional mix.
05.02	Describe how advertising creates demand.
05.03	Discuss the importance of identifying the "market".
05.04	Recall the market classifications of advertising.
05.05	Identify the parts of an written advertisement.
05.06	Prepare a written ad layout.
05.07	Identify the various advertising media.
05.08	Evaluate and select the proper medium to carry the advertising message.
06.0	Demonstrate knowledge of display--The student will be able to:
06.01	Identify and describe the elements of display design.
06.02	Name and describe the principles of display design.
06.03	List sources of display ideas.

06.04	Explain the effect of color on customer buying decisions.
06.05	Name the "appeals" that should be considered when selecting merchandise for display.
06.06	List the objectives of display.
06.07	List the steps involved in planning and setting up a display.
06.08	Define: display requisition, display planning calendar, display planning budget, functional prop, decorative prop.
06.09	List factors that should be considered when evaluating a completed display.
06.10	Explain the difference between promotional displays and institutional displays.
07.0	Demonstrate a knowledge of basic economic principles--The student will be able to:
07.01	Explain the role of marketing in the free enterprise system.
07.02	List and compare the three major types of economic systems.
07.03	Describe the channels of distribution.
07.04	Identify and discuss economic resources.
07.05	Discuss the role of the consumer in the free enterprise system.
07.06	Define the concept "supply and demand".
07.07	Identify and define the functions of marketing
07.08	Identify and define the four types of product utility.
07.09	Identify and explain the elements in the marketing mix (price, product, promotion, and place).
07.10	Differentiate between the three basic categories of consumer goods (convenience, shopping, and specialty).
07.11	Name current trends that have developed in retailing.
07.12	List the major components of Gross National Product.
08.0	Demonstrate knowledge of public relations--The student will be able to:
08.01	Define public relations.
08.02	List the objective of public relations.

08.03	Identify the groups that a public relations campaign is designed to reach.
09.0	Demonstrate knowledge of personal selling--The student will be able to:
09.01	State the importance of personal selling skills as a retail function.
09.02	Define and state the essentials of a sales presentation.
09.03	Identify the steps of the selling process.
09.04	Explain the purpose of the pre-approach.
09.05	List and explain the various approach categories.
09.06	Explain how listening, questioning, and observation skills can help the salesperson determine wants and needs.
09.07	Explain the importance of the demonstration.
09.08	Identify the major types of customer objections and techniques that can be used to overcome them.
09.09	Identify the natural process involved in closing a sale.
09.10	Explain various techniques for closing a sale.
09.11	Define and explain suggestion selling.
10.0	Demonstrate knowledge of management functions--The student will be able to:
10.01	Explain the importance of good human relations skills in managing personnel.
10.02	Identify the qualities of a good leader.
10.03	Understand the functions of management.
10.04	Describe how the work of managers is different from that of other employees.
10.05	Identify the basic elements to be considered in organizing work.
10.06	Describe the importance of assigning duties, delegating authority, and evaluating the completed work.
11.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
11.01	Define entrepreneurship.
11.02	Describe the importance of entrepreneurship to the American economy.

11.03 List the advantages and disadvantages of business ownership.

11.04 Identify the risks involved in ownership of a business.

11.05 Identify the necessary personal characteristics of a successful entrepreneur.

11.06 Identify the business skills needed to operate a small business efficiently and effectively.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Customer Relationship Management
Career Cluster: Marketing, Sales & Service

AS	
CIP Number	1252020700
Program Type	College Credit
Standard Length	60 credit hours
CTSO	College DECA
SOC Codes (all applicable)	11-2022 – Sales Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

The purpose of this program is to prepare students for employment in customer service occupations, such as customer service representative, customer services manager and other service occupations that require a customer-centric approach. The program is designed to prepare students for employment in supervisory or specialist positions in all industry areas involving the management of customer relationships.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 60 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate human relations skills necessary for success in customer service occupations.
- 02.0 Demonstrate ability to communicate skillfully.
- 03.0 Manage customer interactions.
- 04.0 Demonstrate employability skills.
- 05.0 Organize job duties.
- 06.0 Demonstrate basic math operations relevant to customer relationship management.
- 07.0 Participate in learning.
- 08.0 Manage human resources.
- 09.0 Operate computers and other equipment appropriate to customer relationship management.

**Florida Department of Education
Student Performance Standards**

Program Title: Customer Relationship Management
CIP Numbers: 1252020700
Program Length: 60 credit hours
SOC Code(s): 11-2022

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0	Demonstrate human relations skills necessary for success in customer service occupations--The student will be able to:
01.01	Exhibit acceptable health and grooming habits.
01.02	Exhibit punctuality, initiative, courtesy, loyalty, and honesty.
01.03	Use a personality inventory for personal improvement.
01.04	Exhibit the ability to get along with others.
01.05	Discuss the importance of human relations.
01.06	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the customer service sector of marketing occupations.
01.07	Differentiate between an acceptable and unacceptable code of ethical conduct in business.
02.0	Demonstrate the ability to communicate skillfully--The student will be able to:
02.01	Demonstrate effective telephone usage and courtesy.
02.02	Give oral reports to demonstrate the ability to effectively express oneself before a group.
02.03	Demonstrate good customer communications through role-playing.
02.04	Understand communication concepts, goals, skills, and criteria.
02.05	Organize and prepare oral and visual reports using appropriate media.
02.06	Prepare different types of correspondence.
03.0	Manage customer interactions--The student will be able to:

03.01	Listen reflectively.
03.02	Review customer history.
03.03	Ask questions.
03.04	Collect information.
03.05	Assess the customer's needs.
03.06	Research solutions.
03.07	Develop a plan of action.
03.08	Refer to appropriate authority (if needed).
03.09	Execute data capture.
03.10	Communicate actions.
03.11	Resolve customer issues.
03.12	Offer additional services.
03.13	Perform follow-up as needed.
04.0	Demonstrate employability skills--The student will be able to:
04.01	Conduct a job search in the area of customer services.
04.02	Secure information about customer service jobs.
04.03	Identify documents that may be required when applying for a job.
04.04	Complete a personal resume.
04.05	Complete a job application form correctly.
04.06	Demonstrate competence in job interview techniques.
04.07	Identify and demonstrate appropriate responses to criticism from supervisors.
04.08	Identify and demonstrate acceptable work habits.
04.09	Demonstrate knowledge of how to make job changes appropriately.

04.10	Demonstrate acceptable health habits.
05.0	Organize job duties--The student will be able to:
05.01	Review in baskets.
05.02	Review calendar.
05.03	Review planned projects.
05.04	Prioritize tasks.
05.05	Develop work plan.
05.06	Schedule activities.
05.07	Execute work.
06.0	Demonstrate basic math operations relevant to customer relationship management--The student will be able to:
06.01	Perform basic computational operations.
06.02	Demonstrate correct procedures for handling major types of sales transactions.
06.03	Calculate price given necessary data.
06.04	Calculate markup as percentage of cost or retail.
06.05	Calculate markdowns.
06.06	Complete an invoice, purchase order, and return packing slip.
06.07	Calculate discount dates, due dates, and amount of payment.
06.08	Calculate amount of merchandise and supplies to be re-ordered.
06.09	Determine total costs, costs per unit, average costs, selling costs, labor costs, and other cost data.
07.0	Participate in learning--The student will be able to:
07.01	Attend scheduled training.
07.02	Utilize available resources.
07.03	Review job critical information.

07.04	Seek feedback on performance.
07.05	Apply acquired skills.
08.0	Manage human resources--The student will be able to:
08.01	Write a job description for a position in customer services.
08.02	Develop a training program for customer service employees.
08.03	Demonstrate how to effectively train individuals and groups of employees.
08.04	Develop personnel policies for employees in a marketing business.
08.05	Develop a system for evaluating employees.
08.06	Plan and demonstrate a corrective interview with an employee concerning a selected problem.
08.07	Develop a recruitment, selection and retention program for employees.
08.08	Develop an effective compensation plan for employees in customer services.
09.0	Operate computers and other equipment appropriate to customer relationship management--The student will be able to:
09.01	Obtain and transmit credit information.
09.02	Obtain information, schedule, place orders, and route using phone, fax, computer, cash register, and other communications and calculating devices.
09.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Distance Learning Products: There are many distance learning products available to increase the availability of this curriculum to students with diverse needs. Based on a study conducted by the University of Maryland, these products can be divided into three models. The following models are not distinct, but can be considered as points on a continuum where control shifts from the faculty at one end, mixed control in the middle and primarily student control at the other end. Though delivery methods and technologies have been assigned to a certain model for understanding, flexibility of the methodologies allows some overlapping between models depending on the objective of the program. The products fall under the following three models:

Distributed Classroom – involves interactive telecommunications technologies that extend the classroom from one location to a number of separate locations and typically mixes on site and distant students. This can include 2-way TV, 1-way video/2-way audio, Interactive TV, video-conferencing or radio broadcast.

Independent Learning – frees the student from having to be in a certain location at a certain time. Student has materials and access to faculty. This model includes audiocassette, print, Internet, and videotape.

Open Learning – involves the use of printed course material and other media that allow the student to proceed at their own pace. This can include tele-courses, videotape, multimedia and printed courses.

Customer Relationship Management (CRM) represents a change in philosophy to a more customer-centric approach that gives the customer and the customer relationship manager unprecedented access to information. This framework moves in that direction, but as emerging technologies provide more access to data on products, services, buying trends, preferences and loyalty, the framework will need to be revised. Implications for the CRM curriculum framework indicate that future revisions will need to incorporate new technologies to stay current with evolving changes.

The current educational trend for customer relationship management is a higher demand for certificate programs than complete degree programs.

Career and Technical Student Organization (CTSO)

College DECA--Delta Epsilon Chi is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Call Center Management
Career Cluster: Marketing, Sales & Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

AS	
CIP Number	1252020702
Program Type	College Credit
Standard Length	60 credit hours
CTSO	College DECA - Delta Epsilon Chi
SOC Codes (all applicable)	41-1012 – First-Line Supervisors of Non-Retail Sales Workers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

The purpose of this framework is to prepare students for employment in the call center management area of customer relationship management (CRM). Typical occupations are customer services manager, customer services representative, manager of mail and phone sales, etc. The program is designed to prepare students for employment in the middle management or specialist positions involving customer relationship management activities in all industry areas of Call Center Operations and Management or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes developing CRM Technology policy, analyzing strategic service technology components, financial management of CRM operations and supporting technology, and technology for CRM personnel management.

Instruction is structured to meet the requirements for gainful employment at the managerial-supervisory level in industry areas involving call center management.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides

technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 60 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate human relations skills necessary for success in customer service occupations.
- 02.0 Demonstrate ability to communicate skillfully.
- 03.0 Utilize effective techniques and procedures for selling customer services.
- 04.0 Facilitate customer calls.
- 05.0 Identify terminology unique to customer service operations.
- 06.0 Demonstrate employability skills.
- 07.0 Maintain customer relationships.
- 08.0 Demonstrate basic math operations relevant to customer relationship management.
- 09.0 Process customer request.
- 10.0 Sell products and services.
- 11.0 Process time-sensitive tasks.
- 12.0 Participate in personal professional development.
- 13.0 Maintain call center quality assurance.
- 14.0 Manage customer service representatives (CSR).
- 15.0 Coach and develop customer service representatives.
- 16.0 Manage human resources.
- 17.0 Provide customer relationship management training.
- 18.0 Manage staffing needs.
- 19.0 Understand the importance of management information systems.
- 20.0 Perform administrative functions.

**Florida Department of Education
Student Performance Standards**

Program Title: Call Center Management
CIP Numbers: 1252020702
Program Length: 60 credit hours
SOC Code(s): 41-1012

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0	Demonstrate human relations skills necessary for success in customer service occupations--The student will be able to:
01.01	Exhibit acceptable health and grooming habits.
01.02	Exhibit punctuality, initiative, courtesy, loyalty, and honesty.
01.03	Use a personality inventory for personal improvement.
01.04	Exhibit the ability to get along with others.
01.05	Discuss the importance of human relations.
01.06	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the customer service sector of marketing occupations.
01.07	Differentiate between an acceptable and unacceptable code of ethical conduct in business.
02.0	Demonstrate the ability to communicate skillfully--The student will be able to:
02.01	Demonstrate effective telephone usage and courtesy.
02.02	Give oral reports to demonstrate the ability to effectively express oneself before a group.
02.03	Demonstrate good customer communications through role playing.
02.04	Understand communication concepts, goals, skills, and criteria.
02.05	Organize and prepare verbal and visual reports using appropriate media.
02.06	Prepare different categories/structures of messages.
03.0	Utilize effective techniques and procedures for selling customer services--The student will be able to:

03.01	Demonstrate how to increase total sales volume by selling complementary services to the main product(s).
03.02	Demonstrate a knowledge of current and potential customer services offered by selected marketing organizations.
03.03	Demonstrate the ability to determine the individual customer's need for specific types of products, support, or customer services.
03.04	Explain the "value added" concept as it applies to customer services.
03.05	Explain the concept of "product" as an ingredient in the marketing mix.
03.06	Explain the relationship of economic utilities and customer services.
03.07	Develop a written feature-benefit analysis sheet for a specified customer service.
03.08	Effectively critique a sales demonstration involving customer services.
04.0	Facilitate customer calls--The student will be able to:
04.01	Brand incoming calls.
04.02	Request customer information.
04.03	Request permission to access customer records.
04.04	Offer customer assistance.
05.0	Identify terminology unique to customer services operations--The student will be able to:
05.01	Identify and define commonly used customer services terms such as credit, adjustments, complaints, and delivery service.
05.02	Identify and record customer services data using correct terminology.
06.0	Demonstrate employability skills--The student will be able to:
06.01	Conduct a job search in the area of customer services.
06.02	Secure information about customer services jobs.
06.03	Identify documents that may be required when applying for a job.
06.04	Complete a personal resume.
06.05	Complete a job application form correctly.
06.06	Demonstrate competence in job interview techniques.

06.07	Identify and demonstrate appropriate responses to criticism from supervisors.
06.08	Identify and demonstrate acceptable work habits.
06.09	Demonstrate knowledge of how to make job changes appropriately.
06.10	Demonstrate acceptable health habits.
07.0	Maintain customer relationships--The student will be able to:
07.01	Evaluate customer needs.
07.02	Organize customer needs.
07.03	Prioritize customer needs.
07.04	Ask open-ended questions.
07.05	Establish connection with customer.
07.06	Create comfort for customer.
08.0	Demonstrate basic math operations relevant to customer relationship management--The student will be able to:
08.01	Perform basic computational operations.
08.02	Demonstrate correct procedures for handling major types of sales transactions.
08.03	Calculate price given necessary data.
08.04	Calculate markup as percentage of cost.
08.05	Calculate markdowns.
08.06	Complete an invoice, purchase order, return packing slip.
08.07	Calculate discount dates, due dates, and amount of payment.
08.08	Calculate amount of merchandise and supplies to be reordered.
08.09	Determine total costs, costs per unit, average costs, selling costs, labor costs, and other cost data.
09.0	Process customer request--The student will be able to:
09.01	Refer misdirected calls.

09.02	Assure ownership/control of the call.
09.03	Respond to customer needs.
09.04	Review account with customer.
09.05	Research account issues.
09.06	Complete job specific forms.
09.07	Correct problem issues.
09.08	Place orders for service.
09.09	Place orders for supplies.
09.10	Add customer account.
09.11	Cancel customer account.
09.12	Prepare customer letters.
09.13	Process customer information.
09.14	Order special reports.
09.15	Follow up with internal or external customers.
10.0	Sell products and services--The student will be able to:
10.01	Review accounts for upgrades.
10.02	Respond to customer cues.
10.03	Offer need-based products.
10.04	Confirm customer choice.
10.05	Close sale.
11.0	Process time-sensitive tasks--The student will be able to:
11.01	Consult with internal and external customers.
11.02	Verify own work.

11.03	Present proposed settlement.
11.04	Finalize specified paperwork.
11.05	Conduct follow up.
11.06	Close customer sale.
12.0	Participate in personal professional development--The student will be able to:
12.01	Solicit performance feedback.
12.02	Develop coaching skills.
12.03	Develop team building skills.
12.04	Develop mentoring relationships.
12.05	Participate in career path planning.
12.06	Develop networking relationships.
12.07	Participate in in-service training.
12.08	Participate in company special projects.
12.09	Participate in self-study activities.
12.10	Participate in professional organizations.
12.11	Participate in community activities.
13.0	Maintain call center quality assurance--The student will be able to:
13.01	Determine team performance goals.
13.02	Determine individual performance goals.
13.03	Perform random call monitoring.
13.04	Provide team performance feedback.
13.05	Provide individual performance feedback.
13.06	Provide ongoing training.

13.07	Coordinate with internal departments.
13.08	Coordinate with peers.
13.09	Reviews call quality reports.
13.10	Reroute call traffic.
13.11	Review customer correspondence.
13.12	Review CSR generated correspondence.
13.13	Resolve customer complaints.
13.14	Make policy exceptions.
13.15	Refer policy exceptions.
13.16	Resolve customer inquiries.
13.17	Change CSRs schedules.
13.18	Participate in QA meetings.
13.19	Administer employee recognition programs.
14.0	Manage customer service representatives (CSR)--The student will be able to:
14.01	Participate in hiring process.
14.02	Provide employee orientation.
14.03	Provide physical resources.
14.04	Build supportive relationship.
14.05	Monitor performance standards.
14.06	Maintain staff schedule.
14.07	Monitor adherence to schedule.
14.08	Reassign job duties as needed.
14.09	Assure policy and procedure adherence.

14.10	Schedule time for CSR meetings.
14.11	Conduct performance appraisals.
14.12	Facilitate internal department communication.
14.13	Resolve payroll issues.
14.14	Handle grievance issues.
15.0	Coach and develop customer service representatives--The student will be able to:
15.01	Identify areas for improvement.
15.02	Conduct one-on-one reviews.
15.03	Elicit ideas for improvement.
15.04	Implement performance action plan.
15.05	Discuss career path planning.
15.06	Identify professional development resources.
15.07	Coordinate development with training department.
15.08	Facilitate team brainstorming.
15.09	Encourage use of benefits.
16.0	Manage human resources--The student will be able to:
16.01	Write a job description for a position in customer services.
16.02	Develop a training program for customer service employees.
16.03	Demonstrate how to effectively train individual and groups of employees.
16.04	Develop personnel policies for employees in a marketing business.
16.05	Develop a system for evaluating employees.
16.06	Plan and demonstrate a corrective interview with an employee concerning a selected problem.
16.07	Develop a recruitment, selection and retention program for employees.

16.08	Develop an effective compensation plan for employees in customer services.
17.0	Provide customer relationship management training--The student will be able to:
17.01	Provide policy and procedure orientation.
17.02	Identify training needs.
17.03	Schedule CSR's for training.
17.04	Determine employee merit increases.
17.05	Calibrate employee appraisal scores.
17.06	Provide interpersonal skills training.
17.07	Provide reinforcement of skills.
17.08	Obtain new product or service training.
17.09	Convey product or service knowledge.
18.0	Manage staffing needs--The student will be able to:
18.01	Generate call reports.
18.02	Analyze call reports.
18.03	Monitor daily staffing needs.
18.04	Develop contingency plans.
18.05	Prepare for scheduled events.
18.06	Prepare for seasonal events.
18.07	Respond to unscheduled events.
18.08	Facilitate staff meetings.
18.09	Prepare annual staffing report.
19.0	Understand the importance of management information systems--The student will be able to:
19.01	Identify relevant management information based on a business' existing records.

19.02	Identify appropriate information at various management decision making levels.
19.03	Identify appropriate applications for computer usage.
20.0	Perform administrative functions--The student will be able to:
20.01	Analyze operational reports.
20.02	Respond to internal communications.
20.03	Generate internal communications.
20.04	Assess equipment failure.
20.05	Request equipment repair/replacement.
20.06	Respond to customer communications.
20.07	Generate customer communications.
20.08	Research customer account problems.
20.09	Resolve customer account problems.
20.10	Respond to non-customer communications.
20.11	Approve requests for time off, vacation, leave of absence, etc.
20.12	Create staff schedule.
20.13	Schedule staff training.
20.14	Identify disciplinary needs.
20.15	Document corrective actions.
20.16	Prepare incident reports.
20.17	Provide workers' compensation information.
20.18	Validate time records.
20.19	Maintain attendance records.
20.20	Prepare payroll records.

20.21	Maintain personnel records.
20.22	Participate in grievance process.
20.23	Assist with promotion requests.
20.24	Prepare exit interview documentation.
20.25	Participate in unemployment claims.
20.26	Complete supply request.
20.27	Adhere to budget.
20.28	Assist in writing job descriptions.
20.29	Prepare meeting agendas.
20.30	Assist in writing operational procedures.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Distance Learning Products: There are many distance learning products available to increase the availability of this curriculum to students with diverse needs. Based on a study conducted by the University of Maryland, these products can be divided into three models. The following models are not distinct, but can be considered as points on a continuum where control shifts from the faculty at one end, mixed control in the middle and primarily student control at the other end. Though delivery methods and technologies have been assigned to a certain model for understanding, flexibility of the methodologies allows some overlapping between models depending on the objective of the program. The products fall under the following three models:

Distributed Classroom – involves interactive telecommunications technologies that extend the classroom from one location to a number of separate locations and typically mixes on site and distant students. This can include 2-way TV, 1-way video/2-way audio, Interactive TV, video-conferencing or radio broadcast.

Independent Learning – frees the student from having to be in a certain location at a certain time. Student has materials and access to faculty. This model includes audiocassette, print, Internet, and videotape.

Open Learning – involves the use of printed course material and other media that allow the student to proceed at their own pace. This can include tele-courses, videotape, multimedia and printed courses.

Career and Technical Student Organization (CTSO)

College DECA - Delta Epsilon Chi is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Fashion Marketing Management
Career Cluster: Marketing, Sales & Service

AS	
CIP Number	1252021210
Program Type	College Credit
Standard Length	63 credit hours
CTSO	College DECA - Delta Epsilon Chi
SOC Codes (all applicable)	11-2021 – Marketing Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment in the apparel/accessories industry as display managers, department manager (189.167-022), buyers, sales managers, merchandise managers, floor managers, or manager-owners or to provide supplemental training for those persons previously or currently employed in these occupations.

The content includes, but is not limited to, the management of the selling, buying, transporting, storing, advertising, displaying and financing goods and services in the fashion marketing industry.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate the ability to communicate skillfully.
- 03.0 Utilize effective selling techniques and procedures.
- 04.0 Apply sales promotion techniques and procedures to the marketing of fashion products.
- 05.0 Demonstrate knowledge of merchandising activities.
- 06.0 Perform merchandising math operations unique to fashion marketing.
- 07.0 Demonstrate knowledge of basic economic principles.
- 08.0 Understand the importance of marketing operations.
- 09.0 Demonstrate knowledge and application of product and service technology.
- 10.0 Demonstrate employability skills.
- 11.0 Understand the role of the manager and the entrepreneur.
- 12.0 Develop a business plan.
- 13.0 Obtain technical assistance.
- 14.0 Plan the marketing strategy.
- 15.0 Locate the business.
- 16.0 Finance the business.
- 17.0 Deal with legal issues.
- 18.0 Comply with governmental regulations.
- 19.0 Manage the business.
- 20.0 Manage human resources.
- 21.0 Promote the business.
- 22.0 Manage sales.
- 23.0 Keep business records.
- 24.0 Manage finances.
- 25.0 Manage customer credit and collections.
- 26.0 Protect the business.
- 27.0 Operate computers utilizing software appropriate to marketing.

**Florida Department of Education
Student Performance Standards**

Program Title: Fashion Marketing Management
CIP Numbers: 1252021210
Program Length: 63 credit hours
SOC Code(s): 11-2021

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Demonstrate the human relations skills necessary for success in marketing occupations--The student will be able to:

01.01 Exhibit acceptable grooming habits.

01.02 Exhibit punctuality, initiative, courtesy, loyalty, and honesty.

01.03 Use a personality inventory for personal improvement.

01.04 Exhibit the ability to get along with others.

01.05 Discuss the importance of human relations.

01.06 Develop and demonstrate the unique human relations skills needed for successful entry and progress in the apparel and accessories industry.

02.0 Demonstrate the ability to communicate skillfully--The student will be able to:

02.01 Describe the importance of clear and concise writing.

02.02 Demonstrate a proficiency in the effective use of speech and vocabulary.

02.03 Explain the importance of good listening skills.

02.04 Discuss the role communication plays in marketing.

02.05 Demonstrate the components of the communication process.

02.06 Demonstrate effective written communications skills.

02.07 Demonstrate effective oral communications skills.

02.08 Conduct a meeting utilizing parliamentary procedure.

03.0	Utilize effective selling techniques and procedures--The student will be able to:
03.01	Explain the difference between personal and non-personal selling.
03.02	Demonstrate the steps of a sale.
03.03	Recognize consumer buying motives.
03.04	Identify the types of consumer behavior.
03.05	Identify various types of consumer approaches such as greeting, merchandise, and service.
03.06	Determine the proper time to approach a customer to open a sale.
03.07	Identify techniques for handling different customer types: the casual looker, the decided, and undecided customer.
03.08	Develop a written feature-benefit analysis sheet for a product.
03.09	Demonstrate an effective sales presentation.
03.10	Observe, evaluate, and critique a sales demonstration.
04.0	Apply sales promotion techniques and procedures to the marketing of fashion products--The student will be able to:
04.01	List the purposes of advertising, display, and public relations.
04.02	Explain the importance of sales promotion.
04.03	Identify various forms of advertising media.
04.04	Demonstrate an understanding of design principles and elements.
04.05	Distinguish between the kinds of displays.
04.06	Identify the parts of an advertisement.
04.07	Develop and explain promotional mix.
04.08	Identify the most appropriate display for given types of merchandise.
04.09	Identify the patterns of arrangement in display.
04.10	Identify the major purposes of a fashion show.
04.11	Identify and classify the types of fashion show.

04.12	Develop a fashion show budget.
04.13	Plan garments and accessories for fashion shows.
04.14	Prepare an ad layout.
04.15	Evaluate the effectiveness of an advertisement.
04.16	Apply design principles when analyzing and/or creating a display.
04.17	Draw and label the color wheel.
05.0	Demonstrate a knowledge of merchandising activities--The student will be able to:
05.01	Explain the role of buying/purchasing in merchandising.
05.02	Describe the importance of inventory control.
06.0	Perform merchandising math operations unique to fashion marketing--The student will be able to:
06.01	Perform addition, subtraction, multiplication, and division.
06.02	Complete problems using percentages, decimals, and fractions.
06.03	Demonstrate correct procedure for handling basic types of customer sales transactions, including cash, charge, discount, layaway, COD, and returns.
06.04	Demonstrate opening and closing procedures for a cash register.
06.05	Calculate turnover.
06.06	Calculate stock-sales ratio.
06.07	Demonstrate a knowledge of pricing policies.
06.08	Calculate markup as a percentage of cost.
06.09	Calculate markup as a percentage of retail.
06.10	Calculate markdowns on merchandise.
06.11	Calculate open-to-buy.
06.12	Complete and invoice, purchase order, and packing slip.
06.13	Calculate discount date, due date, and amount of payment on an invoice.

06.14	Calculate shipping terms on an invoice.
06.15	Calculate the amount of merchandise to be recorded utilizing model stocks.
06.16	Calculate minimum stock, maximum stock, and reorder quantities on strong sellers.
07.0	Demonstrate a knowledge of basic economic principles--The student will be able to:
07.01	Explain the role of marketing in the free enterprise system.
07.02	List and compare the three major types of economic systems.
07.03	Describe the channels of distribution.
07.04	Identify and discuss economic resources.
07.05	Discuss the role of the consumer in the free enterprise system.
07.06	Define the concept "supply and demand."
07.07	Identify and define the functions of marketing.
07.08	Identify and define the four types of product utility.
07.09	Identify and explain the elements in the marketing mix (price, product, promotion, and place).
07.10	Differentiate between the three basic categories of consumer goods (convenience goods, shopping goods, and specialty goods).
07.11	Name current trends that have developed in retailing.
07.12	List the major components of Gross National Product (GNP).
08.0	Understand the importance of marketing operations--The student will be able to:
08.01	Describe ways to protect the body from injury on a job.
08.02	Recognize basic safety hazards.
08.03	Practice accident prevention.
08.04	Explain the importance of receiving-checking-marking operations.
08.05	Describe the importance of security.
08.06	Demonstrate an understanding of credit policies and procedures.

08.07	Demonstrate an understanding of housekeeping responsibilities and maintenance procedures.
08.08	Demonstrate an understanding of receiving procedures and practices.
08.09	Demonstrate an understanding of the movement of goods to and from the store.
09.0	Demonstrate knowledge and application of product and service technology--The student will be able to:
09.01	Demonstrate proficiency in identification of natural and manmade materials utilized in apparel and accessories.
09.02	Demonstrate knowledge of various methods of fabric construction.
09.03	Differentiate between functional and aesthetic finishes.
09.04	Demonstrate the ability to identify various care label instructions and care techniques for apparel and accessories merchandise.
09.05	Identify past, present, and future styles of apparel and accessories.
09.06	Identify customer figure types and appropriate fitting procedures.
09.07	Demonstrate appropriate techniques for selling apparel/accessories merchandise.
09.08	Demonstrate a knowledge of the steps involved in the construction of apparel and accessories merchandise.
09.09	Define basic apparel and accessories terminology.
09.10	Demonstrate an understanding of the fashion principles in the merchandising of apparel and accessories.
09.11	Identify designers who have had a major influence on fashion.
09.12	Explain business ethics as related to the fashion marketing industry.
10.0	Demonstrate employability skills--The student will be able to:
10.01	Conduct a job search.
10.02	Secure information about a job.
10.03	Identify documents that may be required when applying for a job.
10.04	Complete an electronic and written job application form correctly.
10.05	Demonstrate competence in job interview techniques.
10.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

10.07	Identify acceptable work habits.
10.08	Demonstrate knowledge of how to make job changes appropriately.
10.09	Demonstrate acceptable employee health habits.
11.0	Understand the role of the manager and the entrepreneur--The student will be able to:
11.01	Consider the personal qualifications and abilities needed to manage your own business.
11.02	Evaluate your own potential for decision making, problem solving, and creativity.
11.03	Determine your potential for management, planning, operations, personnel, and public relations.
12.0	Develop a business plan--The student will be able to:
12.01	Identify how the business plan helps the entrepreneur.
12.02	Recognize how a business plan should be organized.
12.03	Identify and use the mechanics for developing a business plan.
13.0	Obtain technical assistance--The student will be able to:
13.01	Prepare for using technical assistance.
13.02	Select professional consultants.
13.03	Work effectively with consultants.
14.0	Plan the marketing strategy--The student will be able to:
14.01	Use goods classifications and life cycle analyses as planning tools for marketing.
14.02	Develop and modify marketing mixes for a business.
14.03	Use decision-making tools that aid in evaluating marketing activities.
14.04	Evaluate operations to improve decision making about marketing.
15.0	Locate the business--The student will be able to:
15.01	Analyze customer transportation, access, parking, and so forth, relative to alternative site locations.
15.02	Complete a location feasibility study for your business.

15.03	Determine the costs of renovating or improving a site for your business.
15.04	Prepare an occupancy contract for your business.
16.0	Finance the business--The student will be able to:
16.01	Describe the sources of information available to help in estimating the financing necessary to start your new business.
16.02	Determine the financing necessary to start your new business.
16.03	Prepare a projected profit and loss statement and a projected cash flow statement for your new business.
16.04	Prepare a loan application package.
17.0	Deal with legal issues--The student will be able to:
17.01	Determine your need for legal assistance.
17.02	Select the provisions that you desire in a lease.
17.03	Prepare sales contracts (such as credit sales or long-term sales) that may be utilized in your business.
17.04	Evaluate contracts.
17.05	Determine your needs for protection of ideas and inventions.
18.0	Comply with government regulations--The student will be able to:
18.01	Appraise the effects of various regulations on your business operations.
18.02	Acquire the information necessary to comply with the various rules and regulations affecting your business.
18.03	Develop policies for your business to comply with government rules and regulations.
19.0	Manage the business--The student will be able to:
19.01	Plan goals and objectives for a business.
19.02	Diagram the organizational structure for a business.
19.03	Establish control practices and procedures for a business.
20.0	Manage human resources--The student will be able to:
20.01	Write a job description for a position in your business.

20.02	Develop a training program outline for employees.
20.03	Develop a list of personnel policies for employees in your business.
20.04	Develop an outline for an employee evaluation system.
20.05	Plan a corrective interview with an employee concerning a selected problem.
21.0	Promote the business--The student will be able to:
21.01	Create a long-term promotional plan.
21.02	Describe the techniques used to prepare advertising and promotion.
21.03	Analyze competitive promotional activities.
21.04	Evaluate promotional effectiveness.
21.05	Plan a community relations program.
22.0	Manage sales--The student will be able to:
22.01	Develop a sales plan for your business.
22.02	Develop policies and procedures for serving your customers.
22.03	Develop a plan for training and motivating salespeople.
23.0	Keep business records--The student will be able to:
23.01	Determine who will keep the books for your business and how they will be maintained.
23.02	Describe double-entry bookkeeping.
23.03	Select the types of journals and ledgers that you will use in your business.
23.04	Identify the types of records that you will use in your business to record sales, cash receipts, cash disbursements, accounts receivable, accounts payable, payroll, petty cash, inventory, budgets, and other items.
23.05	Evaluate your business records.
23.06	How computer software may be used to keep the business records.
24.0	Manage finances--The student will be able to:
24.01	Explain the importance of cash flow management.

24.02	Identify financial control procedures.
24.03	Describe how to find cash flow patterns.
24.04	Analyze trouble spots in financial management.
24.05	Describe how to prepare an owner's equity financial statement.
24.06	Describe how to compute various financial ratios.
24.07	Analyze financial management ratios applicable to a small business.
24.08	Identify the components of a break-even analysis.
24.09	Compute and analyze break-even point problems.
24.10	Review computer software applications for financial management.
25.0	Manage customer credit and collections--The student will be able to:
25.01	Analyze the legal rights and recourse of credit grantors.
25.02	Develop a series of credit collection reminder letters and follow-up activities.
25.03	Develop various credit and collection policies.
25.04	Prepare a credit promotion plan.
25.05	Discuss informational resources and systems that apply to credit and collection procedures.
26.0	Protect the business--The student will be able to:
26.01	Prepare policies for your firm that will help minimize losses due to: employee theft, vendor theft, bad checks, shoplifting, robbery, injury, and product liability.
26.02	Determine the kinds, amount, and cost of insurance needed by your firm.
27.0	Operate computers utilizing software appropriate to marketing--The student will be able to:
27.01	Demonstrate data entry procedures.
27.02	Demonstrate merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to buy, pricing invoice etc.
27.03	Demonstrate marketing spreadsheet data entry and output procedures.
27.04	Demonstrate marketing spreadsheet data decision making skills.

27.05 Demonstrate applications of marketing via internet and social media.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

College DECA - Delta Epsilon Chi is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing Management
Career Cluster: Marketing, Sales & Service

AS	
CIP Number	1252140100
Program Type	College Credit
Standard Length	64 credit hours
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-2021 – Marketing Managers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment in organizations and businesses for or not for profit as marketing, advertising, and public relations managers, or to provide supplemental training for persons previously or current employed in these activities.

The content includes management of sales, merchandise, transportation, storage, promotion, operations, finance, personnel, market research, and components of marketing strategy.

Instruction is structured to meet the requirements for gainful employment and entrepreneurship at management levels. This program may be offered as a generalized marketing management program or may be offered to provide management training in marketing occupations in industry areas such as:

- Fashion Marketing (Apparel, Accessories, Home Furnishings)

- Business and Personal Services Marketing
- Finance and Credit Services Marketing
- Floristry, Farm and Garden Supplies and Services Marketing
- Food Marketing
- Import/Export Marketing
- Industrial and Institutional Marketing
- Hardware, Building Materials, Equipment, and Office Products Marketing
- Hospitality Marketing (Hotel/Motel, Recreation and Tourism, Restaurant)
- Insurance Marketing
- Transportation and Warehousing Services Marketing
- Vehicle and Petroleum Marketing (Auto Sales, Service, Rental, Leasing, Parts)
- Real Estate
- Marketing Services (Advertising, Promotion, Public Relations, Research)

General Merchandise Marketing (Department Store, Variety Store, Discount Store)

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate the ability to communicate skillfully.
- 03.0 Utilize effective selling techniques and procedures to the marketing of products and services.
- 04.0 Plan sales promotion techniques and procedures to the marketing of products and services.
- 05.0 Demonstrate knowledge of merchandising activities.
- 06.0 Perform merchandising math operations unique to products and services marketing.
- 07.0 Demonstrate a knowledge of basic economic principles.
- 08.0 Understand the importance of marketing operations.
- 09.0 Demonstrate knowledge and application of product and service technology.
- 10.0 Demonstrate employability skills.
- 11.0 Understand the role of the manager and the entrepreneur.
- 12.0 Develop a business plan.
- 13.0 Obtain technical assistance.
- 14.0 Plan the marketing strategy.
- 15.0 Locate the business.
- 16.0 Finance the business.
- 17.0 Deal with legal issues.
- 18.0 Comply with governmental regulations.
- 19.0 Manage the business.
- 20.0 Manage human resources.
- 21.0 Promote the business.
- 22.0 Manage sales.
- 23.0 Keep business records.
- 24.0 Understand the importance of management information systems.
- 25.0 Manage finances.
- 26.0 Manage customer credit and collections.
- 27.0 Protect the business.
- 28.0 Operate computers utilizing software appropriate to marketing.
- 29.0 Identify the use of technology in marketing.
- 30.0 Develop a marketing oriented website.
- 31.0 Identify and implement marketing support activities.
- 32.0 Manage an e-commerce marketing campaign.
- 33.0 Demonstrate the human relations skills necessary for success in promotion.
- 34.0 Demonstrate knowledge of the principles of promotion.
- 35.0 Demonstrate knowledge of advertising.
- 36.0 Demonstrate knowledge of display.
- 37.0 Demonstrate knowledge of public relations.

- 38.0 Demonstrate knowledge of personal selling.
- 39.0 Demonstrate knowledge of management functions.
- 40.0 Demonstrate an understanding of entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing Management
CIP Numbers: 1252140100
Program Length: 64 credit hours
SOC Code(s): 11-2021

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0	Demonstrate the human relations skills necessary for success in marketing occupations--The student will be able to:
01.01	Exhibit acceptable grooming habits.
01.02	Exhibit punctuality, initiative, courtesy, loyalty, and honesty.
01.03	Use a personality inventory for personal improvement.
01.04	Exhibit the ability to get along with others.
01.05	Discuss the importance of human relations.
01.06	Develop and demonstrate the unique human relations skills needed for successful entry and progress in the marketing occupation selected by the student as a career objective.
02.0	Demonstrate the ability to communicate skillfully--The student will be able to:
02.01	Describe the importance of clear and concise writing.
02.02	Demonstrate a proficiency in the effective use of speech and vocabulary.
02.03	Explain the importance of good listening skills.
02.04	Discuss the role communication plays in marketing.
02.05	Demonstrate the components of the communication process.
02.06	Demonstrate effective written communications skills.
02.07	Demonstrate oral communication skills.
02.08	Conduct a meeting utilizing parliamentary procedure.

03.0	Utilize effective selling techniques and procedures to the marketing of products and services--The student will be able to:
03.01	Explain the difference between personal and non-personal selling.
03.02	Demonstrate the steps of a sale.
03.03	Recognize consumer buying motives.
03.04	Identify the types of consumer behavior.
03.05	Identify various types of customer approaches such as greeting, merchandise, and service.
03.06	Determine the proper time to approach a customer to open a sale.
03.07	Identify techniques for handling different customer types: the casual looker, the undecided, and undecided customer.
03.08	Develop a written feature-benefit analysis sheet for a product.
03.09	Develop an effective sales presentation.
03.10	Observe, evaluate, and critique a sales demonstration.
04.0	Plan sales promotion techniques and procedures to the marketing of products and services--The student will be able to:
04.01	List the purposes of advertising, display, and public relations.
04.02	Explain the importance of sales promotion.
04.03	Identify various forms of advertising media.
04.04	Demonstrate an understanding of design principles and elements.
04.05	Identify the parts of advertisement.
04.06	Develop and explain promotional mix.
04.07	Identify the most appropriate display for given types of merchandise.
04.08	Prepare an ad layout.
04.09	Evaluate the effectiveness of an ad.
04.10	Apply design principles when analyzing and/or creating a display.
04.11	Draw and label the color wheel.

04.12	Prepare a promotional plan.
05.0	Demonstrate a knowledge of merchandising activities--The student will be able to:
05.01	Explain the role of buying/purchasing in merchandising.
05.02	Describe the importance of inventory control.
06.0	Perform merchandising math operations unique to products and services marketing--The student will be able to:
06.01	Perform addition, subtraction, multiplication, and division.
06.02	Complete problems using percentages, decimals, and fractions.
06.03	Demonstrate correct procedure for handling basic types of customer sales transactions, including cash, charge, discount, layaway, COD and returns.
06.04	Demonstrate opening and closing procedure for a cash register.
06.05	Calculate turnover.
06.06	Calculate stock-sales ratio.
06.07	Demonstrate a knowledge of pricing policies.
06.08	Calculate markup as a percentage of cost.
06.09	Calculate markup as a percentage of retail.
06.10	Calculate markdowns on merchandise.
06.11	Calculate open-to-buy.
06.12	Complete and invoice, purchase order, and packing slip.
06.13	Calculate discount date, due date, and amount of payment on an invoice.
06.14	Calculate the amount of merchandise to be recorded utilizing model stocks.
06.15	Calculate minimum stock, maximum stock, and reorder quantities on strong sellers.
07.0	Demonstrate a knowledge of basic economic principles--The student will be able to:
07.01	Explain the role of marketing in the free enterprise system.
07.02	List and compare the three major types of economic systems.

07.03	Describe the channels of distribution.
07.04	Identify and discuss economic resources.
07.05	Discuss the role of the consumer in the free enterprise system.
07.06	Define the concept "supply and demand."
07.07	Identify and define the functions of marketing.
07.08	Identify and define the four types of product utility.
07.09	Identify and explain the elements in the marketing mix (price, product, promotion, and place).
07.10	Differentiate between the three basic categories of consumer goods (convenience goods, shopping goods, and specialty goods).
07.11	Name current trends that have developed in retailing.
07.12	List the major components of Gross Domestic Product (GDP).
08.0	Understand the importance of marketing operations--The student will be able to:
08.01	Understand the importance of safety from a managerial perspective.
08.02	Explain the importance of receiving-checking-marking operations.
08.03	Describe the importance of security.
08.04	Demonstrate an understanding of credit policies and procedures.
08.05	Demonstrate an understanding of housekeeping responsibilities and maintenance procedures.
08.06	Demonstrate an understanding of the movement of goods in the distribution channel.
09.0	Demonstrate knowledge and application of product and service technology--The student will be able to:
09.01	Understand the importance of product and service technology.
09.02	Utilize available sources to obtain product knowledge.
09.03	Demonstrate product and service technology knowledge and application received for entry into the area of marketing that has been identified as the career objective of the student.
10.0	Demonstrate employability skills--The student will be able to:
10.01	Conduct a job search.

10.02	Secure information about a job.
10.03	Identify documents that may be required when applying for a job.
10.04	Complete a job application form correctly.
10.05	Demonstrate competence in job interview techniques.
10.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
10.07	Identify acceptable work habits.
10.08	Demonstrate knowledge of how to make job changes appropriately.
10.09	Demonstrate acceptable employee health habits.
11.0	Understand the role of the manager and the entrepreneur–The student will be able to:
11.01	Consider the personal qualifications and abilities needed to manage your business.
11.02	Evaluate your own potential for decision making, problem solving, and creativity.
11.03	Determine your potential for management, planning, operations, personnel, and public relations.
12.0	Develop a business plan--The student will be able to:
12.01	Understand the importance of a business plan in guiding management decisions.
12.02	Recognize how a business plan should be organized.
12.03	Identify and use the mechanics for developing a business plan.
12.04	Describe the basics of entrepreneurship, envisioning a business, planning, start-up, on-going management, small business marketing, and growth strategies.
12.05	Understand the idea formation phase of business start-up and the options for owning a business (acquisition, new firm start-up, franchises).
12.06	Understand the basics of small business management, choosing a structure and distribution channels, as well as managing resources and employees.
12.07	Understand what is needed to grow a business, obtain ongoing funding, and how to harvest or reap the benefits of what has been created.
12.08	Create and present a business plan to a group of “investors,” (competing with other students).
12.09	Explain how the web adds capability and range to a small business, understanding the tools and resources needed to compete effectively while maximizing the impact of the web.
12.10	Understand how e-commerce business models transform and level the playing field for small business as well as the tools, options

	and e-commerce alternatives for a small business.
12.11	Describe how and why the Internet and e-commerce can change the core value-proposition for a firm.
12.12	Describe how a firm's costs and pricing can be affected by use of e-commerce and e-marketing as well as the implications of these changes.
13.0	Obtain technical assistance--The student will be able to:
13.01	Understand the need for obtaining outside technical consultant assistance.
14.0	Plan the marketing strategy--The student will be able to:
14.01	Demonstrate an understanding of the role of sales in a small business as well as the impact, tools and options to maximize the impact of personal selling.
14.02	Understand the role of sales, the pervasive nature of selling activity in a small business and the steps that comprise the sales process.
14.03	Demonstrate the importance of maintaining and enhancing the customer relationship post-sale.
14.04	Develop and modify marketing mixes for a business.
14.05	Use decision-making tools that aid in evaluating marketing activities.
14.06	Evaluate operations to improve decision making about marketing.
14.07	Describe how and why the Internet and e-commerce can change the core value-proposition for a firm.
14.08	Describe how a firm's costs and pricing can be affected by use of e-commerce and e-marketing as well as the implications of these changes.
14.09	Identify target markets.
15.0	Locate the business--The student will be able to:
15.01	Analyze customer transportation, access, parking, and so forth, relative to alternative site locations.
15.02	Complete a location feasibility study for your business.
15.03	Identify the importance of competition in a feasibility study.
16.0	Finance the business--The student will be able to:
16.01	Describe the sources of information available to help in estimating the financing necessary to start a new business.
16.02	Determine the financing necessary to start a business.
16.03	Prepare a projected profit and loss statement and a projected cash flow statement for a business.

16.04	Prepare a loan application package.
16.05	Identify alternative sources of finances.
17.0	Deal with legal issues--The student will be able to:
17.01	Identify your need for legal assistance.
17.02	Identify the provisions that you desire or do not desire in a lease.
17.03	Identify the requirements of a sales contract (such as credit sales or long term sales).
17.04	Identify the components of a contract.
17.05	Determine your needs for protection of ideas and inventions.
18.0	Comply with government regulations--The student will be able to:
18.01	Appraise the effects of various regulations on business operations.
18.02	Acquire the information necessary to comply with the various rules and regulations affecting the business.
18.03	Develop policies for the business to comply with for the business to comply with government rules and regulations.
19.0	Manage the business--The student will be able to:
19.01	Plan goals and objectives for a business.
19.02	Develop an organizational structure for a business.
19.03	Establish control practices and procedures for a business.
19.04	Demonstrate an understanding of the management hurdles and challenges that confront small businesses and ways to address those challenges.
19.05	Describe the various tools and options supporting planning in a small business environment.
19.06	Demonstrate an understanding of leadership as it applies to the small business firm, and how personnel/employee selection and management is critical to the success of a small business.
19.07	Demonstrate an understanding of the control function, and the various tools managers have to expand their control of the organization.
19.08	Understand the uniqueness of small business management and how the standard "plan-organize-lead-control" process is affected by the small business environment.
19.09	Explain the organizing function in a small business environment, focusing on understanding core competencies and credibly addressing opportunities with minimal or limited resources.
20.0	Manage human resources--The student will be able to:

20.01	Write a job description for a position in a business.
20.02	Develop a training program outline for employees.
20.03	Develop a list of personnel policies for employees in a business.
20.04	Develop an outline for an employee evaluation system.
20.05	Plan a corrective interview with an employee concerning a selected problem.
20.06	Develop a recruitment/selection and retention program for employees.
21.0	Promote the business--The student will be able to:
21.01	Create a promotional plan.
21.02	Describe the techniques used to prepare advertising and promotion.
21.03	Analyze competitive promotional activities.
21.04	Evaluate promotional effectiveness.
22.0	Manage sales--The student will be able to:
22.01	Develop a sales plan for your business.
22.02	Develop policies and procedures for serving customers.
22.03	Develop a plan for the motivating and evaluation of salespeople.
23.0	Keep business records--The student will be able to:
23.01	Determine who will keep the books for your business and how they will be maintained.
23.02	Describe double-entry bookkeeping.
23.03	Identify the types of journals and ledgers that will be used in a business.
23.04	Identify the types of records that you will use in the business to record sales, cash receipts, cash disbursements, accounts receivable, accounts payable, payroll, petty cash, inventory, budgets, and other items.
23.05	Evaluate your business records.
24.0	Understand the importance of management information systems--The student will be able to:
24.01	Identify relevant management information based on the business' existing records.

25.0	Manage finances--The student will be able to:
25.01	Explain the importance of cash flow management.
25.02	Identify financial control procedures.
25.03	Identify cash flow patterns.
25.04	Analyze trouble spots in financial management.
25.05	Describe how to prepare an owner's equity financial statement.
25.06	Describe how to compute various financial ratios.
25.07	Analyze financial management ratios applicable to a small business.
25.08	Identify the components of a break-even analysis.
25.09	Compute and analyze break-even point problems.
25.10	Review microcomputer applications for financial management.
26.0	Manage customer credit and collections--The student will be able to:
26.01	Understand the legal rights and recourse of credit grantors.
26.02	Understand basic customer credit and collection procedures.
26.03	Identify informational resources and systems that apply to credit and collection procedures.
27.0	Protect the business--The student will be able to:
27.01	Prepare policies for a business that will help in minimizing losses due to theft.
27.02	Determine the kinds, amount, and cost of insurance needed by the firm.
28.0	Operate computers utilizing software appropriate to marketing--The student will be able to:
28.01	Demonstrate data entry procedures.
28.02	Demonstrate merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to buy, pricing invoice, etc.
28.03	Demonstrate marketing spreadsheet data entry and output procedures.
28.04	Demonstrate marketing spreadsheet data decision making skills.

29.0	Identify the use of technology in marketing--The student will be able to:
29.01	Explain importance and uses of computers and the Internet in marketing.
29.02	Utilize software to create a career/industry related document.
29.03	Perform data entry procedures, i.e., payroll, inventory control, etc
29.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
29.05	Demonstrate marketing spreadsheet data entry and output procedures.
29.06	Utilize spreadsheet software to enhance decision-making skills.
29.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
29.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
29.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.
30.0	Develop a marketing oriented website--The student will be able to:
30.01	Research and analyze software and hardware requirements.
30.02	Develop and test market storyboard for the message.
30.03	Design text and corresponding multi-media elements required by a storyboard.
30.04	Create website content.
30.05	Establish security measures (e.g., firewalls, backups, virus protection).
30.06	Analyze e-commerce solutions (e.g., shopping cart software, electronic malls, order entry systems, smart cards).
31.0	Identify and implement marketing support activities--The student will be able to:
31.01	Identify role of website in marketing mix.
31.02	Develop potential customer database.
31.03	Identify products or services appropriate for push-technology advertising.
31.04	Identify sites for linking strategy and determine associated costs.
31.05	Identify steps for establishing e-commerce (e.g., securing credit card services, implementing security, database, setting up shopping cart software and electronic malls).

31.06	Identify processes to improve visibility in search engines.
31.07	Establish means to identify your customer base and marketing profile.
32.0	Manage an e-commerce marketing campaign--The student will be able to:
32.01	Determine methods for promoting a universal resource locator (URL).
32.02	Determine appropriate search engines for listing URL.
32.03	Determine methods to register with a selected search engine.
32.04	Discuss strategies for improving visibility in search engines.
32.05	Establish and manage links with other sites.
32.06	Discuss viability of banner advertising.
32.07	Determine methods to generate hit analysis data.
32.08	Calculate and analyze site effectiveness.
32.09	Compose updates based upon analysis results.
32.10	Publicize E-commerce marketing through non-Internet means.
32.11	Express importance of establishing customer service guidelines.
32.12	Discuss Keyword vs. Key phrase and the benefits of each.
32.13	Understand the concept of meta tags and why they are important to the marketing of a website.
32.14	Establish methods to incorporate target market keywords into meta tags.
33.0	Demonstrate the human relations skills necessary for success in promotion--The student will be able to:
33.01	Discuss the importance of such interpersonal skills as punctuality, initiative, courtesy, loyalty, and honesty.
33.02	Discuss the importance of being able to work cooperatively with others.
33.03	Explain the importance of good human relations skills.
33.04	Outline the steps in effective problem-solving and decision making.
33.05	Discuss the importance of professional grooming and dress.

34.0	Demonstrate knowledge of the principles of promotion--The student will be able to:
34.01	Define promotion.
34.02	State the purposes of promotion.
34.03	Explain the importance of promotion in a free enterprise system.
34.04	Explain the role of promotion in marketing.
34.05	List and define the elements of the promotional mix.
34.06	List factors which can affect the promotional mix.
34.07	List purposes of retail promotion.
34.08	Discuss the limitations of retail promotion.
35.0	Demonstrate knowledge of advertising--The student will be able to:
35.01	Explain the role of advertising in the promotional mix.
35.02	Describe how advertising creates demand.
35.03	Discuss the importance of identifying the "market".
35.04	Recall the market classifications of advertising.
35.05	Identify the parts of an written advertisement.
35.06	Prepare a written ad layout.
35.07	Identify the various advertising media.
35.08	Evaluate and select the proper medium to carry the advertising message.
36.0	Demonstrate knowledge of display--The student will be able to:
36.01	Identify and describe the elements of display design.
36.02	Name and describe the principles of display design.
36.03	List sources of display ideas.
36.04	Explain the effect of color on customer buying decisions.

36.05	Name the "appeals" that should be considered when selecting merchandise for display.
36.06	List the objectives of display.
36.07	List the steps involved in planning and setting up a display.
36.08	Define: display requisition, display planning calendar, display planning budget, functional prop, decorative prop.
36.09	List factors that should be considered when evaluating a completed display.
36.10	Explain the difference between promotional displays and institutional displays.
37.0	Demonstrate knowledge of public relations--The student will be able to:
37.01	Define public relations.
37.02	List the objective of public relations.
37.03	Identify the groups that a public relations campaign is designed to reach.
38.0	Demonstrate knowledge of personal selling--The student will be able to:
38.01	State the importance of personal selling skills as a retail function.
38.02	Define and state the essentials of a sales presentation.
38.03	Identify the steps of the selling process.
38.04	Explain the purpose of the pre-approach.
38.05	List and explain the various approach categories.
38.06	Explain how listening, questioning, and observation skills can help the salesperson determine wants and needs.
38.07	Explain the importance of the demonstration.
38.08	Identify the major types of customer objections and techniques that can be used to overcome them.
38.09	Identify the natural process involved in closing a sale.
38.10	Explain various techniques for closing a sale.
38.11	Define and explain suggestion selling.
39.0	Demonstrate knowledge of management functions--The student will be able to:

39.01	Explain the importance of good human relations skills in managing personnel.
39.02	Identify the qualities of a good leader.
39.03	Understand the functions of management.
39.04	Describe how the work of managers is different from that of other employees.
39.05	Identify the basic elements to be considered in organizing work.
39.06	Describe the importance of assigning duties, delegating authority, and evaluating the completed work.
40.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
40.01	Define entrepreneurship.
40.02	Describe the importance of entrepreneurship to the American economy.
40.03	List the advantages and disadvantages of business ownership.
40.04	Identify the risks involved in ownership of a business.
40.05	Identify the necessary personal characteristics of a successful entrepreneur.
40.06	Identify the business skills needed to operate a small business efficiently and effectively.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Electronic Commerce (0252020801) – 36 credit hours

Entrepreneurship (0252070100) – 12 credit hours

Marketing Operations (0252140111) – 30 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

Course Title: Marketing Education Directed Study
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Course Number	8800100
CIP Number	0208999903
Grade Level	11-12, 30, 31
Standard Length	1 credit - Multiple credits
Teacher Certification	ANY MARKETING ED G
CTSO	DECA

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Marketing, Sales and Service cluster that will enhance opportunities for employment in the career field chosen by the student.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Education Directed Study
Course Number: 8800100
Course Credit: 1

CTE Standards and Benchmarks	
01.0	Demonstrate expertise in a specific occupation within the career cluster--The student will be able to:
	01.01 The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results--The student will be able to:
	02.01 Select investigative study referencing prior research and knowledge.
	02.02 Collect, organize and analyze data accurately and precisely.
	02.03 Design procedures to test the research.
	02.04 Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
03.0	Apply enhanced leadership and professional career skills--The student will be able to:
	03.01 Develop and present a professional presentation offering potential solutions to a current issue.
	03.02 Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
	03.03 Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
	03.04 Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
04.0	Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study--The student will be able to:
	04.01 Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
	04.02 Read and interpret information relative to the chosen occupation.
	04.03 Locate and evaluate key elements of oral and written information.
	04.04 Analyze and apply data and/or measurements to solve problems and interpret documents.

04.05 Construct charts/tables/graphs using functions and data.

Additional Information

Laboratory Activities

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Program Title: Orientation to Marketing Occupations
Program Type: Orientation/Exploratory
Career Cluster: Marketing, Sales & Service

Secondary – Middle School	
Course Number	8800110
CIP Number	020899990R
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 MKTG 1 MKTG MGMT @7 7G RETAILING @7 7G
CTSO	DECA
Facility Code	N/A http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Marketing, Sales and Service.

To acquaint students with general marketing activities; the importance of marketing in the economy; career opportunities; and job requirements in marketing occupations.

The content includes, but is not limited to, the functions of marketing in our economy, employment requirements for a variety of marketing careers, career development patterns, and the identification of career and technical programs for achieving personal career goals.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Identify general marketing activities.
- 02.0 Identify career opportunities available in marketing.
- 03.0 Identify employment requirements for marketing careers.
- 04.0 Identify work values and goal-setting tools.
- 05.0 Identify programs instrumental in developing career choices.
- 06.0 Identify human-relations skills that will enable students to succeed in their career goals.
- 07.0 Identify advantages of DECA and College DECA, Associations of Marketing Students.
- 08.0 Identify foundation skills required in marketing careers.
- 09.0 Identify functions of marketing.

**Florida Department of Education
Student Performance Standards**

Course Title: Orientation to Marketing Occupations
Course Number: 8800110
Course Length: Semester

Course Description:

CTE Standards and Benchmarks	
01.0	Identify general marketing activities--The student will be able to:
01.01	Explain the role of marketing in the economy.
01.02	Identify selected marketing terms and their meanings.
01.03	Identify the major marketing activities.
02.0	Identify career opportunities available in marketing--The student will be able to:
02.01	Identify career opportunities which involve selling.
02.02	Identify career opportunities which involve purchasing.
02.03	Identify career opportunities which involve promotion.
02.04	Identify career opportunities which involve risk management.
02.05	Identify career opportunities which involve pricing.
02.06	Identify career opportunities which involve finance.
02.07	Identify career opportunities which involve marketing information management.
02.08	Identify career opportunities which involve product/service planning.
02.09	Identify career opportunities which involve distribution.
02.10	Identify career opportunities at the entry, career sustaining, specialist, and manager/entrepreneur level for marketing.

CTE Standards and Benchmarks

03.0 Identify employment requirements for marketing careers--The student will be able to:

03.01 Identify employment requirements in jobs in the area of selling.

03.02 Identify employment requirements in jobs in the area of purchasing.

03.03 Identify employment requirements in jobs in the area of promotion.

03.04 Identify employment requirements in jobs in the area of risk management.

03.05 Identify employment requirements in jobs in the area of pricing.

03.06 Identify employment requirements in jobs in the area of finance.

03.07 Identify employment requirements in jobs in the area of marketing information management.

03.08 Identify employment requirements in jobs in the area of product/service planning.

03.09 Identify employment requirements in jobs in the area of distribution.

03.10 Identify employment requirements at the entry, career sustaining, specialist, and manager/entrepreneur level for marketing.

04.0 Identify work values and goal-setting tools--The student will be able to:

04.01 Explain how values are acquired and changed.

04.02 Explain how work is affected by values.

04.03 Identify goal-setting tools including self-inventory and interest survey.

05.0 Identify programs instrumental in developing career choices--The student will be able to:

05.01 Identify senior high school Marketing Education programs which are available to students who desire a career in marketing, e.g., fashion marketing, travel and tourism, finance, entrepreneurship, international marketing.

05.02 Identify college or career and -technical programs which are available for high school graduates or school leavers desiring further education in marketing before entering the work force, e.g., real estate, insurance, hospitality, customer service, travel.

06.0 Identify human relations skills that will enable students to succeed in their career goals--The student will be able to:

06.01 Identify acceptable grooming and health habits.

06.02 State the importance of dependability and responsible behavior.

06.03 State the importance of a positive attitude.

CTE Standards and Benchmarks

06.04	State the importance of getting along with co-workers, employers, and other business associates.
07.0	Identify advantages of DECA and College DECA, Associations of Marketing Students--The student will be able to:
07.01	Identify DECA and College DECA and their role in marketing education.
07.02	Identify the purposes of DECA and College DECA.
07.03	Identify the advantages of student involvement in DECA and College DECA.
07.04	Identify the leadership opportunities available through DECA and College DECA.
07.05	Identify the competitive event opportunities available through DECA and College DECA.
07.06	Identify local secondary DECA and postsecondary Delta Epsilon Chi chapters.
08.0	Identify foundation skills required in marketing careers--The student will be able to:
08.01	Identify economic foundation skills used in marketing.
08.02	Identify marketing, business, and entrepreneurship foundation skills used in marketing.
08.03	Identify communication and interpersonal skills used in marketing.
08.04	Identify professional development skills used in marketing.
08.05	Identify human resource foundation skills used in marketing.
08.06	Identify computer skills used in marketing.
09.0	Identify functions of marketing--The student will be able to:
09.01	Identify the role of risk management.
09.02	Identify the role of selling.
09.03	Identify the role of promotion.
09.04	Identify the role of pricing.
09.05	Identify the role of purchasing.
09.06	Identify the role of marketing information management.

CTE Standards and Benchmarks

09.07 Identify the role of product/service management.

09.08 Identify the role of distribution.

09.09 Identify the role of finance.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECCA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Program Title: Exploration of Marketing Occupations
Program Type: Orientation/Exploratory
Career Cluster: Marketing, Sales & Service

Secondary – Middle School	
Course Number	8800210
CIP Number	02089999EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 MKTG 1 MKTG MGMT @7 7G
CTSO	DECA
Facility Code	N/A http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Marketing, Sales and Service.

To give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in marketing, including job requirements and tasks performed, and to assist students in making informed decisions regarding their future academic and occupational goals.

Instruction provides opportunities for students to explore employment opportunities and requirements, job application procedures, tasks performed by workers, as well as leadership and human relations skills in sales and marketing occupations including those that retail or market products and services, and process/manage or distribute materials.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Identify the basic economic environment in marketing.
- 02.0 Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter product merchandising related occupations.
- 03.0 Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter wholesaling occupations.
- 04.0 Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter marketing services occupations.
- 05.0 Identify procedures involved in choosing, applying for, keeping, and progressing in marketing occupations.
- 06.0 Explain the impact of technology on marketing occupations.
- 07.0 Demonstrate computer literacy.
- 08.0 Develop individualized education and career plans related to marketing occupational goals.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploration of Marketing Occupations
Course Number: 8800210
Course Length: Semester

Course Description:

CTE Standards and Benchmarks	
01.0	Identify the basic economic environment in marketing--The student will be able to:
01.01	Explain private enterprise.
01.02	Explain profit motive.
01.03	Identify the relationships between people's wants and needs and marketing activities.
02.0	Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter product merchandising related occupations--The student will be able to:
02.01	Identify product merchandising related occupations; e.g., fashion, retailing, food marketing, home furnishings, sporting goods, parts marketing, specialty products, wholesaling, business ownership, and others.
02.02	Identify the basic tasks performed by employees within each of the occupations.
02.03	Identify employment opportunities available in each of the occupations.
02.04	State the educational requirements to prepare a student for entry-level employment in product merchandising related occupations.
02.05	Identify educational programs available in the state for advanced training in product merchandising related occupations in secondary through postsecondary education.
03.0	Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter wholesaling occupations--The student will be able to:
03.01	Identify wholesaling occupations.
03.02	Identify the basic tasks performed by employees within each of the occupations.
03.03	Identify employment opportunities available for each of the occupations.
03.04	State the educational requirements to prepare a student for entry-level employment in wholesaling occupations.

CTE Standards and Benchmarks

03.05	Identify educational programs available in the state for advanced training in wholesaling related occupations in secondary through postsecondary education.
04.0	Identify the education needed, tasks performed, and employment opportunities for individuals who wish to enter marketing services occupations--The student will be able to:
04.01	Identify marketing services occupations: e.g., food service, hospitality, travel and tourism, finance, international marketing, insurance, real estate, entrepreneurship, and others.
04.02	Identify the basic tasks performed by employees within each of the occupations.
04.03	Identify employment opportunities available for each of the occupations.
04.04	State the educational requirements to prepare students for entry-level employment in marketing services occupations.
04.05	Identify educational programs available in the state for advanced training in specific marketing services related occupations in secondary through postsecondary education.
05.0	Identify procedures involved in choosing, applying for, keeping, and progressing in marketing occupations--The student will be able to:
05.01	Identify the tasks involved in choosing a marketing occupation; e.g., self-inventory, interest survey, research, and aptitude test batteries.
05.02	List the steps in applying for a job.
05.03	Complete a sample job application form.
05.04	Demonstrate the necessary communication skills involved in a job interview.
05.05	Identify those characteristics that help people obtain, hold, and progress on their jobs in marketing occupations.
05.06	Develop an individual career plan including a four to six year plan for advanced training in a marketing career.
06.0	Explain the impact of technology on marketing occupations--The student will be able to:
06.01	Explain how technology has changed the way retailing businesses operate.
06.02	Explain how technology has changed the way wholesaling businesses operate.
06.03	Explain how technology has changed the way product merchandising businesses operate.
06.04	Explain how technology has changed the way marketing services businesses operate.
07.0	Demonstrate computer literacy--The student will be able to:
07.01	Define computer related terms; e.g., computer, data input, output, hardware, software, language, processing, memory, program, terminal, peripheral devices, and keyboard characters.

CTE Standards and Benchmarks

07.02	Operate a computer by performing basic software related procedures.
07.03	Identify the advantages and disadvantages in the use of different computer formats and operating systems.
07.04	Describe some general uses of computers.
07.05	Identify the safety precautions that must be observed in using computer equipment.
07.06	Explain some of the legal and ethical issues involved in using a computer.
07.07	Use the computer via an on-line environment to explore selected occupations.
08.0	Develop individualized education and career plans related to marketing occupational goals--The student will be able to:
08.01	Complete self-assessments and career analysis activities to determine potential success in marketing career fields.
08.02	Research a marketing related career identifying employment opportunities and educational requirements for advancement.
08.03	Project the career level and earnings required to obtain desired standard of living.
08.04	Utilize career information to develop an individualized career plan, including a plan to meet educational requirements.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECCA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

**Florida Department of Education
Curriculum Framework**

Course Title: Practical Entrepreneurship Skills
Program Type: Non Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Non Career Preparatory

Course Number	8800310
CIP Number	02080301PA
Grade Level	9-12, 30, 31
Standard Length	.5 credits
Teacher Certification	RETAILING @7 7G MKTG 1 MKTG MGMT @7 7G WHOLESALE 7 G
CTSO	DECA
Facility Code	N/A http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Marketing, Sales and Service.

To introduce students to the concept of entrepreneurship and to develop an awareness of the business and economic principles necessary for the potential entrepreneur to understand. The course will also give students an opportunity to evaluate their potential as entrepreneurs.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Practical Entrepreneurship Skills.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Practical Entrepreneurship Skills.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Practical Entrepreneurship Skills.
- 04.0 Explain the concept and importance of entrepreneurship.
- 05.0 Determine advantages and disadvantages of becoming an entrepreneur.
- 06.0 Describe the five major fields of business activity that are available for the potential entrepreneur.
- 07.0 Compare and contrast the primary methods of becoming an entrepreneur.
- 08.0 Compare and contrast the legal forms of business ownership.
- 09.0 Demonstrate an understanding of basic economic principles that affect the operation of a small business.
- 10.0 Discuss entrepreneurship as a career choice.

**Florida Department of Education
Student Performance Standards**

Course Title: Practical Entrepreneurship Skills
Course Number: 8800310
Course Credit: .5

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Practical Entrepreneurship Skills.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	

Florida Standards		Correlation to CTE Program Standard #
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Practical Entrepreneurship Skills.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	

Florida Standards		Correlation to CTE Program Standard #
	significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Practical Entrepreneurship Skills.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

CTE Standards and Benchmarks	FS-M/LA
04.0 Explain concept and importance of entrepreneurship--The student will be able to:	
04.01 Define "entrepreneurship."	
04.02 Define "entrepreneur."	
04.03 Discuss the importance of entrepreneurship to the global economy.	
05.0 Determine advantages and disadvantages of becoming an entrepreneur--The student will be able to:	
05.01 List advantages of ownership of a small business.	
05.02 List disadvantages of ownership of a small business.	
05.03 Identify the risks involved in ownership of a small business.	
05.04 List the major causes of failure of a small business.	
06.0 Describe the five major fields of business activity that are available for the potential entrepreneur--The student will be able to:	
06.01 Define and give examples of "extractive enterprises."	
06.02 Define and give examples of "manufacturing businesses."	
06.03 Define and give examples of "wholesalers."	
06.04 Define and give examples of "retailers."	

CTE Standards and Benchmarks	FS-M/LA
06.05 Define and give examples of "service businesses."	
07.0 Compare and contrast the primary methods of becoming an entrepreneur--The student will be able to:	
07.01 List the advantages and disadvantages of buying an existing business.	
07.02 List the advantages and disadvantages of starting a business from scratch.	
07.03 List the advantages and disadvantages of buying a franchise.	
07.04 Define "franchise."	
07.05 Define "franchisor."	
07.06 Define "franchisee."	
08.0 Compare and contrast the legal forms of business ownership--The student will be able to:	
08.01 Define "sole proprietorship."	
08.02 List the advantages and disadvantages of a sole proprietorship.	
08.03 Define "partnership" and explain the various types.	
08.04 List the advantages and disadvantages of each type of partnership.	
08.05 Define "corporation" and explain the various types.	
08.06 List the advantages and disadvantages of each type of corporation.	
09.0 Demonstrate an understanding of basic economic principles that affect the operation of a small business--The student will be able to:	
09.01 Define "supply and demand."	
09.02 Describe the interactions between supply and demand.	
09.03 Define "competition."	
09.04 Identify the effects of competition on a small business.	
09.05 Define "profit."	

CTE Standards and Benchmarks	FS-M/LA
10.0 Discuss entrepreneurship as a career choice--The student will be able to:	
10.01 Discuss the advantages and disadvantages of self-employment.	
10.02 Identify the personal qualities necessary to be successful as an entrepreneur.	
10.03 Identify the financial and management skills needed to operate a small business efficiently and effectively.	
10.04 Outline the educational experiences and/or occupational training needed to become a successful entrepreneur.	
10.05 Assess personal potential to become an entrepreneur.	

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECCA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Equivalent Mathematics and Equally Rigorous Science Courses

Equally rigorous science courses are based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.

**Florida Department of Education
Curriculum Framework**

Course Title: Marketing Cooperative Education OJT
Course Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Cooperative Education - OJT

Course Number	8800410
CIP Number	02089999CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	MKTG 1 @2
CTSO	DECA

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Marketing Cooperative Education OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Cooperative Education OJT
Secondary Number: 8800410

Standards and Benchmarks	
01.0	Perform designated job skills--The student will be able to:
01.01	Perform tasks as outlined in the training plan.
01.02	Demonstrate job performance skills.
01.03	Demonstrate safety procedures on the job.
01.04	Maintain appropriate records.
01.05	Attain an acceptable level of productivity.
01.06	Demonstrate appropriate dress and grooming habits.
02.0	Demonstrate work ethics--The student will be able to:
02.01	Follow directions.
02.02	Demonstrate good human relations skills on the job.
02.03	Demonstrate good work habits.
02.04	Demonstrate acceptable business ethics.

Additional Information

Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECCA is/are the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.

**Florida Department of Education
Curriculum Framework**

Program Title: Fashion Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8806000
CIP Number	0252190200
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	RETAILING @7 7G MKTG 1 MKTG MGMT @7 7G
CTSO	DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 41-1011 – First-Line Supervisors of Retail Sales Workers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110 or 8806010	Marketing Essentials or Fashion Essentials	1 credit	41-2031	2
	8827120 or 8806020	Marketing Applications or Fashion Applications	1 credit		2
B	8806030	Fashion Marketing Management	1 credit	41-1011	3

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

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Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

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Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Fashion Marketing Essentials

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.
- 04.0 Demonstrate employability skills
- 05.0 Demonstrate human relations skills necessary for success in fashion occupations.
- 06.0 Demonstrate proficiency in applying communication and technology skills.
- 07.0 Demonstrate proficiency in applying math skills unique to fashion marketing.
- 08.0 Identify economic principles.
- 09.0 Identify marketing and business fundamentals.
- 10.0 Identify effective selling techniques and procedures.
- 11.0 Discuss the history of fashion.
- 12.0 Discuss the use of design in fashion.

Fashion Marketing Applications

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.
- 13.0 Select a fashion marketing industry for career planning.
- 14.0 Demonstrate applications of distribution to the fashion marketing industry.
- 15.0 Demonstrate applications of financing to the selected fashion marketing industry.
- 16.0 Demonstrate applications of product/service planning to the fashion marketing industry.
- 17.0 Demonstrate applications of marketing information management to the fashion marketing industry.
- 18.0 Demonstrate pricing applications for the fashion marketing industry.
- 19.0 Demonstrate promotion applications for the fashion marketing industry.
- 20.0 Demonstrate purchasing applications to the fashion marketing industry.
- 21.0 Demonstrate applications of safety and risk-management to the fashion marketing industry.
- 22.0 Demonstrate applications of selling to the fashion marketing industry.
- 23.0 Identify the use of technology in fashion marketing.
- 24.0 Discuss the fashion design segment.
- 25.0 Identify characteristics of textiles and yarns used in fashion related industries.

- 26.0 Discuss fabric design and construction.
- 27.0 Discuss the steps involved in planning a fashion show.

Marketing Essentials

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.
- 28.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 29.0 Demonstrate proficiency in applying communication and technology skills.
- 30.0 Demonstrate proficiency in applying math skills unique to marketing.
- 31.0 Identify economic principles.
- 32.0 Identify marketing and business fundamentals.
- 33.0 Identify effective selling techniques and procedures.

Marketing Applications

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing
- 34.0 Select a marketing industry for career planning.
- 35.0 Demonstrate applications of distribution to the selected marketing industry.
- 36.0 Demonstrate applications of financing to the selected marketing industry.
- 37.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 38.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 39.0 Demonstrate pricing applications for the selected marketing industry.
- 40.0 Demonstrate promotion applications for the selected marketing industry.
- 41.0 Demonstrate purchasing applications to the selected marketing industry.
- 42.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 43.0 Demonstrate applications of selling to the selected marketing industry.
- 44.0 Demonstrate an understanding of entrepreneurship.
- 45.0 Identify the uses of technology in marketing.

Fashion Marketing Management

- 46.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Fashion Marketing.

- 47.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Fashion Marketing.
- 48.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.
- 49.0 Apply economic principles to fashion.
- 50.0 Apply fashion product and service technology.
- 51.0 Demonstrate merchandising skills appropriate for fashion marketing.
- 52.0 Implement fashion marketing operational techniques.
- 53.0 Demonstrate proficiency in applying higher level mathematical skills unique to fashion marketing.
- 54.0 Apply promotional planning techniques and procedures to fashion marketing.
- 55.0 Apply entrepreneurial concepts to fashion marketing.
- 56.0 Apply marketing management principles to a fashion related business.
- 57.0 Analyze global fashion trends in fashion marketing.
- 58.0 Demonstrate applications of technology to fashion marketing.
- 59.0 Apply a career plan to fashion marketing.

**Florida Department of Education
Student Performance Standards**

Course Title: Fashion Essentials
Course Number: 8806010
Course Credit: 1

Course Description:

The purpose of this course is to develop the competencies essential to fashion marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of fashion marketing and selling are also included. There is not an occupational completion point after the completion of this course.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
01.03 Integration of Knowledge and Ideas	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
01.04 Range of Reading and Level of Text Complexity	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.	
02.01 Text Types and Purposes	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
02.02 Production and Distribution of Writing	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate employability skills--The student will be able to:		
04.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).		
04.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.		
04.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).		
04.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
04.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
04.06 Identify and demonstrate appropriate dress and grooming for employment.		
04.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).		
04.08 Describe methods for handling illegal interview and application questions.		
04.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA).		
04.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
04.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.12 Describe importance of producing quality work and meeting performance standards.		
04.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).		
04.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.		
04.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).		
04.16 Identify how to prepare for job separation and re-employment.		
04.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).		
04.18 Identify and practice stress management and relaxation techniques.		
04.19 Discuss importance of practicing positive customer service skills.		
05.0 Demonstrate human relations skills necessary for success in fashion marketing occupations--The student will be able to:		
05.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.		
05.02 Define and discuss issues involving gender equity, disability, and age		
05.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).		
05.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business		
05.05 Explain concepts of integrity, credibility, reliability, and perseverance.		
05.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).		
05.07 Maintain professional personal appearance and attitude.		
05.08 Demonstrate ability to use creative problem solving, decision making, and critical thinking strategies.		
05.09 Demonstrate self-management, initiative, and multi-tasking.		
05.10 Explain concepts of self-understanding, self-esteem, and self-image.		
05.11 Demonstrate professional behavior and etiquette.		
05.12 Demonstrate respect for the opinions, customs, and individual differences of		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
others.		
05.13 Set personal and career goals and develop a plan of action to achieve those goals.		
05.14 Identify areas where personal and professional change and adjustment may be necessary.		
05.15 Demonstrate ability to offer and accept feedback.		
05.16 Identify and practice stress management and relaxation techniques.		
05.17 Maintain confidentiality of business matters.		
05.18 Support and follow company policies and procedures (e.g., attendance, tardiness, returns).		
05.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.		
06.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:		
06.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).		
06.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).		
06.03 Demonstrate ability to read and comprehend written communications.		
06.04 Identify a variety of forms of written business communications utilized in the workplace.		
06.05 Prepare a business letter, memorandum, fax, and e-mail.		
06.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.		
06.07 Discuss importance of developing networking skills to expand business contacts.		
06.08 Prepare and deliver a business-related presentation.		
06.09 Demonstrate active listening strategies that improve understanding and performance.		
06.10 Describe positive customer relations.		
06.11 Demonstrate conflict and dispute resolution techniques.		
06.12 Identify means of nonverbal communication.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.		
06.14 Discuss methods of resolving customer complaints.		
06.15 Interpret business policies to customers/clients.		
06.16 Discuss importance of providing clear directions, descriptions, and explanations.		
06.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.		
06.18 Identify types of technology/equipment used in the workplace.		
06.19 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.		
07.0 Demonstrate proficiency in applying math skills unique to fashion marketing--The student will be able to:		
07.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.		
07.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.		
07.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
07.04 Demonstrate ability to make change correctly.		
07.05 Calculate tax, gratuity, commission, and miscellaneous charges.		
07.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.		
07.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.		
07.08 Apply standard industry formula to determine markup and markdown on merchandise.		
07.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.		
07.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.		
07.11 Identify components of a break-even analysis.		
07.12 Compute and analyze a break-even point.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
07.13 Operate 10-key keypad.		
07.14 Read and interpret a lease agreement.		
07.15 Read and interpret a contract for purchase of real estate.		
07.16 Read and complete an application for a bank loan.		
07.17 Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.		
07.18 Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.		
08.0 Identify economic principles--The student will be able to:		
08.01 Explain concept of economics and economic activities.		
08.02 Explain concept of economic goods and services.		
08.03 Explain concept of economic resources.		
08.04 Explain concept of utility (form, place, time, possession, information).		
08.05 Explain concept of "supply and demand."		
08.06 Explain concept of price.		
08.07 Identify, compare, and contrast major types of economic systems.		
08.08 Explain relationship between government and business.		
08.09 Explain concept of private enterprise and business ownership.		
08.10 Explain role of profit motive.		
08.11 Explain concept of risk.		
08.12 Explain concept of competition.		
08.13 Explain concept of productivity.		
08.14 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).		
08.15 Explain function of the Federal Reserve Board.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.0 Identify marketing and business fundamentals--The student will be able to:		
09.01 Define marketing and its role.		
09.02 Explain purpose of marketing in the free enterprise system.		
09.03 Identify and explain the four foundations of marketing.		
09.04 Identify and explain differences between indirect and direct marketing.		
09.05 Identify and explain the functions of and differences between marketing and merchandising.		
09.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).		
09.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).		
09.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
09.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).		
09.10 Explain concept of marketing strategies.		
09.11 Explain concept of market segmentation and demographics.		
09.12 Explain importance and techniques of offering the right merchandising blend.		
09.13 Explain nature of channels of distribution.		
09.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).		
09.15 Explain factors affecting pricing decisions.		
09.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).		
09.17 Discuss role e-commerce will play in the marketing of goods and services.		
09.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.		
09.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
	(SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].		
10.0	Identify effective selling techniques and procedures--The student will be able to:		
10.01	Explain purpose, principles, and importance of selling.		
10.02	Identify qualities of a professional sales associate.		
10.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.		
10.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.		
10.05	Discuss importance of meeting specialized sales needs.		
10.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.		
10.07	Discuss reasons for maintaining a client file.		
11.0	Discuss the history of fashion--The student will be able to:		
11.01	Describe the theories of the origin of fashion.		
11.02	Describe the influences of historical events on American and global fashion.		
11.03	Explain economic, demographic, social, and political influences on fashion.		
11.04	Explain how the trickle-down and trickle-up theories apply to the fashion industry.		
11.05	Discuss the stages and length of the fashion cycle.		
11.06	Discuss impact of technology on the fashion industry.		
11.07	Identify the major fashion designers and their impact on the industry.		
11.08	Differentiate between fashion trends and fads.		
11.09	Discuss evolution of national and local fashion retailers.		
11.10	Discuss the influence of electronic media on the fashion industry.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Discuss the use of design in fashion--The student will be able to:		
12.01 Identify and discuss the elements of design (e.g., color, shape, line, and texture).		
12.02 Identify and discuss the principles of design (e.g., balance, proportion, emphasis, and rhythm).		
12.03 Discuss the impact and dimensions of color in fashion.		
12.04 Explain the principles of color psychology and symbolism.		
12.05 Identify purpose/use of color wheel.		
12.06 Identify a variety of color schemes (e.g., monochromatic, analogous, complimentary, triad).		
12.07 Discuss the use of shape, line, and texture in fashion and visual merchandising.		
12.08 Discuss the importance of balance in garment design.		
12.09 Discuss the role of proportion, emphasis, rhythm, and harmony in garment design.		

**Florida Department of Education
Student Performance Standards**

Course Title: Fashion Applications
Course Number: 8806020
Course Credit: 1

Course Description:

This course is designed to provide students with an in-depth study of fashion marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of fashion marketing occupations. After successful completion of the core (Fashion Essentials and Fashion Applications), students will have met occupational completion point, data code A, Salesperson, Retail, Fashion - SOC 41-2031.00.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	

Florida Standards		Correlation to CTE Program Standard #
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	

Florida Standards	Correlation to CTE Program Standard #
03.04 Model with mathematics.	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.0 Select a fashion marketing industry for career planning--The student will be able to:		
13.01 Identify current employment opportunities in the fashion marketing field.		
13.02 Identify sources of information for career planning including the Internet.		
13.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the fashion marketing field.		
13.04 Explain duties, responsibilities, and needed skills and knowledge of a particular fashion marketing career.		
13.05 Identify advantages and disadvantages of a particular fashion-marketing career.		
13.06 Complete self-assessments and analysis of life-style goals and career aspirations.		
13.07 Develop an individualized education and career plan related to a major fashion marketing field.		
13.08 Write a job description for a selected fashion marketing occupation.		
14.0 Demonstrate applications of distribution to the fashion marketing industry--The student will be able to:		
14.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of fashion goods and services.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.02 Explain concepts of physical distribution and transportation systems related to the fashion industry.		
14.03 Identify and analyze appropriate transportation services for the fashion industry.		
14.04 Develop appropriate plans utilizing the channels of distribution for the fashion industry.		
14.05 Demonstrate skills required for fashion materials and service management.		
14.06 Analyze information related to routing and tracking merchandise.		
14.07 Explain the relationship between customer service and distribution.		
15.0 Demonstrate applications of financing to the selected fashion marketing industry--The student will be able to:		
15.01 Explain financial concepts used in making fashion marketing decisions.		
15.02 Explain concept of financial administration.		
15.03 Explain difference between income (credit) and expense (debit).		
15.04 Describe and prepare a cash-flow statement.		
15.05 Identify various types of credit policies and procedures.		
15.06 Explain purposes and importance of credit.		
15.07 Identify the positive and negative impacts of using credit in fashion marketing situations.		
15.08 Compare and contrast the use of different credit applications.		
15.09 Discuss industry concepts of price, profit, competition, and productivity.		
15.10 Calculate exchange rates.		
16.0 Demonstrate applications of product/service planning to the fashion marketing industry--The student will be able to:		
16.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to fashion market opportunities.		
16.02 Explain the steps involved in decision making (e.g., market research, assessment, planning, implementation design, and evaluation).		
16.03 Explain importance of product and service technology as it relates to customer satisfaction.		
16.04 Identify sources of fashion product knowledge.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and fashion marketing occupations.		
16.06 Explain product and service quality as applicable grades and industry standards.		
16.07 Discuss product-liability risks.		
16.08 Explain warranties and guarantees.		
16.09 Develop a product/service plan for an area of fashion marketing.		
16.10 Describe factors used by marketers to position products/business.		
16.11 Identify stages of and discuss importance of product life cycle.		
17.0 Demonstrate applications of marketing information management to the fashion marketing industry--The student will be able to:		
17.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to fashion market opportunities.		
17.02 Explain process of marketing information management.		
17.03 Explain nature and scope of fashion marketing operations.		
17.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.		
17.05 Identify procedures for gathering information using technology.		
17.06 Utilize appropriate marketing information management forms.		
18.0 Demonstrate pricing applications for the fashion marketing industry--The student will be able to:		
18.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.		
18.02 Explain pricing objectives, policies, and strategies.		
18.03 Explain price marking techniques.		
18.04 Explain procedures for changing prices.		
18.05 Demonstrate decision-making skills required for determining pricing relative to the competition.		
18.06 Demonstrate problem-solving skills required when considering profit and price.		
19.0 Demonstrate promotion applications for the fashion marketing industry--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.		
19.02 Identify types of promotion used in the fashion industry.		
19.03 Discuss importance of advertising media and branding.		
19.04 Explain purposes and elements of advertising and display as related to the fashion marketing industry.		
19.05 Explain the impact on and uses of the Internet and Intranet in marketing fashion products and services.		
19.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, Internet, and others.		
19.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point-of-sale.		
19.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.		
19.09 Write a promotional message to appeal to a target market.		
19.10 Develop a sales promotion plan for a fashion marketing organization.		
19.11 Demonstrate public relations techniques as used in the fashion marketing industry.		
19.12 Design a web site for the fashion marketing industry.		
20.0 Demonstrate purchasing applications to the fashion marketing industry--The student will be able to:		
20.01 Explain relationship between stock turnover and purchasing.		
20.02 Demonstrate proper purchasing procedures.		
20.03 Explain types of purchasing situations.		
20.04 Demonstrate the techniques used to obtain the best terms when negotiating a purchase.		
20.05 Demonstrate use of forms required for purchasing.		
20.06 Evaluate merchandise or services using industry standards or company assessments.		
21.0 Demonstrate applications of safety and risk-management to the fashion marketing industry--The student will be able to:		
21.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.		
21.03 Describe actions that various agencies take to prevent accidents on the job.		
21.04 Demonstrate understanding of environmental problems that impact health and safety.		
21.05 Explain procedures for handling and reporting accidents.		
21.06 Identify security procedures for the fashion marketing industry.		
21.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
21.08 Identify procedures used by industry to prevent internal loss and embezzlement.		
22.0 Demonstrate applications of selling to the fashion marketing industry--The student will be able to:		
22.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.		
22.02 Describe the appropriate relationship between buyer and seller.		
22.03 Demonstrate sales knowledge of industry, company, products, and competition.		
22.04 Analyze potential prospects and customer buying behavior.		
22.05 Analyze importance of communication and listening in creating a positive buying climate.		
22.06 Identify sales techniques to aid customers/clients in making buying decisions.		
22.07 Prepare a list of skills necessary to maintain sales accounts.		
22.08 Create a sales presentation using presentation software.		
22.09 Identify strategies to build and maintain a clientele.		
23.0 Identify the use of technology in fashion marketing--The student will be able to:		
23.01 Explain importance and uses of computers and the Internet in fashion marketing.		
23.02 Utilize word processing software to create a career/industry related document.		
23.03 Perform data entry procedures (e.g., payroll, inventory control).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.04 Perform merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.		
23.05 Demonstrate marketing spreadsheet data entry and output procedures.		
23.06 Utilize spreadsheet software to enhance decision-making skills.		
23.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.		
23.08 Identify technology appropriate for marketing functions and practices related to a fashion marketing career field.		
23.09 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.		
24.0 Discuss the fashion design segment--The student will be able to:		
24.01 Identify and discuss price market categories of apparel.		
24.02 Describe standard sizing of the fashion industry.		
24.03 Identify clothing details that are most flattering to a variety of body proportions.		
24.04 Identify clothing styles as they relate to line and design.		
24.05 Discuss the importance of name recognition for fashion designers.		
24.06 Explain the designing process for ready-to-wear designers.		
24.07 Identify domestic fashion market centers.		
24.08 Identify international fashion market centers.		
25.0 Identify characteristics of textiles and yarns used in fashion related industries--The student will be able to:		
25.01 Identify types, uses, characteristics, advantages, and disadvantages of natural fibers.		
25.02 Identify types, uses, characteristics, advantages, and disadvantages of manufactured fibers.		
25.03 Identify types, uses, characteristics, advantages, and disadvantages of leather and fur.		
25.04 Discuss innovations and trends in the fiber trade.		
25.05 Discuss types and role of yarn blends and textures.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.06 Describe fabric construction and finishes commonly used in the fashion industry.		
26.0 Discuss fabric design and construction--The student will be able to:		
26.01 Identify and discuss the major forms of fabric design (e.g., structural, applied).		
26.02 Identify types of weaving.		
26.03 Identify types of knitting.		
26.04 Identify other methods of fabric construction (e.g., nonwovens, quilted).		
26.05 Discuss the impact of fabric finishing on fabrics.		
26.06 Identify types of fabric finishing (e.g., bleaching, dyeing, and printing).		
26.07 Discuss differences between mechanical and chemical finishes.		
26.08 Discuss differences between quality and performance standards.		
26.09 Discuss impact of Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) on fabric design and construction.		
27.0 Discuss the steps involved in planning a fashion show--The student will be able to:		
27.01 Explain the purposes of fashion shows.		
27.02 Identify the main types of fashion shows.		
27.03 Identify the steps involved in planning a fashion show.		
27.04 Explain the importance of coordinating merchandise and models.		
27.05 Describe the coordination of the physical layout, music, choreography, and commentary of fashion shows.		
27.06 Explain the details involved with promoting and presenting a fashion show.		
27.07 Describe the follow-up and evaluation procedures for a fashion show.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description: Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop a strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
<p>01.03 Integration of Knowledge and Ideas</p>	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
<p>01.04 Range of Reading and Level of Text Complexity</p>	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
<p>02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.</p>	
<p>02.01 Text Types and Purposes</p>	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
<p>02.02 Production and Distribution of Writing</p>	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #	
	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:		
28.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.		
28.02 Define and discuss issues involving gender equity, disability, and age.		
28.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).		
28.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.		
28.05 Explain concepts of integrity, credibility, reliability, and perseverance.		
28.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).		
28.07 Maintain professional personal appearance and attitude.		
28.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.		
28.09 Demonstrate self-management, initiative, and multi-tasking.		
28.10 Explain concepts of self-understanding, self-esteem, and self-image.		
28.11 Demonstrate professional behavior and etiquette.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.12 Demonstrate respect for the opinions, customs, and individual differences of others.		
28.13 Set personal and career goals and develop a plan of action to achieve those goals.		
28.14 Identify areas where personal and professional change and adjustment may be necessary.		
28.15 Demonstrate ability to offer and accept feedback.		
28.16 Identify and practice stress management and relaxation techniques.		
28.17 Maintain confidentiality of business matters.		
28.18 Support and follow company policies and procedures (e.g. attendance, tardiness, returns).		
28.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.		
29.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:		
29.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).		
29.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).		
29.03 Demonstrate ability to read and comprehend written communications.		
29.04 Identify a variety of forms of written business communications utilized in the workplace.		
29.05 Prepare a business letter, memorandum, fax, and e-mail.		
29.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.		
29.07 Discuss importance of developing networking skills to expand business contacts.		
29.08 Prepare and deliver a business-related presentation.		
29.09 Demonstrate active listening strategies that improve understanding and performance.		
29.10 Describe positive customer relations.		
29.11 Demonstrate conflict and dispute resolution techniques.		
29.12 Identify means of nonverbal communication.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.		
29.14 Discuss methods of resolving customer complaints.		
29.15 Interpret business policies to customers/clients.		
29.16 Discuss importance of providing clear directions, descriptions, and explanations.		
29.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.		
29.18 Identify types of technology/equipment used in the workplace.		
29.19 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.		
30.0 Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:		
30.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.		
30.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.		
30.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
30.04 Demonstrate ability to make change correctly.		
30.05 Calculate tax, gratuity, commission, and miscellaneous charges.		
30.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.		
30.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.		
30.08 Apply standard industry formula to determine markup and markdown on merchandise.		
30.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.		
30.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.		
30.11 Identify components of a break-even analysis		
30.12 Compute and analyze a break-even point.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.0 Identify economic principles--The student will be able to:		
31.01 Explain concept of economics and economic activities.		
31.02 Explain concept of economic goods and services.		
31.03 Explain concept of economic resources.		
31.04 Explain concept of utility (form, place, time, possession, information).		
31.05 Explain concept of "supply and demand."		
31.06 Explain concept of price.		
31.07 Identify, compare, and contrast major types of economic systems.		
31.08 Explain relationship between government and business.		
31.09 Explain concept of private enterprise and business ownership.		
31.10 Explain role of profit motive.		
31.11 Explain concept of risk.		
31.12 Explain concept of competition.		
31.13 Explain concept of productivity.		
31.14 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).		
31.15 Explain function of the Federal Reserve Board.		
32.0 Identify marketing and business fundamentals--The student will be able to:		
32.01 Define marketing and its role.		
32.02 Explain purpose of marketing in the free enterprise system.		
32.03 Identify and explain the four foundations of marketing.		
32.04 Identify and explain differences between indirect and direct marketing.		
32.05 Identify and explain the functions of and differences between marketing and merchandising.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
32.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).		
32.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc		
32.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
32.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).		
32.10 Explain concept of marketing strategies.		
32.11 Explain concept of market segmentation and demographics.		
32.12 Explain importance and techniques of offering the right merchandising blend.		
32.13 Explain nature of channels of distribution.		
32.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).		
32.15 Explain factors affecting pricing decisions.		
32.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).		
32.17 Discuss role e-commerce and social networking will play in the marketing of goods and services.		
32.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.		
32.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].		
33.0 Identify effective selling techniques and procedures--The student will be able to:		
33.01 Explain purpose, principles, and importance of selling.		
33.02 Identify qualities of a professional sales associate.		
33.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling		
33.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.		
33.05 Discuss importance of meeting specialized sales needs.		
33.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.		
33.07 Discuss reasons for maintaining a client file.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Fashion Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a	

Florida Standards		Correlation to CTE Program Standard #
	text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Fashion Marketing.		
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	

Florida Standards		Correlation to CTE Program Standard #
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06	Attend to precision. MAFS.K12.MP.6.1	

Florida Standards	Correlation to CTE Program Standard #
03.07 Look for and make use of structure. MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning. MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
34.0 Select a marketing industry for career planning--The student will be able to:		
34.01 Identify current employment opportunities in marketing related fields.		
34.02 Identify sources of information for career planning including the Internet.		
34.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.		
34.04 Explain duties, responsibilities, and needed skills and knowledge of a particular career.		
34.05 Identify advantages and disadvantages of a particular career		
34.06 Complete self-assessments and analysis of life-style goals and career aspirations.		
34.07 Develop an individualized education and career plan related to a major marketing field.		
34.08 Write a job description for a selected marketing occupation.		
35.0 Demonstrate applications of distribution to the selected marketing industry--The student will be able to:		
35.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.		
35.02 Explain concepts of physical distribution and transportation systems related to the industry.		
35.03 Identify and analyze appropriate transportation services for the industry.		
35.04 Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.		
35.05 Demonstrate skills required for materials and service management.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.06 Analyze information related to routing and tracking merchandise		
35.07 Explain the relationship between customer service and distribution.		
36.0 Demonstrate applications of financing to the selected marketing industry--The student will be able to:		
36.01 Explain financial concepts used in making business decisions.		
36.02 Explain concept of financial administration.		
36.03 Explain difference between income (credit) and expense (debit).		
36.04 Describe and prepare a cash-flow statement.		
36.05 Identify various types of credit policies and procedures.		
36.06 Explain purposes and importance of credit.		
36.07 Identify the positive and negative impacts of using credit in marketing situations.		
36.08 Compare and contrast the use of different credit applications.		
36.09 Analyze industry concepts of price, profit, competition, and productivity.		
36.10 Calculate exchange rates.		
37.0 Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:		
37.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
37.02 Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).		
37.03 Explain importance of product and service technology as it relates to customer satisfaction.		
37.04 Identify sources of product knowledge.		
37.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.		
37.06 Explain product and service quality as applicable to grades and industry standards.		
37.07 Discuss product-liability risks.		
37.08 Explain warranties and guarantees.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
37.09 Develop a product/service plan for a marketing area.		
37.10 Describe factors used by marketers to position products/business.		
37.11 Identify stages of and discuss impact of product life cycle.		
38.0 Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:		
38.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
38.02 Explain process of marketing-information management.		
38.03 Explain nature and scope of marketing operations.		
38.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.		
38.05 Identify procedures for gathering information using technology.		
38.06 Utilize appropriate marketing-information management forms.		
39.0 Demonstrate pricing applications for the selected marketing industry--The student will be able to:		
39.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.		
39.02 Explain pricing objectives, policies, and strategies.		
39.03 Explain price-marking techniques.		
39.04 Explain procedures for changing prices.		
39.05 Demonstrate decision-making skills required for determining pricing relative to the competition.		
39.06 Demonstrate problem-solving skills required when considering profit and price.		
40.0 Demonstrate promotion applications for the selected marketing industry--The student will be able to:		
40.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.		
40.02 Identify types of promotion used in the industry.		
40.03 Discuss importance of advertising media.		
40.04 Explain purposes and elements of advertising and display as related to the		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
industry.		
40.05 Explain the impact on and uses of the internet and intranet in marketing products and services.		
40.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.		
40.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.		
40.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.		
40.09 Write a promotional message to appeal to a target market.		
40.10 Develop a sales promotion plan for a marketing organization		
40.11 Demonstrate public relations techniques as used in the marketing industry.		
40.12 Design a web site to promote a product/service.		
41.0 Demonstrate purchasing applications to the selected marketing industry--The student will be able to:		
41.01 Explain relationship between stock turnover and purchasing.		
41.02 Demonstrate proper purchasing procedures.		
41.03 Explain types of purchasing situations.		
41.04 Demonstrate techniques used to obtain the best terms when negotiating a purchase.		
41.05 Demonstrate use of forms required for purchasing		
41.06 Evaluate merchandise or services using industry standards or company assessments.		
42.0 Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:		
42.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.		
42.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.		
42.03 Describe actions that various agencies take to prevent accidents on the job.		
42.04 Demonstrate an understanding of environmental problems that impact health and safety.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.05 Explain procedures for handling and reporting accidents.		
42.06 Identify security procedures for the marketing industry.		
42.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
42.08 Identify procedures used by industry to prevent internal theft and embezzlement.		
43.0 Demonstrate applications of selling to the selected marketing industry--The student will be able to:		
43.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.		
43.02 Describe the appropriate relationship between buyer and seller.		
43.03 Demonstrate sales knowledge of industry, company, products, and competition.		
43.04 Analyze potential prospects and customer buying behavior.		
43.05 Analyze importance of communication and listening in creating a positive buying climate.		
43.06 Identify sales techniques to aid customers/clients in making buying decisions.		
43.07 Prepare a list of skills necessary to maintain sales accounts.		
43.08 Create a sales presentation using presentation software.		
43.09 Identify strategies to build and maintain a clientele.		
44.0 Demonstrate an understanding of entrepreneurship--The student will be able to:		
44.01 Define "entrepreneurship."		
44.02 Discuss role of the entrepreneur in the domestic and global economy.		
44.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).		
44.04 Identify economic principles of entrepreneurship.		
44.05 Discuss the four parts of a business (production, finance, marketing, customer service).		
44.06 Analyze current entrepreneurial trends in the marketplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
44.07 Discuss importance of ethics in business.		
44.08 Identify strategies and methods for generating a business idea.		
44.09 Outline steps in planning a new business.		
44.10 Identify types and sources of government regulations and taxation that may affect a business.		
45.0 Identify the use of technology in marketing--The student will be able to:		
45.01 Explain importance and uses of computers and the internet in marketing.		
45.02 Utilize word processing software to create a career/industry related document.		
45.03 Perform data entry procedures, i.e., payroll, inventory control, etc		
45.04 Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.		
45.05 Demonstrate marketing spreadsheet data entry and output procedures.		
45.06 Utilize spreadsheet software to enhance decision-making skills.		
45.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.		
45.08 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.		
45.09 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.		

**Florida Department of Education
Student Performance Standards**

Course Title: Fashion Marketing Management
Course Number: 8806030
Course Credit: 1

Course Description:

This course provides instruction for career sustaining level employment in the fashion industry. The content includes applied skills related to the fashion marketing functions and industries including employment skills required for success in fashion and career planning as related to the fashion industry. After successful completion of the core (Fashion Essentials and Fashion Applications) and Fashion Marketing Management, students will have met occupational completion point, data code B, Retail Manager, Fashion - SOC 41-1011.

Florida Standards		Correlation to CTE Program Standard #
46.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Fashion Marketing.	
46.01	Key Ideas and Details	
46.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
46.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
46.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
46.02	Craft and Structure	
46.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
46.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
46.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved.	LAFS.1112.RST.2.6
46.03	Integration of Knowledge and Ideas	
46.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	LAFS.1112.RST.3.7
46.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	LAFS.1112.RST.3.8
46.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	LAFS.1112.RST.3.9
46.04	Range of Reading and Level of Text Complexity	
46.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
46.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	LAFS.1112.RST.4.10
47.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Fashion Marketing.	
47.01	Text Types and Purposes	
47.01.1	Write arguments focused on discipline-specific content.	LAFS.1112.WHST.1.1
47.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	LAFS.1112.WHST.1.2
47.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	LAFS.1112.WHST.1.3
47.02	Production and Distribution of Writing	
47.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
47.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
47.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
47.03	Research to Build and Present Knowledge	
47.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
47.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
47.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
47.04	Range of Writing	
47.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
48.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Fashion Marketing.	
48.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
48.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
48.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
48.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
48.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
48.06 Attend to precision.	MAFS.K12.MP.6.1	
48.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
48.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
49.0 Apply economic principles to fashion--The student will be able to:		
49.01 Explain economic trends as they relate to fashion marketing.		
49.02 Explain role of the profit motive in the marketing of fashion products.		
49.03 Explain role of fashion marketing in the free enterprise system.		
49.04 Describe channels of distribution for fashion marketing.		
49.05 Apply economic concepts to fashion marketing including pricing, risk, productivity, competition, and cycles.		
50.0 Apply fashion product and service technology--The student will be able to:		
50.01 Demonstrate appropriate techniques and terminology for selling apparel and accessories, house furnishings, and other fashion merchandise.		
50.02 Demonstrate principles in the merchandising of fashion products.		
50.03 Compare different types of fabric construction.		
50.04 Compare natural and man-made materials utilized in fashion products including finishes and care techniques.		
50.05 Assess designers who have had a major influence on fashion.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
50.06 Compare past, present, and future styles of apparel and accessories.		
50.07 Demonstrate the relationship between fabric characteristics and product use.		
50.08 Apply textile knowledge to a sales position.		
50.09 Analyze the unique fashion needs of infants and young children, older people, people with disabilities, pregnant women, and frequent travelers.		
51.0 Demonstrate merchandising skills appropriate for fashion marketing--The student will be able to:		
51.01 Supervise basic stock keeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.		
51.02 Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.		
51.03 Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.		
51.04 Demonstrate techniques to perform a fashion merchandise inventory.		
51.05 Organize the planning and presentation of fashion shows; include steps, purposes, and types of shows.		
51.06 Assist in the preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.		
51.07 Plan a promotional campaign for a fashion product or line to include types of media, promotional mix, and evaluation of effectiveness.		
51.08 Demonstrate ability to follow a floor plan.		
52.0 Implement fashion marketing operational techniques--The student will be able to:		
52.01 Implement accident prevention techniques in fashion marketing situations.		
52.02 Demonstrate receiving and checking techniques.		
52.03 Demonstrate techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
52.04 Demonstrate procedures relative to employees' role in preventing internal loss.		
52.05 Implement guidelines that address concerns and issues that relate to the operation of a fashion marketing business including safety practices.		
52.06 Conduct an orientation for new employees.		
53.0 Demonstrate proficiency in applying higher level mathematical skills unique to fashion		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
marketing--The student will be able to:		
53.01 Collect and analyze sales information to determine stock turnover and stock-sales ratio for fashion and related lines.		
53.02 Apply standard industry formula to determine markup and markdown for fashion merchandise.		
53.03 Analyze standard industry formulas relative to discount date and due date to determine amount of payment due on an invoice.		
53.04 Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.		
53.05 Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.		
53.06 Calculate sales productivity.		
53.07 Calculate sales per hour.		
53.08 Calculate average items and average dollars per transaction.		
54.0 Apply promotional planning techniques and procedures to fashion marketing--The student will be able to:		
54.01 Analyze role of promotion in fashion marketing.		
54.02 Develop a fashion promotion plan for a given product or situation.		
54.03 Develop a promotional mix for a fashion related product.		
54.04 Identify the market(s) for the promotion plan.		
54.05 Prepare a promotional calendar of events.		
54.06 Prepare a written advertisement layout.		
54.07 Select and evaluate a variety of advertising media to carry the advertising message.		
54.08 Apply steps involved in planning and setting up fashion displays.		
54.09 Identify factors to consider when evaluating completed fashion displays.		
54.10 Differentiate between promotional displays and institutional displays.		
54.11 Implement strategies to be used for public relations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
54.12 Establish promotion plan sales quotas and incentives.		
54.13 Evaluate the overall fashion promotion plan.		
55.0 Apply entrepreneurial concepts to fashion marketing--The student will be able to:		
55.01 Describe importance of entrepreneurship to the fashion industry.		
55.02 Analyze advantages and disadvantages of self-employment.		
55.03 Analyze risks involved in ownership of a fashion business.		
55.04 Assess advantages and disadvantages of the primary forms of fashion business ownership.		
55.05 Discuss future prospects for entrepreneurship and intrapreneurship in the fashion industry.		
55.06 Identify education, aptitudes, attitudes, and skills recommended for fashion entrepreneurs and intrapreneurs.		
55.07 Assess personal potential to become a fashion entrepreneur and/or intrapreneur.		
55.08 Develop a plan to establish and open a fashion business.		
56.0 Apply marketing management principles to a fashion related business--The student will be able to do:		
56.01 Explain fashion marketing management functions.		
56.02 Explain how a fashion marketing manager manages people, ideas, time, money, and materials.		
56.03 Explain why effective communication is critical to the fashion marketing manager.		
56.04 Apply the steps in the fashion marketing management problem-solving process.		
56.05 Demonstrate strategies the fashion marketing manager can use to motivate employees.		
56.06 Evaluate how the marketing concept influences fashion marketing.		
56.07 Develop a fashion marketing plan.		
57.0 Analyze global fashion trends in fashion marketing--The student will be able to:		
57.01 Forecast global marketing trends in selected fashion industries.		
57.02 Analyze impact of global marketing in the fashion industry.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
57.03 Compare global markets and distributors for fashion products.		
57.04 Analyze multicultural influences on global fashion marketing.		
57.05 Evaluate sources of fashion import/export information.		
57.06 Evaluate how a product/market evaluation can help identify attitudes and preferences among consumers of various cultures.		
57.07 Research the role of the Internet in facilitating Global Fashion Marketing.		
58.0 Demonstrate applications of technology to fashion marketing--The student will be able to:		
58.01 Demonstrate mastery of computers and technology currently used in fashion marketing.		
58.02 Discuss use of satellite transmissions in fashion marketing training.		
58.03 Demonstrate use of the computer and information networks in fashion marketing.		
59.0 Apply a career plan to fashion marketing--The student will be able to:		
59.01 Develop a plan for pursuing a specific career in fashion marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.		
59.02 Demonstrate competencies required for career sustaining and mid-level management positions in the fashion marketing field.		
59.03 Demonstrate specific technology applications related to the student's selected fashion marketing career plan.		
59.04 Develop forms of documentation for inclusion in a fashion marketing career portfolio.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing, Merchandising and Parts Operations
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8809100
CIP Number	0252040902
Grade Level	9-12, 30, 31
Standard Length	9 credits
Teacher Certification	RETAILING @7 7G MKTG 1 WHOLESALE 7 G MKTG MGMT @7 7G
CTSO	DECA
SOC Codes (all applicable)	43-5081 – Stock Clerks & Order Fillers 53-3031 – Driver/Sales Workers 43-5071 – Shipping, Receiving, and Traffic Clerks 43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting, and Auditing Clerks 43-4151 – Order Clerks 41-2022 – Parts Salespersons 43-3061 – Procurement Clerks 11-3071 – Transportation, Storage, and Distribution Managers
Facility Code	212 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

To prepare students for employment in parts operations, marketing, sales, and service occupations such as salesperson, delivery specialist, stock clerk, billing clerk, bookkeeping, parts specialist, inventory control clerk, purchasing agent, and manager.

The content includes, but is not limited to, risk management, marketing math, equipment operations, marketing and business fundamentals, communications, human relations, advertising, sales promotion, sales, customer relations, obtaining and maintaining employment, delivery operations, warehouse operations, billing operations, accounts receivable and payable, cataloging, parts systems, components and their functions, automotive systems parts sales, inventory control, purchasing, and management

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of ten occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8809108	Retail Essentials	1 credit	43-5081	2
B	8809101	Delivery Operations	.5 credit	53-3031	2
C	8809102	Warehousing Operations	1 credit	43-5071	2
D	8809103	Billing Operations	.5 credit	43-3021	2
E	8809104	Parts Accounting Operations	1 credit	43-3031	2
F	8809107	Cataloging Operations	.5 credit	43-4151	2
G	8809109	Parts Specialist 1	.5 credit	41-2022	2
	8809110	Parts Specialist 2	1 credit		2
	8809111	Parts Specialist 3	1 credit		2
H	8809105	Inventory Control Operations	.5 credit	43-5081	2
I	8809106	Purchasing Operations	.5 credit	43-3061	2
J	8809112	Marketing Management Operations	1 credit	11-3071	2

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.
- 04.0 Demonstrate risk management skills.
- 05.0 Demonstrate basic marketing math skills.
- 06.0 Demonstrate basic marketing equipment operations.
- 07.0 Identify marketing and business fundamentals.
- 08.0 Demonstrate communication and human relations skills.
- 09.0 Demonstrate principles of advertising and sales promotion.
- 10.0 Demonstrate sales and customer relation's techniques.
- 11.0 Demonstrate delivery operations skills.
- 12.0 Demonstrate warehouse operations.
- 13.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.
- 14.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.
- 15.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.
- 16.0 Demonstrate billing operations skills.
- 17.0 Demonstrate accounts receivable skills.
- 18.0 Demonstrate accounts payable skills.
- 19.0 Research parts data and technical information.
- 20.0 Demonstrate automotive specialty parts sales skills.
- 21.0 Demonstrate parts service skills.
- 22.0 Identify parts systems, components, and their functions.
- 23.0 Research automotive systems parts.
- 24.0 Demonstrate automotive systems parts sales.
- 25.0 Demonstrate inventory control operations.
- 26.0 Demonstrate purchasing operations skills.
- 27.0 Demonstrate management and supervision techniques.
- 28.0 Research career opportunities in the industry.

**Florida Department of Education
Student Performance Standards**

Course Title: Retail Essentials
Course Number: 8809108
Course Credit: 1

Course Description:

The purpose of this course is to develop the competencies essential to parts marketing. These competencies include human relations, employability skills, communication, math, and economic skills. The fundamentals of marketing and selling are also included.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing,	

Florida Standards		Correlation to CTE Program Standard #
	rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate risk management skills--The student will be able to:		
04.01 Identify school rules and policies (e.g., fire evacuation plans, code of conduct, financial aid opportunities).		
04.02 Identify program objectives and requirements to reach occupational completion point-data codes and certificate prerequisites.		
04.03 Discuss the importance of testing and grading procedures.		
04.04 Identify, discuss, and demonstrate safe lifting procedures.		
04.05 Identify and discuss the laws and procedures for disposing of hazardous wastes.		
04.06 Identify safety and accident prevention procedures.		
04.07 Identify and discuss clean and orderly storing techniques.		
04.08 Identify and discuss appropriate dress and grooming for employment.		
04.09 Identify and discuss the purpose and importance of an accident prevention plan.		
04.10 Identify and discuss workplace safety and health guidelines.		
04.11 Demonstrate safety and accident prevention techniques.		
04.12 Discuss state and federal labor laws regulating the workplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.0 Demonstrate basic marketing math skills--The student will be able to:		
05.01 Calculate mark-ups, mark-downs, and discounts.		
05.02 Read and interpret charts and graphs.		
05.03 Identify the importance and purpose of product codes.		
05.04 Write and communicate product codes according to industry standards.		
05.05 Calculate county and state sales taxes.		
05.06 Demonstrate mastery of the 10-key keyboard.		
05.07 Discuss sales terminal opening and closing procedures.		
05.08 Demonstrate ability to provide customer with proper change.		
05.09 Identify check, credit card, and debit card payments and procedures.		
05.10 Demonstrate sales calculations (e.g., cash, discount, COD, returns).		
05.11 Interpret sales receipts.		
05.12 Discuss refund procedures and policies.		
06.0 Demonstrate basic marketing equipment operations--The student will be able to:		
06.01 Demonstrate techniques for making a positive first impression.		
06.02 Identify techniques for placing, answering, holding, and transferring telephone calls.		
06.03 Identify and demonstrate procedures for recording and relaying accurate messages.		
06.04 Demonstrate ability to use telephone to gather information.		
06.05 Demonstrate ability to use telephone book as a resource.		
06.06 Discuss uses of a fax machine.		
06.07 Demonstrate ability to send and receive fax documents.		
06.08 Identify procedures for operating and maintaining imaging equipment.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.09 Identify and discuss imaging feeder, sorter, and collating procedures.		
06.10 Process single and multiple copies using manual and automated methods.		
06.11 Identify and discuss imaging maintenance procedures.		
06.12 Identify labeling applications and fonts.		
06.13 Identify characteristics of labeling ribbon.		
06.14 Identify single and multi-line labeling applications.		
06.15 Demonstrate ability to change labeling ribbon.		
06.16 Enter and proofread typed labeling data.		
06.17 Demonstrate use of labeling machine.		
07.0 Identify marketing and business fundamentals--The student will be able to:		
07.01 Discuss concept of economic goods and services.		
07.02 Discuss concept of economic resources and activities.		
07.03 Discuss concept of utility and supply and demand.		
07.04 Identify and discuss relationship of government and business.		
07.05 Identify and discuss concepts of private enterprise, business ownership, profit, risk, competition, and productivity.		
07.06 Identify major components of gross national product.		
07.07 Identify and explain major types of economic systems.		
07.08 Identify and explain functions of business and relationship between business and society.		
07.09 Identify categories of business activity (e.g., extractive, agriculture, manufacturing, processing, construction, distribution, and service).		
07.10 Identify types of business ownership and compare and contrast their advantages and disadvantages.		
07.11 Identify and discuss ethics in business.		
07.12 Identify and discuss functions of business and channels of distribution.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.13 Identify and discuss elements of the marketing mix.		
08.0 Demonstrate communication and human relations skills--The student will be able to:		
08.01 Identify and apply effective communication: verbal, nonverbal, written, and electronic.		
08.02 Describe effective staff communication and its uses: inter-personal, departmental, inter-departmental, and company.		
08.03 Demonstrate ability to read and comprehend written communications.		
08.04 Identify a variety of forms of written business communications utilized in the workplace.		
08.05 Prepare a business letter, memorandum, fax, and e-mail.		
08.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using proper grammar and terminology.		
08.07 Discuss importance of developing networking skills to expand business contacts.		
08.08 Prepare and deliver a business-related presentation.		
08.09 Demonstrate active listening strategies that improve understanding and performance.		
08.10 Describe positive customer relations.		
08.11 Demonstrate conflict resolution techniques.		
08.12 Identify means of nonverbal communication.		
08.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.		
08.14 Discuss methods of resolving customer complaints.		
08.15 Interpret business policies to customers/clients.		
08.16 Discuss importance of providing clear directions, descriptions, and explanations.		
08.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.		
08.18 Identify types of technology and equipment used in the workplace.		
09.0 Demonstrate principles of advertising and sales promotions--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.01 Identify purpose, importance, and techniques of advertising.		
09.02 Identify purpose, importance, and techniques of sales promotions.		
09.03 Identify and discuss the nine elements of design (e.g., color, materials, interior architecture, illusion, landscaping, music, signage, attention to detail, general exterior).		
09.04 Identify and discuss the elements of an advertisement (e.g., headline, copy, illustration).		
09.05 Discuss target markets and their importance in advertising and sales promotions.		
09.06 Identify advertising design techniques and their applications.		
09.07 Create sales, holiday, and seasonal advertisements using accepted computer design techniques.		
09.08 Identify the purpose and importance of displays.		
09.09 Identify and discuss effective display techniques.		
09.10 Discuss the importance and purpose of cleaning and maintaining displays.		
09.11 Plan and construct an effective sales display.		
10.0 Demonstrate sales and customer relation's techniques--The student will be able to:		
10.01 Identify the purpose and importance of selling.		
10.02 Identify qualities of a professional sales associate.		
10.03 Identify, discuss, and demonstrate the steps in the selling process.		
10.04 Identify and discuss the roles of sales associates and customers.		
10.05 Describe techniques for identifying customer needs, wants, and/or problems.		
10.06 Explain techniques for determining customer merchandise and/or service interests.		
10.07 Explain methods of observation that can be used to obtain customers' surname.		
10.08 Discuss importance and methods of customer follow-up (e.g., client file).		
10.09 Model methods of resolving customer complaints.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.10 List abilities and qualities customers expect from sales associates.		
10.11 Demonstrate ability to create accessory sales.		
10.12 Identify and discuss importance and purpose of store policies as they relate to customer service.		
10.13 Role-play appropriate customer greetings.		
10.14 Describe how an employee represents the firm to customers.		
10.15 Explain techniques to balance responsive telephone service with in-store service.		

**Florida Department of Education
Student Performance Standards**

Course Title: Delivery Operations
Course Number: 8809101
Course Credit: .5

Course Description:

This course is designed to develop the fundamental competencies necessary to effectively and safely deliver automotive parts. Topics include planning and delivery activities, pick-up and delivery of merchandise, and delivery vehicle maintenance. Supervisory skills related to delivery operations are included.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
<p>01.03 Integration of Knowledge and Ideas</p>	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
<p>01.04 Range of Reading and Level of Text Complexity</p>	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
<p>02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.</p>	
<p>02.01 Text Types and Purposes</p>	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
<p>02.02 Production and Distribution of Writing</p>	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.0 Demonstrate delivery operations skills--The student will be able to:		
11.01 Identify delivery documents (e.g., packing slips, invoices, freight bills, return forms, pick up tickets).		
11.02 List procedures for processing delivery documents.		
11.03 Identify delivery vehicle maintenance requirements and limitations.		
11.04 Inspect vehicle, perform minor maintenance, report maintenance problems, and maintain delivery vehicle according to industry standards.		
11.05 Plan, prepare, and perform daily pick up and delivery activities.		
11.06 Verify ordered merchandise.		
11.07 Process merchandise for return to supplier.		
11.08 Identify and discuss cores and their importance.		
11.09 Identify and discuss keyboarding techniques necessary for the delivery process.		

2014 – 2015

**Florida Department of Education
Student Performance Standards**

Course Title: Warehousing Operations
Course Number: 8809102
Course Credit: 1

Course Description:

This course is designed to develop competencies necessary for the correct performance of warehousing operations skills. Topics include analyzing data, organizing the stockroom, and receiving and inspecting incoming merchandise. Supervisory skills related to warehouse operations are included.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	

Florida Standards		Correlation to CTE Program Standard #
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	

Florida Standards		Correlation to CTE Program Standard #
03.04 Model with mathematics.	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Demonstrate warehouse operations--The student will be able to:		
12.01 Identify and discuss the characteristics of stock keeping and warehouse operations.		
12.02 Identify and discuss the importance and purpose of warehouse operations.		
12.03 Identify warehouse documents (e.g., pick tickets, special orders, inventory forms).		
12.04 Discuss and analyze computerized warehouse data.		
12.05 Describe procedures for using computerized warehouse data.		
12.06 Identify and discuss stock keeping methods and fundamentals.		
12.07 Receive, inspect, price, and stock incoming merchandise.		
12.08 Verify packing slips and rotate stock.		
12.09 Perform a physical inventory.		
12.10 Apply basic computer systems operations.		
12.11 Explain channels of distribution.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.12 Display and interpret inventory screens.		
12.13 Send and receive e-mail.		
12.14 Create a computerized document.		
12.15 Analyze computerized warehouse data.		
12.16 Describe delivery and warehouse operations supervisory skills.		

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**Florida Department of Education
Student Performance Standards**

Course Title: Billing Operations
Course Number: 8809103
Course Credit: .5

Course Description:

This course is designed to develop competencies necessary for the correct processing of work orders. Topics include filing, opening, recording, and closing work orders. Auditing work order skills are included.

Florida Standards	Correlation to CTE Program Standard #
13.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
13.01 Key Ideas and Details	
13.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
13.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
13.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
13.02 Craft and Structure	
13.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
13.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
13.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved.	LAFS.1112.RST.2.6
13.03	Integration of Knowledge and Ideas	
13.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	LAFS.1112.RST.3.7
13.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	LAFS.1112.RST.3.8
13.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	LAFS.1112.RST.3.9
13.04	Range of Reading and Level of Text Complexity	
13.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
13.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	LAFS.1112.RST.4.10
14.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
14.01	Text Types and Purposes	
14.01.1	Write arguments focused on discipline-specific content.	LAFS.1112.WHST.1.1
14.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	LAFS.1112.WHST.1.2
14.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	LAFS.1112.WHST.1.3
14.02	Production and Distribution of Writing	
14.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
14.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
14.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
14.03	Research to Build and Present Knowledge	
14.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
14.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
14.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
14.04	Range of Writing	
14.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
15.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
15.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
15.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
15.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
15.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
15.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
15.06 Attend to precision.	MAFS.K12.MP.6.1	
15.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
15.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.0 Demonstrate billing operations skills--The student will be able to:		
16.01 Identify and discuss importance, purpose, and characteristics of billing operations.		
16.02 Identify, discuss, and demonstrate bill filing methods and procedures according to industry standard.		
16.03 Explain requirements for opening work orders.		
16.04 Open work orders using customer given information.		
16.05 Maintain work orders accounting information.		
16.06 Close work orders using parts department and technician information.		
16.07 Verify, audit, and file work order documents.		

**Florida Department of Education
Student Performance Standards**

Course Title: Parts Accounting Operations
Course Number: 8809104
Course Credit: 1

Course Description:

This course is designed to develop competencies necessary for accurate computer accounting of inventory. Topics include both accounts receivable and accounts payable duties

Florida Standards		Correlation to CTE Program Standard #
13.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
13.01	Key Ideas and Details	
13.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
13.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
13.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
13.02	Craft and Structure	
13.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
13.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
13.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.RST.2.6	
13.03	Integration of Knowledge and Ideas	
13.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
13.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
13.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
13.04	Range of Reading and Level of Text Complexity	
13.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
13.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
14.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
14.01	Text Types and Purposes	
14.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
14.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
14.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
14.02	Production and Distribution of Writing	
14.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
14.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
14.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
14.03	Research to Build and Present Knowledge	
14.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
14.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
14.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
14.04	Range of Writing	
14.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
15.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Merchandising and Parts Operations.	
15.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
15.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
15.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
15.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards		Correlation to CTE Program Standard #
15.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
15.06 Attend to precision.	MAFS.K12.MP.6.1	
15.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
15.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
17.0 Demonstrate accounts receivable skills--The student will be able to:		
17.01 Identify and discuss characteristics of a career in accounts receivable.		
17.02 Identify and discuss importance and purpose of accounts receivable.		
17.03 Identify and list documents used in the accounts receivable department.		
17.04 Verify and process pricing documents.		
17.05 Create and process computerized invoices and credit memos.		
17.06 Explain accounts receivable filing methods and procedures.		
17.07 Verify and file accounts receivable records.		
17.08 Run and analyze accounts receivable reports.		
17.09 Run and analyze customer statement reports.		
17.10 Perform customer statements functions.		
18.0 Demonstrate accounts payable skills--The student will be able to:		
18.01 Identify and discuss characteristics of a career in accounts payable.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.02 Identify and discuss importance and purpose of accounts payable.		
18.03 Identify and list documents used in accounts payable department.		
18.04 Identify methods to maintain a clean and orderly work area.		
18.05 Identify, discuss, and demonstrate manual general ledger procedures.		
18.06 Identify, discuss, and demonstrate computerized general ledger procedures.		
18.07 Identify and discuss methods to reconcile computerized daily accounts payable.		
18.08 Demonstrate reconciling computerized daily accounts payable.		
18.09 Identify and discuss methods to reconcile computerized monthly accounts payable.		
18.10 Demonstrate reconciling computerized monthly accounts payable.		

**Florida Department of Education
Student Performance Standards**

Course Title: **Cataloging Operations**
Course Number: **8809107**
Course Credit: **.5**

Course Description:

This course is designed to develop competencies necessary for effective customer service and sales. Topics include automotive specialty parts, sales functions, and customer service duties.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.0 Research parts data and technical information--The student will be able to:		
19.01 Identify product manufacturers and their types of catalogs.		
19.02 Identify procedures for setting up and maintaining a catalog rack.		
19.03 Identify manual, systematic procedures for locating specific part numbers.		
19.04 Demonstrate ability to use manual catalogs and interchanges to locate specific part numbers.		
19.05 Identify computerized, systematic procedures for locating specific part numbers.		
19.06 Demonstrate ability to use an automated cataloging system to locate specific part numbers.		
19.07 Demonstrate use of interchange lists and line cards.		
19.08 Identify computerized cataloging system maintenance and update procedures.		
19.09 Identify methods to call in special orders and stock orders.		
19.10 List steps to identify manufacturer and supplier for specific parts.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.11 Articulate quantities, numbers, and manufacturers of parts according to numerical language.		
19.12 Demonstrate ability to call in and fax special and stock orders.		
20.0 Demonstrate automotive specialty parts sales skills--The student will be able to:		
20.01 Identify types of automotive basic tools.		
20.02 Identify types of automotive fasteners.		
20.03 Identify and discuss appropriate applications for specific tools.		
20.04 Identify and discuss appropriate applications for specific automotive fasteners.		
21.0 Demonstrate parts service skills--The student will be able to:		
21.01 Identify standard and metric measurements.		
21.02 Identify procedures for using metric devices.		
21.03 Identify inside and outside diameters.		
21.04 Read standard and metric measurements.		
21.05 Measure automotive belts using an industry approved belt measurer.		
21.06 Measure inside and outside diameters of hoses.		
21.07 Demonstrate use of a micrometer, t-bar, and ruler.		
21.08 Identify automotive component testing operational procedures.		
21.09 Identify types of testing equipment.		
21.10 Demonstrate operation of testing equipment (e.g., battery tester, alternator tester, starter tester, voltage regulator tester).		
21.11 Identify, discuss, and demonstrate procedures for refinishing brake drums.		
21.12 Identify, discuss, and demonstrate procedures for refinishing rotors.		

**Florida Department of Education
Student Performance Standards**

Course Title: Parts Specialist 1
Course Number: 8809109
Course Credit: .5

Course Description:

This course is designed to develop competencies necessary for fuel, emission, exhaust, heating and cooling, air conditioning systems, electrical, ignition, engine systems, brakes, chassis, and power train systems operating fundamentals.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.0 Identify parts systems, components, and their functions--The student will be able to:		
22.01 Identify operating fundamentals of fuel systems, their parts, and their function.		
22.02 Identify operating fundamentals of emission control systems, their parts, and their function.		
22.03 Identify operating fundamentals of exhaust systems, their parts, and their function.		
22.04 Identify operating fundamentals of heating and cooling systems, their parts, and their function.		
22.05 Identify operating fundamentals of air conditioning systems, their parts, and their function.		
22.06 Identify operating fundamentals of electrical systems, their parts, and their function.		
22.07 Identify operating fundamentals of electrical accessory systems, their parts, and their function.		
22.08 Identify operating fundamentals of ignition systems, their parts, and their function.		
22.09 Identify operating fundamentals of engine systems, their parts, and their function.		
22.10 Identify operating fundamentals of brake systems, their parts, and their function.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
22.11 Identify operating fundamentals of steering and suspension systems, their parts, and their function.		
22.12 Identify operating fundamentals of power train systems, their parts, and their function.		

**Florida Department of Education
Student Performance Standards**

Course Title: Parts Specialist 2
Course Number: 8809110
Course Credit: 1

Course Description:

This course is designed to develop competencies necessary for researching fuel, emission, exhaust, heating and cooling, air conditioning systems, electrical, ignition, engine systems, brakes, chassis, and power train systems parts systems.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.0 Research automotive systems parts--The student will be able to:		
23.01 Analyze customer parts requests.		
23.02 Identify steps to research part numbers using manual and computerized cataloging, interchanges, and price sheets.		
23.03 Research fuel systems part numbers.		
23.04 Research emission control systems part numbers.		
23.05 Research exhaust systems part numbers.		
23.06 Research heating and cooling systems part numbers.		
23.07 Research air conditioning systems part numbers.		
23.08 Research electrical systems part numbers.		
23.09 Research electrical accessory systems part numbers.		
23.10 Research ignition systems part numbers.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.11 Research engine systems part numbers.		
23.12 Research brake systems part numbers.		
23.13 Research steering and suspension systems part numbers.		
23.14 Research power train systems part numbers.		

**Florida Department of Education
Student Performance Standards**

Course Title: Parts Specialist 3
Course Number: 8809111
Course Credit: 1

Course Description:

This course is designed to develop competencies necessary for demonstrating fuel, emission, exhaust, heating and cooling, air conditioning systems, electrical, ignition, engine systems, brakes, chassis, and power train systems parts sales.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
24.0 Demonstrate automotive systems parts sales--The student will be able to:		
24.01 Demonstrate fuel systems parts, using suggestive selling.		
24.02 Demonstrate emission control systems parts, using suggestive selling.		
24.03 Demonstrate exhaust systems parts using suggestive selling.		
24.04 Demonstrate heating and cooling systems using suggestive selling.		
24.05 Demonstrate air conditioning systems using suggestive selling.		
24.06 Demonstrate electrical systems using suggestive selling.		
24.07 Demonstrate electrical accessory systems using suggestive selling.		
24.08 Demonstrate ignition systems using suggestive selling.		
24.09 Demonstrate engine systems using suggestive selling.		
24.10 Demonstrate brake systems using suggestive selling.		
24.11 Demonstrate steering and suspension systems using suggestive selling.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
24.12 Demonstrate power train systems using suggestive selling.		

**Florida Department of Education
 Student Performance Standards**

Course Title: Inventory Control Operations
Course Number: 8809105
Course Credit: .5

Course Description:

This course is designed to develop competencies necessary for inventory control operations. Topics include analyzing inventory reports, applying computerized sequencing procedures, maintaining automated inventory files, pricing information, and periodic automated inventory procedures.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.0 Demonstrate inventory control operations--The student will be able to:		
25.01 Identify the purpose and importance of inventory control.		
25.02 Identify characteristics of inventory control operations.		
25.03 Identify inventory fast paths and their purposes.		
25.04 Identify and explain various inventory reports.		
25.05 Prepare and analyze various inventory reports.		
25.06 Discuss inventory control equipment maintenance procedures.		
25.07 Enter product and vendor data using a computer system.		
25.08 Run and analyze product line and vendor's reports using a computer system.		
25.09 Maintain automated inventory file and parts data.		
25.10 Describe importance of maintaining current price sheet information.		
25.11 Describe process to obtain current price sheets.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.12 Verify current manufacturer pricing and price sheets.		
25.13 Maintain automated pricing data.		
25.14 Read and interpret price sheets.		
25.15 Demonstrate periodic inventory procedures using an automated system.		

**Florida Department of Education
Student Performance Standards**

Course Title: Purchasing Operations
Course Number: 8809106
Course Credit: .5

Course Description:

This course is designed to develop competencies necessary for the computerized purchasing operations. Topics include analyzing sales potential, and buying parts and supplies using an automated system. Supervisory skills related to purchasing operations are included.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.0 Demonstrate purchasing operations skills--The student will be able to:		
26.01 Describe characteristics of purchasing operations.		
26.02 Discuss the purpose and importance of analyzing sales potential.		
26.03 Identify life span and demand for individual parts.		
26.04 Analyze sales potential of parts and supplies using historical data.		
26.05 Identify and discuss steps to conduct an internet search for parts information.		
26.06 Conduct an Internet research project involving the parts industry.		
26.07 Identify and discuss specific purchase order control reports.		
26.08 Generate and control computerized purchase orders.		
26.09 Demonstrate ability to buy parts and supplies using an automated system.		
26.10 Identify responsibilities of a back office supervisor.		
26.11 Evaluate new products for sales potential.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.12 Identify and use inventory classifications.		
26.13 Maintain effective business communications with supervisors, co-workers, and industry representatives.		
26.14 Recommend solutions to inventory control and purchasing problems.		
26.15 Demonstrate ability to supervise inventory management.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Management Operations
Course Number: 8809112
Course Credit: 1

Course Description:

This course is designed to develop competencies necessary for the successful management of a parts department, a general lines retail outlet, or an independent parts retail store. Topics include generic marketing management skills, project planning, and employee relations skills.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.0 Demonstrate management and supervision techniques--The student will be able to:		
27.01 Identify and discuss managerial/supervisory functions.		
27.02 Identify and discuss the roles and responsibilities of a manager/supervisor.		
27.03 Identify and discuss qualities of effective leaders.		
27.04 Identify and demonstrate employee motivational techniques.		
27.05 Identify and demonstrate leadership skills.		
27.06 Identify and demonstrate time management techniques.		
27.07 Identify and demonstrate training techniques.		
27.08 Identify and demonstrate team-building techniques.		
27.09 Conduct a training session.		
27.10 Identify and demonstrate management communication techniques.		
27.11 Conduct a business meeting.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.12 Identify and demonstrate problem-solving techniques.		
27.13 Identify project planning and implementation techniques.		
27.14 Demonstrate the ability to develop and implement a project plan.		
27.15 Identify and demonstrate effective human resource management techniques.		
27.16 Identify and demonstrate management techniques to promote a productive workforce.		
27.17 Demonstrate ability to manage employee functions.		
27.18 Demonstrate ability to manage business operations.		
27.19 Demonstrate ability to supervise sales functions.		
27.20 Demonstrate ability to manage a business enterprise.		
27.21 Demonstrate ability to manage employees.		
27.22 Evaluate business problems and implement solutions.		
27.23 Analyze business performance and profit/loss statement.		
28.0 Research career opportunities in the industry--The student will be able to:		
28.01 Describe purpose and importance of career objectives.		
28.02 Identify individual interests, strengths, and weaknesses in relation to a career.		
28.03 Identify characteristics of selected careers (e.g., salary, working conditions, education requirements, career ladders, technology requirements).		
28.04 Identify steps to research, gather, and analyze career data.		
28.05 Prepare a career research plan for a selected career.		
28.06 Establish realistic career employment goals		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly

indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Business Ownership
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8812000
CIP Number	0252070101
Grade Level	9-12, 30, 31
Standard Length	1 credit
Teacher Certification	RETAILING @7 7G BUS ED 1 MKTG 1 WHOLESALE 7G MKTG MGMT @7 7G
CTSO	DECA
SOC Codes (all applicable)	11-1021 – General and Operations Managers
Facility Code	220 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

To prepare students as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

The content includes the essential competencies required to operate a small business.

The planning and operation of a simulated business are an important part of the instruction of this course.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8812000	Business Ownership	1 credit	11-1021	3

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Business Ownership .
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Business Ownership .
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Business Ownership .
- 04.0 Analyze changing role of entrepreneurship in the global marketplace.
- 05.0 Compare and contrast management theories.
- 06.0 Explain role of management in operation of an entrepreneurship.
- 07.0 List components of a business plan and explain how such a plan contributes to small business success.
- 08.0 Prepare an introduction for a business plan.
- 09.0 Prepare a self-analysis.
- 10.0 Prepare an analysis of the trading area.
- 11.0 Prepare a market segment analysis.
- 12.0 Prepare an analysis of potential location.
- 13.0 Prepare a description of proposed organization.
- 14.0 Prepare a description of proposed product/service.
- 15.0 Prepare a proposed pricing policy.
- 16.0 Prepare a marketing strategy.
- 17.0 Develop a financial plan for a small business.
- 18.0 Demonstrate uses of marketing related software.
- 19.0 Apply a career plan to entrepreneurship

**Florida Department of Education
Student Performance Standards**

Course Title: Business Ownership
Course Number: 8812000
Course Credit: 1

Course Description:

To prepare students as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Business Ownership .	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
01.03 Integration of Knowledge and Ideas	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
01.04 Range of Reading and Level of Text Complexity	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Business Ownership .	
02.01 Text Types and Purposes	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
02.02 Production and Distribution of Writing	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Business Ownership .		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Analyze changing role of entrepreneurship in the global marketplace--The student will be able to:		
04.01 Evaluate importance of entrepreneurship to the American economy.		
04.02 Analyze business trends created by changes in technology.		
04.03 Summarize factors that have led to increased interdependence within the global marketplace.		
04.04 Analyze the impact of international law on sales transactions.		
05.0 Compare and contrast management theories--The student will be able to:		
05.01 Identify motivational theories that impact management (e.g., Maslow, Herzberg).		
05.02 Identify an appropriate motivational strategy after determining the wants, needs, and motives of a particular audience.		
05.03 Discuss reward and punishment theories as they relate to the business setting.		
05.04 Compare and contrast Theory X, Theory Y, and Theory Z.		
05.05 Define and discuss the impact of Total Quality Management (TQM) in the global marketplace.		
06.0 Explain role of management in operation of an enterprise--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.01 Evaluate possibility of and procedure for buying an existing business or franchise.		
06.02 Analyze and explain the functions of management.		
06.03 Prepare an organization chart and explain its importance.		
06.04 Discuss various aspects of supervising employees.		
06.05 Interpret the term "control" and explain its importance in operating a business.		
06.06 Analyze the relationship of government (federal, state, and local) to a small business.		
06.07 Provide examples of regulations that affect a small business.		
06.08 Prepare calculations for various types of taxes levied on a small business.		
06.09 Compare sources of technical assistance for the small business owner.		
07.0 List components of a business plan and explain how such a plan contributes to small business success--The student will be able to:		
07.01 Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, and Planned Financing).		
07.02 Analyze importance of a business plan in developing a business idea and evaluating success.		
07.03 Select data/graphics, maps, and diagrams to be included in the business plan.		
07.04 Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).		
08.0 Prepare an introduction for a business plan--The student will be able to:		
08.01 Identify and describe type of business.		
08.02 Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.		
08.03 Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors		
08.04 Compose a description of product/service and advantages and benefits product/service will provide for customers.		
08.05 Substantiate why the business will be successful.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.0 Prepare a self-analysis--The student will be able to:		
09.01 Describe personal education, training, strengths, and weaknesses relevant to operation of business.		
09.02 Outline personal development in field of business including obtaining special licenses and/or skills.		
09.03 Describe personality traits and work habits relevant to operation of the business.		
10.0 Prepare an analysis of the trading area--The student will be able to:		
10.01 Analyze trading area with respect to geographic, demographic, and economic data.		
10.02 Assess competition and affect of seasonal fluctuations.		
10.03 Analyze projected growth of trading area		
11.0 Prepare a market segment analysis--The student will be able to:		
11.01 Analyze target market by geographic, demographics, lifestyle, and product benefits.		
11.02 Explain importance of market segmentation.		
11.03 Describe customer buying behavior related to proposed business.		
11.04 Profile potential customers.		
12.0 Prepare an analysis of potential location--The student will be able to:		
12.01 Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition of appropriate business location.		
12.02 Research cultural, income, vocation, age, and mobility characteristics of inhabitants of potential location.		
12.03 Describe market trends affecting potential location.		
12.04 Determine advantages and disadvantages of different types of business locations.		
12.05 Determine steps involved in selecting a specific business site.		
13.0 Prepare a description of proposed organization--The student will be able to:		
13.01 Determine type of ownership best suited to business situation.		
13.02 Identify steps in starting to form business.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.03 Outline steps in hiring of employees.		
13.04 Prepare an organization chart.		
13.05 Compose job descriptions of identified positions.		
14.0 Prepare a description of proposed product/service--The student will be able to:		
14.01 Summarize details of product(s)/service(s) to be offered.		
14.02 Identify potential suppliers/manufacturers.		
14.03 Develop an inventory policy, if applicable.		
14.04 Identify supplies necessary for operation of the business.		
14.05 Compose and develop a customer profile.		
14.06 Evaluate importance of determining a product policy.		
15.0 Prepare a proposed pricing policy--The student will be able to:		
15.01 Identify costs and proposed markups.		
15.02 Explain relationship to competitors.		
15.03 Evaluate importance of determining a price line		
15.04 Determine how to compute profit margin.		
15.05 Identify pricing incentive options.		
15.06 Describe pricing strategy choices.		
16.0 Prepare a marketing strategy--The student will be able to:		
16.01 Determine and describe appropriate store image.		
16.02 Select a promotional mix for the business.		
16.03 Establish promotional objectives for the business.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

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DECA- is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

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Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Entrepreneurship
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8812100
CIP Number	0252070102
Grade Level	9-12; 30, 31
Standard Length	3 credits
Teacher Certification	BUS ED 1 MKTG 1 VOE @7 TC COOP ED @7 RETAILING @7 7G MKTG MGMT @7 7G WHOLESALE 7G
CTSO	DECA
SOC Codes (all applicable)	11-2021 – Marketing Managers 11-1021 – General and Operations Managers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

The purpose of this program is to introduce students to the concept of entrepreneurship, present entrepreneurship as a viable career option, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

A simulated business or a school-based enterprise (on or off site) is an integral part of the instruction of this program.

This program is a planned sequence of instruction consisting of two Occupational Completion Points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8812110	Principles of Entrepreneurship	1 credit	11-2021	2
	8812120	Business Management and Law	1 credit		3
B	8812000	Business Ownership	1 credit	11-1021	3

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.
- 04.0 Discuss role of the entrepreneur.
- 05.0 Discuss entrepreneurship as a career choice.
- 06.0 Identify basic economic principles of entrepreneurship.
- 07.0 Discuss importance of ethics in business.
- 08.0 Identify strategies and methods for generating a business idea.
- 09.0 Outline steps in planning a new business.
- 10.0 Identify principles of marketing.
- 11.0 Identify principles of selling.
- 12.0 Identify principles of financing.
- 13.0 Identify principles of pricing.
- 14.0 Identify types and sources of government regulations and taxation that may affect a business.
- 15.0 Identify communication and technology skills used in entrepreneurship.
- 16.0 Identify and demonstrate employability and human relations skills.
- 17.0 Identify and demonstrate personal financial skills.
- 18.0 Identify principles of management.
- 19.0 Demonstrate an understanding of entrepreneurship and the free enterprise system.
- 20.0 Demonstrate knowledge of the global economy.
- 21.0 Demonstrate knowledge of the importance of the business plan.
- 22.0 Investigate and analyze components of financial management.
- 23.0 Demonstrate the knowledge of merchandising and inventory.
- 24.0 Identify the elements of manufacturing and production.
- 25.0 Demonstrate knowledge of management of customer credit and collection.
- 26.0 Describe risk/shrinkage management.
- 27.0 Demonstrate knowledge of government regulation of business.
- 28.0 Demonstrate knowledge of business law.
- 29.0 Investigate and analyze components of human resources management.
- 30.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Sales & Service.
- 31.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Sales & Service.

- 32.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.
- 33.0 Analyze changing role of entrepreneurship in the global marketplace.
- 34.0 Compare and contrast management theories.
- 35.0 Explain role of management in operation of an enterprise.
- 36.0 List components of a business plan and explain how such a plan contributes to small business success.
- 37.0 Prepare an introduction for a business plan.
- 38.0 Prepare a self-analysis.
- 39.0 Prepare an analysis of the trading area.
- 40.0 Prepare a market segment analysis.
- 41.0 Prepare an analysis of potential location.
- 42.0 Prepare a description of proposed organization.
- 43.0 Prepare a description of proposed product/service.
- 44.0 Prepare a proposed pricing policy.
- 45.0 Prepare a marketing strategy.
- 46.0 Develop a financial plan for a small business.
- 47.0 Demonstrate uses of marketing related software.
- 48.0 Apply a career plan to entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Course Title: Principles of Entrepreneurship
Course Number: 8812110
Course Credit: 1

Course Description:

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business. There is no occupational completion point after the completion of this course.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.		
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Discuss role of the entrepreneur--The student will be able to:		
04.01 Define "entrepreneurship."		
04.02 Discuss evolution of entrepreneurship.		
04.03 Describe the differences between a product-based business and a service-based business.		
04.04 Identify contributions of entrepreneurs to the economic growth of the United States.		
04.05 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.		
04.06 Discuss the role of the entrepreneur in his/her local community (mentoring, philanthropy).		
05.0 Discuss entrepreneurship as a career choice--The student will be able to:		
05.01 Describe reasons for becoming an entrepreneur.		
05.02 Identify characteristics common to successful entrepreneurs.		
05.03 Identify education, aptitudes, and skills recommended for entrepreneurs.		
05.04 Discuss advantages and disadvantages of self-employment.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.05 Discuss entrepreneurship as a personal goal.		
05.06 Assess personal potential to become an entrepreneur.		
05.07 Identify career paths in supervisory, management, and small business environments.		
06.0 Identify basic economic principles of entrepreneurship--The student will be able to:		
06.01 Identify role of small business in the global economy.		
06.02 Discuss profit motive and its impact on business.		
06.03 Identify the different types of competition and explain their impact on business (e.g., direct, indirect, price, nonprice, competitive position).		
06.04 Describe differences between industrial and consumer goods.		
06.05 Define land, labor, capital, and entrepreneurship as factors of production.		
06.06 Discuss form, place, time, possession, and information utility.		
06.07 Explain meaning and causes of scarcity.		
06.08 Identify components of the Law of Supply and Demand in a free enterprise system.		
06.09 Identify the stages of the product life cycle and the characteristics of each.		
06.10 Identify role and types of producers, distributors, and services in today's business economy.		
06.11 Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
06.12 Discuss the four parts of a business (production, finance, marketing, customer service).		
06.13 Identify factors that contribute to success of a small business.		
06.14 Describe the process of starting a small business.		
06.15 Explain procedure for registering a sole proprietorship and obtaining a sales tax identification number.		
06.16 Discuss reasons for small business failure.		
06.17 Recognize opportunities for small business in the global marketplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.0 Discuss importance of ethics in business--The student will be able to:		
07.01 Define "ethics" and "ethical behavior."		
07.02 Identify examples of ethical business practices.		
07.03 Discuss role of the entrepreneur in promoting ethical business practices and relationships.		
07.04 Identify social responsibilities and/or legal issues involved in making ethical choices in business.		
08.0 Identify strategies and methods for generating a business idea--The student will be able to:		
08.01 Identify current publications and websites available to assist with determining what type of business to start.		
08.02 Discuss importance of personality and ability when selecting type of business to open.		
08.03 Identify changes and trends as a source of new enterprise ideas (e.g., outsourcing).		
08.04 Discuss how brainstorming, creative thinking, and observations can be used to develop new enterprise ideas.		
08.05 Explain how personal goals, life style, background, hobbies, interests, experience, abilities, and financial resources will impact ones' choice of business.		
09.0 Outline steps in planning a new business--The student will be able to:		
09.01 Discuss importance of "defining" a prospective business.		
09.02 List reasons for writing a business plan.		
09.03 Identify and describe components of a business plan.		
09.04 Describe importance of a vision/mission statement in identifying direction and objectives of a business.		
09.05 Discuss importance of determining what products and services will be offered by the business.		
09.06 Identify how scope of products and services will vary based upon type of business (e.g., wholesale, retail, service).		
09.07 Explain importance of and the factors influencing a business' image.		
09.08 Identify and discuss the legal forms of business ownership (sole proprietorship, partnership, corporation, franchise, licensing).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.09 Identify and discuss different types of corporations (subchapter S, limited liability, nonprofit).		
09.10 Identify factors that influence choice of ownership type.		
09.11 Describe legal implications and taxes for each type of business structure.		
09.12 Discuss the internal organization of a business and assignment of tasks to be performed.		
09.13 Discuss the different types of organization charts (e.g., line and staff).		
09.14 Describe different types of records needed by small businesses.		
09.15 Identify factors that affect purchasing.		
09.16 Explain importance and types of inventory control.		
09.17 Identify procedures to be followed in shipping and receiving (channels of distribution).		
09.18 Describe role of selling in small business.		
09.19 Identify sources of assistance when planning a business [e.g., Small Business Development Center (SBDC), Small Business Administration (SBA), Chamber of Commerce, Service Corp of Retired Executives (SCORE)].		
10.0 Identify principles of marketing--The student will be able to:		
10.01 Define and explain market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.		
10.02 Identify and explain the marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution).		
10.03 Discuss methods of forecasting sales.		
10.04 Discuss importance of the five (5) P's of the marketing mix: product, place, price, promotion, and people.		
10.05 Discuss methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet).		
10.06 Describe factors that should be evaluated in a promotion (e.g., source, message, media, budget).		
10.07 Distinguish between institutional and promotional advertising.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.08 Identify types of advertising media and describe the strengths and weaknesses of each.		
10.09 Identify components of a marketing plan.		
10.10 Describe the importance of coordinating promotional activities.		
10.11 Explain the differences between selling direct and going through external sales representatives.		
10.12 Identify and describe examples of diverse marketing activities.		
11.0 Identify principles of selling--The student will be able to:		
11.01 Identify ways to satisfy consumer needs.		
11.02 Identify features/benefits of selling.		
11.03 Discuss the principles of selling.		
11.04 Identify the steps of a sale.		
11.05 Identify the stages of selling (e.g., attention, interest, desire, and action).		
11.06 Discuss the advantages and disadvantages of establishing sales quotas/commissions.		
11.07 Discuss importance of customer service.		
11.08 Discuss telemarketing as a sales tool.		
11.09 Discuss the role of selling via the Internet.		
11.10 Discuss network marketing (multilevel marketing).		
11.11 Discuss selling opportunities at flea markets and trade shows.		
12.0 Identify principles of financing--The student will be able to:		
12.01 Explain difference between income (credit) and expense (debit).		
12.02 Discuss the importance of maintaining an accounting journal.		
12.03 Discuss personal risks involved in financing a business.		
12.04 Define invoice, balance sheet, equity capital, debt capital, income statement, financial ratios, line of credit, collateral, factoring, income (earned and unearned), cash flow analysis statement, return on investment [ROI], return on		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
equity, and chart of accounts.		
12.05 Explain the importance of financial accounting and management to the entrepreneur.		
12.06 Identify start-up costs and operating expenses (fixed and variable) for a new business.		
12.07 Identify sources of funds for financing a new business.		
12.08 Discuss impact of interest rates on short and long term financing.		
12.09 Describe methods for establishing credit and obtaining a credit card.		
12.10 Identify sources of credit and list steps in applying for a loan.		
12.11 Discuss importance of maintaining a favorable credit rating.		
12.12 Describe differences between short-term and long-term capital needs.		
12.13 Identify circumstances that could require additional financing.		
12.14 Describe differences between cash basis and accrual basis accounting.		
12.15 Identify differences between bookkeeping, tax accounting, and managerial accountants.		
13.0 Identify principles of pricing--The student will be able to:		
13.01 Define selling price, fixed costs, variable costs, elastic demand, inelastic demand, price fixing, bait-and-switch advertising.		
13.02 Identify factors that affect selling price (e.g., target market, competition, government regulations, economic conditions, supply and demand).		
13.03 Describe how the cost of goods sold influences selling price.		
13.04 Define break-even point, fixed expenses, and variable expenses.		
13.05 Explain the difference between markup based on cost and markup based on retail.		
13.06 Identify types of adjustments to selling price.		
13.07 Define pricing policy, psychological pricing, unit pricing, product line pricing, and promotional pricing.		
13.08 Define pricing strategy, penetration pricing, and price skimming.		
14.0 Identify types and sources of government regulations and taxation that may affect a business--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.01 Define license, permit, contract, patent, copyright, trademark, and logo.		
14.02 Identify major state laws affecting the operation of a business.		
14.03 Identify major federal laws affecting the operation of a business, (e.g., OSHA, Social Security, EEOC, Affirmative Action, ADA, and FMLA).		
14.04 Discuss role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission [SEC], Federal Trade Commission (FTC)].		
14.05 Identify types of federal, state, and local taxes that are the responsibility of the entrepreneur (e.g., sales, income, and self-employment).		
14.06 Discuss importance of obtaining outside professional counsel to ensure compliance with government regulations and taxation (i.e., accountant, lawyer).		
15.0 Identify communication and technology skills used in entrepreneurship--The student will be able to:		
15.01 Identify and demonstrate effective workplace communication skills: verbal, nonverbal, written, and electronic.		
15.02 Describe effective staff communication and its uses: inter-personal, departmental, inter-departmental, and company.		
15.03 Demonstrate ability to read and comprehend written communications.		
15.04 Identify a variety of forms of written business communications utilized in the workplace.		
15.05 Prepare a business letter, memorandum, fax, and e-mail.		
15.06 Demonstrate ability to speak effectively with customers, co-workers, supervisors, and vendors, using appropriate grammar and terminology.		
15.07 Discuss importance of developing networking skills to expand business contacts.		
15.08 Explain and demonstrate the art of negotiation.		
15.09 Prepare and deliver a business-related presentation.		
15.10 Demonstrate active listening strategies that improve understanding and performance.		
15.11 Demonstrate dispute resolution techniques.		
15.12 Identify means of nonverbal communication.		
15.13 Identify types of technology/equipment used in the workplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.14 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, and flames.		
16.0 Identify and demonstrate employability and human relations skills--The student will be able to:		
16.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).		
16.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.		
16.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).		
16.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
16.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.		
16.06 Identify and demonstrate appropriate dress and grooming for employment.		
16.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).		
16.08 Describe methods for handling illegal interview and application questions.		
16.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA).		
16.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
16.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.		
16.12 Describe importance of producing quality work and meeting performance standards.		
16.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).		
16.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.		
16.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).		
16.16 Identify how to prepare for job separation and re-employment.		
16.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).		
16.18 Identify and practice stress management and relaxation techniques.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.19 Maintain confidentiality of business matters.		
16.20 Discuss importance of practicing positive customer service skills.		
17.0 Identify and demonstrate personal financial skills--The student will be able to:		
17.01 Identify and prioritize personal financial goals.		
17.02 Create and maintain a budget that supports financial goals.		
17.03 Describe importance of long-range financial planning.		
17.04 Evaluate various investment opportunities for financial growth.		
17.05 Compare and evaluate banking services (checking and savings accounts, ATM/check cashing cards, on-line banking).		
17.06 Demonstrate ability to manage a checking and savings account.		
17.07 Complete a 1040EZ income tax form.		

**Florida Department of Education
Student Performance Standards**

Course Title: Business Management and Law
Course Number: 8812120
Course Credit: 1

Course Description:

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business law concepts, and characteristics of the American enterprise system. Students will have met occupational completion point A: Business Development Manager - SOC 11-2021

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
<p>01.03 Integration of Knowledge and Ideas</p>	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
<p>01.04 Range of Reading and Level of Text Complexity</p>	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
<p>02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.</p>	
<p>02.01 Text Types and Purposes</p>	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
<p>02.02 Production and Distribution of Writing</p>	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Identify principles of management--The student will be able to:		
18.01 Discuss the evolution of management as a science and as an art.		
18.02 Explain role of management in small business.		
18.03 Define five (5) functions of management: planning, organizing, staffing, directing, and controlling.		
18.04 Discuss different types of leadership styles.		
18.05 Identify characteristics of effective leaders.		
18.06 Explain the steps in decision making and problem solving.		
18.07 Discuss strategies for dealing with conflict.		
18.08 Identify procedures for recruiting employees.		
18.09 Identify criteria for selecting prospective employees.		
18.10 Review methods utilized in training employees.		
18.11 Discuss reasons for promoting and transferring employees.		
18.12 Identify various types of wage and salary plans.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.13 Identify the most frequently offered fringe benefits.		
18.14 Describe obligations employers have to employees.		
19.0 Demonstrate an understanding of entrepreneurship and the free enterprise system--The student will be able to:		
19.01 Research role of entrepreneurship in the free enterprise system.		
19.02 Compare and contrast different types of business ownership.		
19.03 Assess advantages and disadvantages of business ownership.		
19.04 Analyze risks and responsibilities involved in ownership of a business.		
19.05 Examine the obligations of business ownership.		
19.06 Diagram the economic/business cycle.		
19.07 Interpret concepts of Law of Supply and Demand in relation to a specific product and/or service.		
19.08 Investigate current trends contributing to economic change.		
20.0 Demonstrate knowledge of the global economy--The student will be able to:		
20.01 Identify the role of an Internet site in generating international interest.		
20.02 Define and explain exchange rate, Letter Of Credit (L/C), and freight forwarder.		
20.03 Analyze characteristics of the global economy.		
20.04 Discuss impact of international trade on small business (e.g., balance of trade).		
20.05 Compare and contrast global business opportunities.		
20.06 Describe methods of researching specific international markets.		
20.07 Identify potential barriers to international trade.		
20.08 Identify differences between importing and exporting.		
20.09 Examine impact of changes in trade barriers and technology.		
21.0 Demonstrate knowledge of the importance of the business plan--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.01 Discuss how a business plan contributes to the success of a business.		
21.02 Describe the circumstances for conducting a feasibility study.		
21.03 Analyze examples of business plans.		
21.04 Explain importance of the presentation of the business plan.		
21.05 Express importance of reviewing and updating the business plan.		
22.0 Investigate and analyze components of financial management--The student will be able to:		
22.01 Demonstrate the importance of financial and accounting management to the entrepreneur.		
22.02 Demonstrate and calculate how to determine start-up costs for a business in a given situation.		
22.03 Compare and contrast the three means of obtaining equity funding (e.g., Private Corporation, public corporation, venture capitalists).		
22.04 Compare and contrast sources of start-up and operating capital.		
22.05 Analyze fixed and variable costs, equity financing, debt financing, and trade credit.		
22.06 Explain components and importance of a profit and loss statement.		
22.07 Create a balance sheet, income statement, and cash flow projection.		
22.08 Identify records necessary for effective inventory control.		
22.09 Discuss the use of computers in financial analysis.		
23.0 Demonstrate the knowledge of merchandising and inventory--The student will be able to:		
23.01 Define planned sales, planned stock levels, estimated markdowns, and shrinkage.		
23.02 Analyze options for inventory control (cost vs. retail).		
23.03 Explain the purchasing procedures for a small business by defining model stock.		
23.04 Describe factors to consider when selecting vendors (e.g., terms of sale, cash discount, quantity discount, seasonal discount, future dating, free on board destination, consignment buying).		
23.05 Define and calculate basic business measurements (e.g., break-even point, stock turnover, cost of goods sold, markup, markdown, and discounts/terms).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.06 Explain methods that businesses use to authorize payments for goods and services.		
23.07 Identify use of computer systems in managing merchandise and inventory.		
24.0 Identify the elements of manufacturing and production--The student will be able to:		
24.01 Identify different types of manufacturing (e.g., custom, mass, continuous, repetitive, and intermittent).		
24.02 Identify the elements of product production planning (e.g., inventory, human resources, and production scheduling).		
24.03 Identify factors that influence the location of a manufacturing business.		
24.04 Discuss the principles of quality management.		
25.0 Demonstrate knowledge of management of customer credit and collection--The student will be able to:		
25.01 Define credit policy, credit bureau, credit limits, accounts receivable, and aging of accounts.		
25.02 Discuss the advantages and disadvantages of offering customer credit.		
25.03 Analyze credit options for a small business.		
25.04 Examine criteria for granting customer credit.		
25.05 Identify costs to a business of offering credit card service to its customers.		
25.06 Identify agencies providing credit information on customers.		
25.07 Describe use of credit records or reports.		
25.08 Analyze procedures used for credit collections.		
25.09 Explain the purpose of an accounts receivable aging report.		
25.10 Identify the role of small claims court and collection agencies in debt collection.		
26.0 Describe risk/shrinkage management--The student will be able to:		
26.01 Identify methods to minimize shoplifting.		
26.02 Determine procedures that can be used to reduce amount of loss from internal theft.		
26.03 Identify procedures that can be used to reduce amount of loss from bad checks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.04 Discuss security procedures to discourage burglary and robbery.		
26.05 Discuss how accidents and lawsuits can be prevented.		
26.06 Identify different types of business insurance policies required for a variety of types of businesses.		
26.07 Identify procedures for handling cash transactions.		
26.08 Compare and contrast different store policies concerning shrinkage (e.g., returns, mark out of stocks, charge backs).		
26.09 Identify procedures for maintaining quality customer service.		
27.0 Demonstrate knowledge of government regulation of business--The student will be able to:		
27.01 Analyze government regulations and agencies that impact a business venture (e.g., OSHA, FTC, FCC, UCC).		
27.02 Investigate the role of government regulations in dealing with customers and employees.		
27.03 Explain differences between a license and permit and identify issuing agencies.		
27.04 Discuss importance of evaluating environmental impact of business.		
27.05 Describe health and safety issues that should be considered by an entrepreneur.		
27.06 Describe facility/equipment maintenance records.		
27.07 Discuss consumer product safety laws.		
28.0 Demonstrate knowledge of business law--The student will be able to:		
28.01 Explain evolution of business law.		
28.02 Explain and analyze the elements of a contractual relationship (e.g., power of attorney, limited power of attorney).		
28.03 Analyze elements of an enforceable contract.		
28.04 Identify essential information to maintain compliance with statutes of frauds.		
28.05 Analyze various breaches of contract and available remedies.		
28.06 Identify enforceable or non-enforceable elements of a case study.		
28.07 Identify requirements of negotiability.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.0 Investigate and analyze components of human resources management--The student will be able to:		
29.01 Compare and contrast using independent contractors, temporary help agencies, co-op programs, interns, and permanent employees.		
29.02 Create a job description.		
29.03 Role-play an interview using appropriate, legal questions.		
29.04 Evaluate appropriate work habits (e.g., punctuality, initiative, self-management, reliability).		
29.05 Analyze traits that promote human relations and increase job productivity.		
29.06 Discuss components and functions of a company policy manual (e.g., drinking and smoking, tardiness and absenteeism, sexual harassment, medical insurance, holidays, vacation and sick time).		
29.07 Select and develop written solutions to behavior problems affecting job performance.		
29.08 Describe procedures for training and promoting employees.		
29.09 Describe methods for supervising and motivating employees.		
29.10 Discuss alternative methods for evaluating employee performance.		
29.11 Examine and critique a performance appraisal of an employee.		
29.12 Identify steps in developing a comprehensive employee compensation package.		
29.13 Identify records necessary for payroll taxes.		
29.14 Describe components of employee contracts (e.g., non-compete clause, non-solicitation clause).		
29.15 Identify records used for effective human resource management.		
29.16 Describe the legal implications of using performance appraisals to terminate or demote employees.		

**Florida Department of Education
Student Performance Standards**

Course Title: Business Ownership
Course Number: 8812000
Course Credit: 1

Course Description:

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

Florida Standards		Correlation to CTE Program Standard #
30.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Sales & Service.	
30.01	Key Ideas and Details	
30.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
30.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
30.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
30.02	Craft and Structure	
30.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
30.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
30.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. LAFS.1112.RST.2.6	
30.03 Integration of Knowledge and Ideas		
30.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
30.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
30.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
30.04 Range of Reading and Level of Text Complexity		
30.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
30.04.2		
31.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Sales & Service.		
31.01 Text Types and Purposes		
31.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
31.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
31.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
31.02 Production and Distribution of Writing		
31.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
31.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
31.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
31.03	Research to Build and Present Knowledge	
31.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
31.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
31.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
31.04	Range of Writing	
31.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
32.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.	
32.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
32.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
32.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
32.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
32.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
32.06 Attend to precision.	MAFS.K12.MP.6.1
32.07 Look for and make use of structure.	MAFS.K12.MP.7.1
32.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
33.0 Analyze changing role of entrepreneurship in the global marketplace--The student will be able to:		
33.01 Evaluate importance of entrepreneurship to the American economy.		
33.02 Analyze business trends created by changes in technology.		
33.03 Summarize factors that have led to increased interdependence within the global marketplace.		
33.04 Analyze the impact of international law on sales transactions.		
34.0 Compare and contrast management theories--The student will be able to:		
34.01 Identify motivational theories that impact management (e.g., Maslow, Herzberg).		
34.02 Identify an appropriate motivational strategy after determining the wants, needs, and motives of a particular audience.		
34.03 Discuss reward and punishment theories as they relate to the business setting.		
34.04 Compare and contrast Theory X, Theory Y, and Theory Z.		
34.05 Define and discuss the impact of Total Quality Management (TQM) in the global marketplace.		
35.0 Explain role of management in operation of an enterprise--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.01 Evaluate possibility of and procedure for buying an existing business or franchise.		
35.02 Analyze and explain the functions of management.		
35.03 Prepare an organization chart and explain its importance.		
35.04 Discuss various aspects of supervising employees.		
35.05 Interpret the term "control" and explain its importance in operating a business.		
35.06 Analyze the relationship of government (federal, state, and local) to a small business.		
35.07 Provide examples of regulations that affect a small business.		
35.08 Prepare calculations for various types of taxes levied on a small business.		
35.09 Compare sources of technical assistance for the small business owner.		
36.0 List components of a business plan and explain how such a plan contributes to small business success--The student will be able to:		
36.01 Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing).		
36.02 Analyze importance of a business plan in developing a business idea and evaluating success.		
36.03 Select data/graphics, maps, and diagrams to be included in the business plan.		
36.04 Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).		
37.0 Prepare an introduction for a business plan--The student will be able to:		
37.01 Identify and describe type of business.		
37.02 Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.		
37.03 Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.		
37.04 Compose a description of product/service and advantages and benefits product/service will provide for customers.		
37.05 Substantiate why the business will be successful.		
38.0 Prepare a self-analysis--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
38.01 Describe personal education, training, strengths, and weaknesses relevant to operation of business.		
38.02 Outline personal development in field of business including obtaining special licenses and/or skills.		
38.03 Describe personality traits and work habits relevant to operation of the business.		
39.0 Prepare an analysis of the trading area--The student will be able to:		
39.01 Analyze trading area with respect to geographic, demographic, and economic data.		
39.02 Assess competition and affect of seasonal fluctuations.		
39.03 Analyze projected growth of trading area.		
40.0 Prepare a market segment analysis--The student will be able to:		
40.01 Analyze target market by geographics, demographics, lifestyle, and product benefits.		
40.02 Explain importance of market segmentation.		
40.03 Describe customer buying behavior related to proposed business.		
40.04 Profile potential customers.		
41.0 Prepare an analysis of potential location--The student will be able to:		
41.01 Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition of appropriate business location.		
41.02 Research cultural, income, career and technical, age, and mobility characteristics of inhabitants of potential location.		
41.03 Describe market trends affecting potential location.		
41.04 Determine advantages and disadvantages of different types of business locations.		
41.05 Determine steps involved in selecting a specific business site.		
42.0 Prepare a description of proposed organization--The student will be able to:		
42.01 Determine type of ownership best suited to business situation.		
42.02 Identify steps in starting to form business.		
42.03 Outline steps in hiring of employees.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.04 Prepare an organization chart.		
42.05 Compose job descriptions of identified positions.		
43.0 Prepare a description of proposed product/service--The student will be able to:		
43.01 Summarize details of product(s)/service(s) to be offered.		
43.02 Identify potential suppliers/manufacturers.		
43.03 Develop an inventory policy, if applicable.		
43.04 Identify supplies necessary for operation of the business.		
43.05 Compose and develop a customer profile.		
43.06 Evaluate importance of determining a product policy.		
44.0 Prepare a proposed pricing policy--The student will be able to:		
44.01 Identify costs and proposed markups.		
44.02 Explain relationship to competitors.		
44.03 Evaluate importance of determining a price line.		
44.04 Describe profit margin.		
44.05 Determine how to compute profit margin.		
44.06 Identify pricing incentive options.		
44.07 Describe pricing strategy choices.		
45.0 Prepare a marketing strategy--The student will be able to:		
45.01 Determine and describe appropriate store image.		
45.02 Select a promotional mix for the business.		
45.03 Establish promotional objectives for the business.		
45.04 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.		
45.05 Develop an advertising plan identifying types and costs of media to be used.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
45.06 Develop a promotional plan including sales promotion.		
45.07 Develop ideas for obtaining publicity for the business.		
45.08 Write a press release.		
45.09 Plan a web site for the business.		
45.10 Identify the role of customer service.		
46.0 Develop a financial plan for a small business--The student will be able to:		
46.01 Estimate dollar amount needed to open a business.		
46.02 Compare available funding sources, identifying amount of personal financial commitment.		
46.03 Complete a loan application.		
46.04 Prepare plan to repay borrowed funds or provide return on investment to equity funds.		
46.05 Project monthly and annual business income for the first year of operation.		
46.06 Estimate monthly and annual cash flow for the first year of operation.		
46.07 Calculate sales volume required for first year of operation to be profitable.		
46.08 Prepare a statement of opening assets, liabilities, and net worth (balance sheet).		
46.09 Prepare a cash flow projection for simulated business.		
46.10 Prepare a five-year financial plan.		
46.11 Develop summary of key points for supporting financial requests.		
47.0 Demonstrate uses of marketing related software--The student will be able to:		
47.01 Perform data entry procedures.		
47.02 Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).		
47.03 Perform marketing spreadsheet data entry and output procedures.		
47.04 Analyze a marketing spreadsheet in a decision-making situation.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
47.05 Design and prepare an advertising brochure.		
47.06 Discuss the importance of e-mail, fax, and an on-line service to a small business.		
48.0 Apply a career plan to entrepreneurship--The student will be able to:		
48.01 Develop a plan for pursuing a career as an entrepreneur including training and educational requirements, needed skills and abilities, and steps for reaching career goal.		
48.02 Demonstrate specific technology applications related to career plan.		
48.03 Develop forms of documentation for inclusion in a career portfolio, i.e., Entrepreneurship Written Event (see DECA Guide).		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly

indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Retail Food Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

Secondary – Career Preparatory

Program Number	8821100
CIP Number	0252180100
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	RETAILING @7 7G MKTG 1 MKTG MGMT @7 7G
CTSO	DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 41-1011 – First-Line Supervisors of Retail Sales Workers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment or advanced training in the Retail Food Marketing and Sales Industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110	Marketing Essentials	1 credit	41-2031	2
	8827120	Marketing Applications	1 credit		2
B	8821110	Retail Food Marketing	1 credit	41-1011	2

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Retail Food Marketing
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Retail Food Marketing
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Retail Food Marketing
- 04.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills.
- 06.0 Demonstrate proficiency in applying math skills unique to marketing.
- 07.0 Identify economic principles.
- 08.0 Identify marketing and business fundamentals.
- 09.0 Identify effective selling techniques and procedures.
- 10.0 Select a marketing industry for career planning.
- 11.0 Demonstrate applications of distribution to the selected marketing industry.
- 12.0 Demonstrate applications of financing to the selected marketing industry.
- 13.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 14.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 15.0 Demonstrate pricing applications for the selected marketing industry.
- 16.0 Demonstrate promotion applications for the selected marketing industry.
- 17.0 Demonstrate purchasing applications to the selected marketing industry.
- 18.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 19.0 Demonstrate applications of selling to the selected marketing industry.
- 20.0 Demonstrate an understanding of entrepreneurship.
- 21.0 Identify the uses of technology in marketing.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Retail Food Marketing
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Retail Food Marketing
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Retail Food Marketing
- 25.0 Apply economic principles to retail food marketing.
- 26.0 Apply retail food product and service technology.
- 27.0 Demonstrate merchandising skills appropriate for retail food marketing.
- 28.0 Implement retail food marketing operational techniques.
- 29.0 Demonstrate proficiency in applying higher level mathematical skills unique to retail food marketing.
- 30.0 Apply promotional planning techniques and procedures to retail food marketing.
- 31.0 Apply entrepreneurial concepts to retail food marketing.

- 32.0 Apply marketing management principles to a retail food marketing related business.
- 33.0 Analyze global trends in retail food marketing.
- 34.0 Demonstrate applications of technology to retail food marketing.
- 35.0 Apply a career plan to retail food marketing.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Retail Food Marketing	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Retail Food Marketing	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
	LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
	LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Retail Food Marketing	
03.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
03.04	Model with mathematics.	
	MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically.	
	MAFS.K12.MP.5.1	
03.06	Attend to precision.	

Florida Standards		Correlation to CTE Program Standard #
		MAFS.K12.MP.6.1
03.07	Look for and make use of structure.	MAFS.K12.MP.7.1
03.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

CTE Standards and Benchmarks	
04.0	Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:
04.01	Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
04.02	Define and discuss issues involving gender equity, disability, and age.
04.03	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
04.04	Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
04.05	Explain concepts of integrity, credibility, reliability, and perseverance.
04.06	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
04.07	Maintain professional personal appearance and attitude.
04.08	Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
04.09	Demonstrate self-management, initiative, and multi-tasking.
04.10	Explain concepts of self-understanding, self-esteem, and self-image.
04.11	Demonstrate professional behavior and etiquette.
04.12	Demonstrate respect for the opinions, customs, and individual differences of others.
04.13	Set personal and career goals and develop a plan of action to achieve those goals.
04.14	Identify areas where personal and professional change and adjustment may be necessary.
04.15	Demonstrate ability to offer and accept feedback.
04.16	Identify and practice stress management and relaxation techniques.
04.17	Maintain confidentiality of business matters.

CTE Standards and Benchmarks

04.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
04.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
05.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
05.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
05.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
05.03	Demonstrate ability to read and comprehend written communications.
05.04	Identify a variety of forms of written business communications utilized in the workplace.
05.05	Prepare a business letter, memorandum, fax, and e-mail.
05.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
05.07	Discuss importance of developing networking skills to expand business contacts.
05.08	Prepare and deliver a business-related presentation.
05.09	Demonstrate active listening strategies that improve understanding and performance.
05.10	Describe positive customer relations.
05.11	Demonstrate conflict and dispute resolution techniques.
05.12	Identify means of nonverbal communication.
05.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
05.14	Discuss methods of resolving customer complaints.
05.15	Interpret business policies to customers/clients.
05.16	Discuss importance of providing clear directions, descriptions, and explanations.
05.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
05.18	Identify types of technology/equipment used in the workplace.
05.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.

CTE Standards and Benchmarks

06.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
06.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
06.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
06.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
06.04	Demonstrate ability to make change correctly.
06.05	Calculate tax, gratuity, commission, and miscellaneous charges.
06.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
06.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
06.08	Apply standard industry formula to determine markup and markdown on merchandise.
06.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
06.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
06.11	Identify components of a break-even analysis
06.12	Compute and analyze a break-even point.
07.0	Identify economic principles--The student will be able to:
07.01	Explain concept of economics and economic activities.
07.02	Explain concept of economic goods and services.
07.03	Explain concept of economic resources.
07.04	Explain concept of utility (form, place, time, possession, information).
07.05	Explain concept of "supply and demand."
07.06	Explain concept of price.
07.07	Identify, compare, and contrast major types of economic systems.
07.08	Explain relationship between government and business.

CTE Standards and Benchmarks

07.09	Explain concept of private enterprise and business ownership.
07.10	Explain role of profit motive.
07.11	Explain concept of risk.
07.12	Explain concept of competition.
07.13	Explain concept of productivity.
07.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
07.15	Explain function of the Federal Reserve Board.
08.0	Identify marketing and business fundamentals--The student will be able to:
08.01	Define marketing and its role.
08.02	Explain purpose of marketing in the free enterprise system.
08.03	Identify and explain the four foundations of marketing.
08.04	Identify and explain differences between indirect and direct marketing.
08.05	Identify and explain the functions of and differences between marketing and merchandising.
08.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
08.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc
08.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
08.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
08.10	Explain concept of marketing strategies.
08.11	Explain concept of market segmentation and demographics.
08.12	Explain importance and techniques of offering the right merchandising blend.
08.13	Explain nature of channels of distribution.
08.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).

CTE Standards and Benchmarks

08.15	Explain factors affecting pricing decisions.
08.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
08.17	Discuss role e-commerce and social networking will play in the marketing of goods and services.
08.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
08.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
09.0	Identify effective selling techniques and procedures--The student will be able to:
09.01	Explain purpose, principles, and importance of selling.
09.02	Identify qualities of a professional sales associate.
09.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling
09.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
09.05	Discuss importance of meeting specialized sales needs.
09.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
09.07	Discuss reasons for maintaining a client file.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Retail Food Marketing	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Retail Food Marketing	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Retail Food Marketing	
03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1
03.04	Model with mathematics.	
		MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1
03.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

CTE Standards and Benchmarks	
10.0	Select a marketing industry for career planning--The student will be able to:
10.01	Identify current employment opportunities in marketing related fields.
10.02	Identify sources of information for career planning including the Internet.
10.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
10.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
10.05	Identify advantages and disadvantages of a particular career
10.06	Complete self-assessments and analysis of life-style goals and career aspirations.
10.07	Develop an individualized education and career plan related to a major marketing field.
10.08	Write a job description for a selected marketing occupation.
11.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:
11.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
11.02	Explain concepts of physical distribution and transportation systems related to the industry.
11.03	Identify and analyze appropriate transportation services for the industry.
11.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
11.05	Demonstrate skills required for materials and service management.
11.06	Analyze information related to routing and tracking merchandise
11.07	Explain the relationship between customer service and distribution.
12.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:

CTE Standards and Benchmarks

12.01	Explain financial concepts used in making business decisions.
12.02	Explain concept of financial administration.
12.03	Explain difference between income (credit) and expense (debit).
12.04	Describe and prepare a cash-flow statement.
12.05	Identify various types of credit policies and procedures.
12.06	Explain purposes and importance of credit.
12.07	Identify the positive and negative impacts of using credit in marketing situations.
12.08	Compare and contrast the use of different credit applications.
12.09	Analyze industry concepts of price, profit, competition, and productivity.
12.10	Calculate exchange rates.
13.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
13.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
13.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
13.03	Explain importance of product and service technology as it relates to customer satisfaction.
13.04	Identify sources of product knowledge.
13.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
13.06	Explain product and service quality as applicable to grades and industry standards.
13.07	Discuss product-liability risks.
13.08	Explain warranties and guarantees.
13.09	Develop a product/service plan for a marketing area.
13.10	Describe factors used by marketers to position products/business.
13.11	Identify stages of and discuss impact of product life cycle.

CTE Standards and Benchmarks

14.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
14.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
14.02	Explain process of marketing-information management.
14.03	Explain nature and scope of marketing operations.
14.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
14.05	Identify procedures for gathering information using technology.
14.06	Utilize appropriate marketing-information management forms.
15.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
15.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
15.02	Explain pricing objectives, policies, and strategies.
15.03	Explain price-marking techniques.
15.04	Explain procedures for changing prices.
15.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
15.06	Demonstrate problem-solving skills required when considering profit and price.
16.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
16.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
16.02	Identify types of promotion used in the industry.
16.03	Discuss importance of advertising media.
16.04	Explain purposes and elements of advertising and display as related to the industry.
16.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
16.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
16.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.

CTE Standards and Benchmarks

16.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
16.09	Write a promotional message to appeal to a target market.
16.10	Develop a sales promotion plan for a marketing organization
16.11	Demonstrate public relations techniques as used in the marketing industry.
16.12	Design a web site to promote a product/service.
17.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
17.01	Explain relationship between stock turnover and purchasing.
17.02	Demonstrate proper purchasing procedures.
17.03	Explain types of purchasing situations.
17.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
17.05	Demonstrate use of forms required for purchasing
17.06	Evaluate merchandise or services using industry standards or company assessments.
18.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
18.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
18.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
18.03	Describe actions that various agencies take to prevent accidents on the job.
18.04	Demonstrate an understanding of environmental problems that impact health and safety.
18.05	Explain procedures for handling and reporting accidents.
18.06	Identify security procedures for the marketing industry.
18.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
18.08	Identify procedures used by industry to prevent internal theft and embezzlement.
19.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
19.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will

CTE Standards and Benchmarks

	influence purchase decisions and enhance future business opportunities.
19.02	Describe the appropriate relationship between buyer and seller.
19.03	Demonstrate sales knowledge of industry, company, products, and competition.
19.04	Analyze potential prospects and customer buying behavior.
19.05	Analyze importance of communication and listening in creating a positive buying climate.
19.06	Identify sales techniques to aid customers/clients in making buying decisions.
19.07	Prepare a list of skills necessary to maintain sales accounts.
19.08	Create a sales presentation using presentation software.
19.09	Identify strategies to build and maintain a clientele.
20.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
20.01	Define "entrepreneurship."
20.02	Discuss role of the entrepreneur in the domestic and global economy.
20.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
20.04	Identify economic principles of entrepreneurship.
20.05	Discuss the four parts of a business (production, finance, marketing, customer service).
20.06	Analyze current entrepreneurial trends in the marketplace.
20.07	Discuss importance of ethics in business.
20.08	Identify strategies and methods for generating a business idea.
20.09	Outline steps in planning a new business.
20.10	Identify types and sources of government regulations and taxation that may affect a business.
21.0	Identify the use of technology in marketing--The student will be able to:
21.01	Explain importance and uses of computers and the internet in marketing.
21.02	Utilize word processing software to create a career/industry related document.

CTE Standards and Benchmarks

21.03	Perform data entry procedures, i.e., payroll, inventory control, etc
21.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
21.05	Demonstrate marketing spreadsheet data entry and output procedures.
21.06	Utilize spreadsheet software to enhance decision-making skills.
21.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
21.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
21.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

**Florida Department of Education
Student Performance Standards**

Course Title: Retail Food Marketing
Course Number: 8821110
Course Credit: 1

Course Description:

This course is designed to provide students with an in-depth study of food marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for advancement to middle level management employment in a wide variety of food marketing occupations. After completion of the core and this course, the student will have attained occupational completion point - data code B, Retail Manager - SOC 41-1011.

Florida Standards	Correlation to CTE Program Standard #
22.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Retail Food Marketing	
22.01 Key Ideas and Details	
<ul style="list-style-type: none"> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <p style="text-align: right;">LAFS.1112.RST.1.1</p>	
<ul style="list-style-type: none"> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <p style="text-align: right;">LAFS.1112.RST.1.2</p>	
<ul style="list-style-type: none"> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. <p style="text-align: right;">LAFS.1112.RST.1.3</p>	
22.02 Craft and Structure	
<ul style="list-style-type: none"> Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. <p style="text-align: right;">LAFS.1112.RST.2.4</p>	
<ul style="list-style-type: none"> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <p style="text-align: right;">LAFS.1112.RST.2.5</p>	
<ul style="list-style-type: none"> Analyze the author's purpose in providing an explanation, describing a procedure, or 	

Florida Standards	Correlation to CTE Program Standard #
<p>discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p style="text-align: right;">LAFS.1112.RST.2.6</p>	
22.03 Integration of Knowledge and Ideas	
<ul style="list-style-type: none"> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. <p style="text-align: right;">LAFS.1112.RST.3.7</p>	
<ul style="list-style-type: none"> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <p style="text-align: right;">LAFS.1112.RST.3.8</p>	
<ul style="list-style-type: none"> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <p style="text-align: right;">LAFS.1112.RST.3.9</p>	
22.04 Range of Reading and Level of Text Complexity	
<ul style="list-style-type: none"> By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. <p style="text-align: right;">LAFS.1112.RST.4.10</p>	
23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Retail Food Marketing	
23.01 Text Types and Purposes	
<ul style="list-style-type: none"> Write arguments focused on discipline-specific content. <p style="text-align: right;">LAFS.1112.WHST.1.1</p>	
<ul style="list-style-type: none"> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <p style="text-align: right;">LAFS.1112.WHST.1.2</p>	
<ul style="list-style-type: none"> Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. <p style="text-align: right;">LAFS.1112.WHST.1.3</p>	
23.02 Production and Distribution of Writing	
<ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.WHST.2.4	
<ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	
LAFS.1112.WHST.2.5	
<ul style="list-style-type: none"> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	
LAFS.1112.WHST.2.6	
23.03 Research to Build and Present Knowledge	
<ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	
LAFS.1112.WHST.3.7	
<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 	
LAFS.1112.WHST.3.8	
<ul style="list-style-type: none"> Draw evidence from informational texts to support analysis, reflection, and research. 	
LAFS.1112.WHST.3.9	
23.04 Range of Writing	
<ul style="list-style-type: none"> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
LAFS.1112.WHST.4.10	
24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Retail Food Marketing	
24.01 Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
24.02 Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
24.03 Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
24.04 Model with mathematics.	MAFS.K12.MP.4.1
24.05 Use appropriate tools strategically.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.5.1
24.06 Attend to precision.	MAFS.K12.MP.6.1
24.07 Look for and make use of structure.	MAFS.K12.MP.7.1
24.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

CTE Standards and Benchmarks
25.0 Apply economic principles to retail food marketing--The student will be able to:
25.01 Explain economic trends as they relate to retail food marketing.
25.02 Explain role of the profit motive in the marketing of food products.
25.03 Explain role of retail food marketing in the free enterprise system.
25.04 Describe channels of distribution for retail food marketing.
25.05 Apply economic concepts to retail food marketing including pricing, risk, productivity, competition, and cycles.
26.0 Apply retail food product and service technology--The student will be able to:
26.01 Demonstrate appropriate techniques and terminology for selling food and other products found in retail food marketing establishments.
26.02 Demonstrate principles in the marketing of retail food products.
26.03 Analyze different categories and classifications of retail food products.
26.04 Demonstrate appropriate placement and merchandising techniques for the various categories of food and support products found in retail food marketing.
26.05 Discuss nature of managerial planning.
26.06 Describe role of management in the achievement of quality.
26.07 Recognize wholesale and retail cuts of meats.
26.08 Demonstrate vegetable product knowledge.
26.09 Demonstrate fruit product knowledge.
26.10 Identify merchandise in the grocery department.

CTE Standards and Benchmarks

26.11	Recognize different dairy products.
26.12	Identify on-premise and ready-prepared deli departments.
26.13	Identify on-premise and bake-off bakery departments.
27.0	Demonstrate merchandising skills appropriate for retail food marketing--The student will be able to:
27.01	Supervise basic stock keeping techniques of the various products and departmental lines found in retail food marketing.
27.02	Supervise initiatives in maintaining stock such as stocking shelves, building displays, rotating stock, and restocking shelves.
27.03	Demonstrate technique of systematically locating merchandise on the floor.
27.04	Demonstrate techniques for taking inventory of retail food products.
27.05	Assist in the planning of special holiday food promotions.
27.06	Assist in the development of food and merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
27.07	Demonstrate ability to follow a floor plan.
27.08	Demonstrate ability to assemble prepack shippers.
28.0	Implement retail food marketing operational techniques--The student will be able to:
28.01	Implement accident prevention techniques in retail food marketing operations.
28.02	Demonstrate receiving and checking techniques.
28.03	Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.
28.04	Demonstrate procedures relative to employees' role in preventing internal loss.
28.05	Implement guidelines that address concerns and issues that relate to the operation of a retail food business including safety practices.
28.06	Conduct an orientation for new employees.
28.07	Demonstrate and acquire knowledge of meat department equipment and tools.
28.08	Demonstrate and acquire knowledge of sanitation of meat equipment and tools.
28.09	Demonstrate the correct handling of produce.

CTE Standards and Benchmarks

28.10	Demonstrate appropriate sanitation skills for the produce department and equipment.
28.11	Prepare grocery merchandise for stocking of shelves.
28.12	Prepare dairy products for stocking.
28.13	Demonstrate appropriate sanitation skills for the dairy department and equipment.
28.14	Prepare frozen foods for stocking.
28.15	Demonstrate appropriate sanitation skills for the frozen foods department and equipment.
28.16	Prepare bakery, deli, floral, and miscellaneous departments for stocking.
28.17	Demonstrate appropriate sanitation skills for the bakery, deli, floral, and miscellaneous departments.
29.0	Demonstrate proficiency in applying higher level mathematical skills unique to retail food marketing--The student will be able to:
29.01	Collect and analyze sales information to determine stock and sales ratio for food and related lines.
29.02	Apply standard industry formulas to determine mark up and mark down for retail food items.
29.03	Analyze standard formulas relative to discount date and due date to determine amount due on an invoice.
29.04	Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
29.05	Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.
29.06	Calculate sales productivity.
29.07	Calculate sales per hour.
29.08	Calculate average items and average dollars per transaction.
30.0	Apply promotional planning techniques and procedures to retail food marketing--The students will be able to:
30.01	Analyze role of promotion in retail food marketing.
30.02	Develop a promotion plan for retail food marketing.
30.03	Develop a promotional mix for a retail food product.
30.04	Identify and analyze market(s) for the promotion plan.
30.05	Prepare a promotional calendar of events.

CTE Standards and Benchmarks

30.06	Prepare a written advertisement layout.
30.07	Select and evaluate a variety of advertising media to carry the advertising message.
30.08	Apply steps involved in planning and assembling retail food marketing displays.
30.09	Analyze factors to consider when evaluating completed retail food marketing display
30.10	Differentiate between retail food promotional displays and institutional displays.
30.11	Implement strategies to be used for public relations.
30.12	Establish promotion plan sales quotas and incentives.
30.13	Evaluate overall retail food promotion plan.
31.0	Apply entrepreneurial concepts to retail food marketing--The student will be able to:
31.01	Describe importance of entrepreneurship to the retail food industry.
31.02	Analyze advantages and disadvantages of self-employment.
31.03	Analyze risks involved in ownership of a retail food marketing business.
31.04	Identify advantages and disadvantages of the primary forms of business ownership found in the retail food marketing industry.
31.05	Discuss future prospects for entrepreneurship and intrapreneurship in retail food marketing.
31.06	Identify education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.
31.07	Assess personal potential to become an entrepreneur and/or intrapreneur.
31.08	Develop a plan to establish and open a retail food marketing business.
32.0	Apply marketing management principles to a retail food marketing related business--The student will be able to:
32.01	Explain retail food marketing management functions.
32.02	Explain how a retail food marketing manager manages people, ideas, time, money, and materials.
32.03	Explain why effective communication is critical to the retail food marketing manager.
32.04	Apply the steps in the retail food management problem-solving process.
32.05	Demonstrate strategies the retail food marketing manager can use to motivate employees.

CTE Standards and Benchmarks

32.06	Evaluate how the marketing concept influences food marketing operations.
32.07	Develop a food marketing plan.
33.0	Analyze global trends in retail food marketing--The student will be able to:
33.01	Analyze impact of global marketing on the retail food marketing industry.
33.02	Compare and contrast foreign retail food markets and distributors.
33.03	Analyze multicultural influences on global retail food marketing.
33.04	Identify methods of researching specific global retail food markets.
33.05	Identify the role of the Internet in facilitating global retail food marketing.
34.0	Demonstrate applications of technology to retail food marketing--The student will be able to:
34.01	Demonstrate mastery of computers and technology currently used in retail food marketing.
34.02	Identify use of satellite transmissions in retail food marketing training.
34.03	Demonstrate use of the computer and information networks in retail food marketing.
35.0	Apply a career plan to retail food marketing--The student will be able to:
35.01	Develop a plan for pursuing a specific career in retail food marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
35.02	Demonstrate competencies required for career sustaining and mid-level management positions in the retail food marketing field.
35.03	Demonstrate specific technology applications related to the student's retail food marketing career plan.
35.04	Develop forms of documentation for inclusion in a retail food marketing career portfolio.

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Equivalent Mathematics and Equally Rigorous Science Courses

Equally rigorous science courses are based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales and Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

Secondary – Career Preparatory

Program Number	8827100
CIP Number	02521401SP
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G ADVR PROM 7G
CTSO	DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2021 – Marketing Managers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110	Marketing Essentials	1 credit	41-2031	2
	8827120	Marketing Applications	1 credit		2
B	8827130	Marketing Management	1 credit	11-2021	2

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Marketing Essentials	^^	^^	^^	#	#	#	#	#	#	#	#	#
Marketing Applications	^^	^^	^^	#	#	#	#	#	#	#	#	#
Marketing Management	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing.
- 04.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills.
- 06.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 07.0 Demonstrate proficiency in applying math skills unique to marketing.
- 08.0 Identify economic principles.
- 09.0 Identify marketing and business fundamentals.
- 10.0 Identify effective selling techniques and procedures.
- 11.0 Select a marketing industry for career planning.
- 12.0 Demonstrate applications of distribution to the selected marketing industry.
- 13.0 Demonstrate applications of financing to the selected marketing industry.
- 14.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 15.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 16.0 Demonstrate pricing applications for the selected marketing industry.
- 17.0 Demonstrate promotion applications for the selected marketing industry.
- 18.0 Demonstrate purchasing applications to the selected marketing industry.
- 19.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 20.0 Demonstrate applications of selling to the selected marketing industry.
- 21.0 Identify the uses of technology in marketing.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing.
- 25.0 Apply economic principles to marketing.
- 26.0 Apply product and service technology.
- 27.0 Demonstrate merchandising skills appropriate for marketing.
- 28.0 Implement marketing operational techniques.
- 29.0 Demonstrate proficiency in applying higher level mathematical skills unique to marketing.
- 30.0 Apply promotional planning techniques and procedures to product marketing.
- 31.0 Apply entrepreneurial concepts to marketing.
- 32.0 Apply marketing management principles to a business.
- 33.0 Analyze global trends in marketing.
- 34.0 Demonstrate applications of technology to marketing.
- 35.0 Apply a career plan to marketing.

2014 – 2015

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	

Florida Standards	Correlation to CTE Program Standard #
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity	
01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing.	
02.01 Text Types and Purposes	
02.01.1 Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing	
02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	

Florida Standards		Correlation to CTE Program Standard #
	significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate human relations skills necessary for success in marketing occupations-- The student will be able to:		
04.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.		
04.02 Define and discuss issues involving gender equity, disability, and age.		
04.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).		
04.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.		
04.05 Explain concepts of integrity, credibility, reliability, and perseverance.		
04.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).		
04.07 Maintain professional personal appearance and attitude.		
04.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.		
04.09 Demonstrate self-management, initiative, and multi-tasking.		
04.10 Explain concepts of self-understanding, self-esteem, and self-image.		
04.11 Demonstrate professional behavior and etiquette.		
04.12 Demonstrate respect for the opinions, customs, and individual differences of others.		
04.13 Set personal and career goals and develop a plan of action to achieve those goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.14 Identify areas where personal and professional change and adjustment may be necessary.		
04.15 Demonstrate ability to offer and accept feedback.		
04.16 Identify and practice stress management and relaxation techniques.		
04.17 Maintain confidentiality of business matters.		
04.18 Support and follow company policies and procedures (e.g. attendance, tardiness, returns).		
04.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.		
05.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:		
05.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).		
05.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).		
05.03 Demonstrate ability to read and comprehend written communications.		
05.04 Identify a variety of forms of written business communications utilized in the workplace.		
05.05 Prepare a business letter, memorandum, fax, and e-mail.		
05.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.		
05.07 Discuss importance of developing networking skills to expand business contacts.		
05.08 Prepare and deliver a business-related presentation.		
05.09 Demonstrate active listening strategies that improve understanding and performance.		
05.10 Describe positive customer relations.		
05.11 Demonstrate conflict and dispute resolution techniques.		
05.12 Identify means of nonverbal communication.		
05.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.		
05.14 Discuss methods of resolving customer complaints.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.15 Interpret business policies to customers/clients.		
05.16 Discuss importance of providing clear directions, descriptions, and explanations.		
05.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.		
05.18 Identify types of technology/equipment used in the workplace.		
05.19 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.		
06.0 Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:		
06.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.		
06.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.		
06.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
06.04 Demonstrate ability to make change correctly.		
06.05 Calculate tax, gratuity, commission, and miscellaneous charges.		
06.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.		
06.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.		
06.08 Apply standard industry formula to determine markup and markdown on merchandise.		
06.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.		
06.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.		
06.11 Identify components of a break-even analysis		
06.12 Compute and analyze a break-even point.		
07.0 Identify economic principles--The student will be able to:		
07.01 Explain concept of economics and economic activities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.02 Explain concept of economic goods and services.		
07.03 Explain concept of economic resources.		
07.04 Explain concept of utility (form, place, time, possession, information).		
07.05 Explain concept of "supply and demand."		
07.06 Explain concept of price.		
07.07 Identify, compare, and contrast major types of economic systems.		
07.08 Explain relationship between government and business.		
07.09 Explain concept of private enterprise and business ownership.		
07.10 Explain role of profit motive.		
07.11 Explain concept of risk.		
07.12 Explain concept of competition.		
07.13 Explain concept of productivity.		
07.14 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).		
07.15 Explain function of the Federal Reserve Board.		
08.0 Identify marketing and business fundamentals--The student will be able to:		
08.01 Define marketing and its role.		
08.02 Explain purpose of marketing in the free enterprise system.		
08.03 Identify and explain the four foundations of marketing.		
08.04 Identify and explain differences between indirect and direct marketing.		
08.05 Identify and explain the functions of and differences between marketing and merchandising.		
08.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).		
08.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
08.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).		
08.10 Explain concept of marketing strategies.		
08.11 Explain concept of market segmentation and demographics.		
08.12 Explain importance and techniques of offering the right merchandising blend.		
08.13 Explain nature of channels of distribution.		
08.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).		
08.15 Explain factors affecting pricing decisions.		
08.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).		
08.17 Discuss role e-commerce and social networking will play in the marketing of goods and services.		
08.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.		
08.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].		
09.0 Identify effective selling techniques and procedures--The student will be able to:		
09.01 Explain purpose, principles, and importance of selling.		
09.02 Identify qualities of a professional sales associate.		
09.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling		
09.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
09.05 Discuss importance of meeting specialized sales needs.		
09.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.		
09.07 Discuss reasons for maintaining a client file.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing.	
03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1
03.04	Model with mathematics.	
		MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1
03.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.0 Select a marketing industry for career planning--The student will be able to:		
10.01 Identify current employment opportunities in marketing related fields.		
10.02 Identify sources of information for career planning including the Internet.		
10.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.		
10.04 Explain duties, responsibilities, and needed skills and knowledge of a particular career.		
10.05 Identify advantages and disadvantages of a particular career		
10.06 Complete self-assessments and analysis of life-style goals and career aspirations.		
10.07 Develop an individualized education and career plan related to a major marketing field.		
10.08 Write a job description for a selected marketing occupation.		
11.0 Demonstrate applications of distribution to the selected marketing industry--The student will be able to:		
11.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.		
11.02 Explain concepts of physical distribution and transportation systems related to the industry.		
11.03 Identify and analyze appropriate transportation services for the industry.		
11.04 Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.05 Demonstrate skills required for materials and service management.		
11.06 Analyze information related to routing and tracking merchandise		
11.07 Explain the relationship between customer service and distribution.		
12.0 Demonstrate applications of financing to the selected marketing industry--The student will be able to:		
12.01 Explain financial concepts used in making business decisions.		
12.02 Explain concept of financial administration.		
12.03 Explain difference between income (credit) and expense (debit).		
12.04 Describe and prepare a cash-flow statement.		
12.05 Identify various types of credit policies and procedures.		
12.06 Explain purposes and importance of credit.		
12.07 Identify the positive and negative impacts of using credit in marketing situations.		
12.08 Compare and contrast the use of different credit applications.		
12.09 Analyze industry concepts of price, profit, competition, and productivity.		
12.10 Calculate exchange rates.		
13.0 Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:		
13.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
13.02 Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).		
13.03 Explain importance of product and service technology as it relates to customer satisfaction.		
13.04 Identify sources of product knowledge.		
13.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.		
13.06 Explain product and service quality as applicable to grades and industry standards.		
13.07 Discuss product-liability risks.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.08 Explain warranties and guarantees.		
13.09 Develop a product/service plan for a marketing area.		
13.10 Describe factors used by marketers to position products/business.		
13.11 Identify stages of and discuss impact of product life cycle.		
14.0 Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:		
14.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
14.02 Explain process of marketing-information management.		
14.03 Explain nature and scope of marketing operations.		
14.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.		
14.05 Identify procedures for gathering information using technology.		
14.06 Utilize appropriate marketing-information management forms.		
15.0 Demonstrate pricing applications for the selected marketing industry--The student will be able to:		
15.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.		
15.02 Explain pricing objectives, policies, and strategies.		
15.03 Explain price-marking techniques.		
15.04 Explain procedures for changing prices.		
15.05 Demonstrate decision-making skills required for determining pricing relative to the competition.		
15.06 Demonstrate problem-solving skills required when considering profit and price.		
16.0 Demonstrate promotion applications for the selected marketing industry--The student will be able to:		
16.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.		
16.02 Identify types of promotion used in the industry.		
16.03 Discuss importance of advertising media.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.04 Explain purposes and elements of advertising and display as related to the industry.		
16.05 Explain the impact on and uses of the internet and intranet in marketing products and services.		
16.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.		
16.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.		
16.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.		
16.09 Write a promotional message to appeal to a target market.		
16.10 Develop a sales promotion plan for a marketing organization		
16.11 Demonstrate public relations techniques as used in the marketing industry.		
16.12 Design a web site to promote a product/service.		
17.0 Demonstrate purchasing applications to the selected marketing industry--The student will be able to:		
17.01 Explain relationship between stock turnover and purchasing.		
17.02 Demonstrate proper purchasing procedures.		
17.03 Explain types of purchasing situations.		
17.04 Demonstrate techniques used to obtain the best terms when negotiating a purchase.		
17.05 Demonstrate use of forms required for purchasing		
17.06 Evaluate merchandise or services using industry standards or company assessments.		
18.0 Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:		
18.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.		
18.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.		
18.03 Describe actions that various agencies take to prevent accidents on the job.		
18.04 Demonstrate an understanding of environmental problems that impact health and safety.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.05 Explain procedures for handling and reporting accidents.		
18.06 Identify security procedures for the marketing industry.		
18.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
18.08 Identify procedures used by industry to prevent internal theft and embezzlement.		
19.0 Demonstrate applications of selling to the selected marketing industry--The student will be able to:		
19.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.		
19.02 Describe the appropriate relationship between buyer and seller.		
19.03 Demonstrate sales knowledge of industry, company, products, and competition.		
19.04 Analyze potential prospects and customer buying behavior.		
19.05 Analyze importance of communication and listening in creating a positive buying climate.		
19.06 Identify sales techniques to aid customers/clients in making buying decisions.		
19.07 Prepare a list of skills necessary to maintain sales accounts.		
19.08 Create a sales presentation using presentation software.		
19.09 Identify strategies to build and maintain a clientele.		
20.0 Demonstrate an understanding of entrepreneurship--The student will be able to:		
20.01 Define "entrepreneurship."		
20.02 Discuss role of the entrepreneur in the domestic and global economy.		
20.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).		
20.04 Identify economic principles of entrepreneurship.		
20.05 Discuss the four parts of a business (production, finance, marketing, customer service).		
20.06 Analyze current entrepreneurial trends in the marketplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.07 Discuss importance of ethics in business.		
20.08 Identify strategies and methods for generating a business idea.		
20.09 Outline steps in planning a new business.		
20.10 Identify types and sources of government regulations and taxation that may affect a business.		
21.0 Identify the use of technology in marketing--The student will be able to:		
21.01 Explain importance and uses of computers and the internet in marketing.		
21.02 Utilize word processing software to create a career/industry related document.		
21.03 Perform data entry procedures, i.e., payroll, inventory control, etc		
21.04 Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.		
21.05 Demonstrate marketing spreadsheet data entry and output procedures.		
21.06 Utilize spreadsheet software to enhance decision-making skills.		
21.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.		
21.08 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.		
21.09 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Management
Course Number: 8827130
Course Credit: 1

Course Description:

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry. After successful completion of the core and this course, the student will have attained occupational completion point - data code B, Marketing Managers - SOC 11-2021

Florida Standards		Correlation to CTE Program Standard #
22.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing.	
	22.01 Key Ideas and Details	
	22.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	22.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	22.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	22.02 Craft and Structure	
	22.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	22.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
	22.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
22.03 Integration of Knowledge and Ideas		
22.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
22.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
22.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
22.04 Range of Reading and Level of Text Complexity		
22.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
22.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing.		
23.01 Text Types and Purposes		
23.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
23.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
23.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
23.02 Production and Distribution of Writing		
23.02.1	Produce clear and coherent writing in which the development,	

Florida Standards	Correlation to CTE Program Standard #
organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
23.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
23.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
23.03 Research to Build and Present Knowledge	
23.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
23.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
23.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
23.04 Range of Writing	
23.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing.	
24.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
24.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
24.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	

Florida Standards		Correlation to CTE Program Standard #
24.04 Model with mathematics.	MAFS.K12.MP.4.1	
24.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
24.06 Attend to precision.	MAFS.K12.MP.6.1	
24.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
24.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.0 Apply economic principles to marketing--The student will be able to:		
25.01 Explain economic trends as they relate to marketing.		
25.02 Explain role of the profit motive in the marketing of products.		
25.03 Explain role of marketing in a free enterprise system.		
25.04 Describe channels of distribution for marketing.		
25.05 Apply economic concepts to marketing including pricing, risk, productivity, competition, and cycles.		
26.0 Apply product and service technology--The student will be able to:		
26.01 Demonstrate appropriate techniques and terminology for selling.		
26.02 Demonstrate principles in the marketing of products		
26.03 Discuss inventors and entrepreneurs who have had a major influence on the marketing industry.		
26.04 Identify past, present, and future marketing products, styles, and services.		
27.0 Demonstrate merchandising skills appropriate for marketing--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.01 Supervise basic stock keeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.		
27.02 Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.		
27.03 Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.		
27.04 Demonstrate techniques to perform a merchandise inventory.		
27.05 Assist in preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.		
27.06 Plan a promotional campaign for a product or line to include types of media, promotional mix, and evaluation of effectiveness.		
27.07 Demonstrate ability to follow a floor plan.		
28.0 Implement marketing operational techniques--The student will be able to:		
28.01 Implement accident prevention techniques in work situations.		
28.02 Demonstrate receiving and checking techniques.		
28.03 Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
28.04 Demonstrate procedures relative to employees' role in preventing internal loss.		
28.05 Implement guidelines that address concerns and issues that relate to the operation of a business including safety practices.		
28.06 Conduct an orientation for new employees.		
29.0 Demonstrate proficiency in applying higher level mathematical skills unique to marketing--The student will be able to:		
29.01 Collect and analyze sales information to determine stock turnover and stock-sales ratio for merchandise.		
29.02 Apply standard industry formula to determine markup and markdown on merchandise or service.		
29.03 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice		
29.04 Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.		
29.05 Complete pricing problem involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.06 Calculate sales productivity.		
29.07 Calculate sales per hour.		
29.08 Calculate average items and average dollars per transaction.		
30.0 Apply promotional planning techniques and procedures to product marketing--The student will be able to:		
30.01 Analyze role of promotion in marketing and merchandising.		
30.02 Develop a promotion plan for a given product or situation.		
30.03 Develop a promotional mix for a product.		
30.04 Identify the market(s) for the promotion plan.		
30.05 Prepare a promotional calendar of events.		
30.06 Prepare a written advertisement layout.		
30.07 Select and evaluate a variety of advertising media to carry the advertising message.		
30.08 Apply steps involved in planning and setting up displays.		
30.09 Identify factors to consider when evaluating completed displays.		
30.10 Differentiate between promotional displays and institutional displays.		
30.11 Implement strategies to be used for public relations.		
30.12 Establish promotion plan sales quotas and incentives.		
30.13 Evaluate the overall promotion plan.		
31.0 Apply entrepreneurial concepts to marketing--The student will be able to:		
31.01 Describe importance of entrepreneurship to related industries.		
31.02 Analyze advantages and disadvantages of self-employment.		
31.03 Analyze risks involved in ownership of a business.		
31.04 Analyze advantages and disadvantages of the primary forms of business ownership.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.05 Discuss future prospects for entrepreneurship and intrapreneurship in marketing.		
31.06 Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.		
31.07 Assess personal potential to become an entrepreneur and/or intrapreneur.		
31.08 Develop a plan to establish and open a business.		
32.0 Apply marketing management principles to a business--The student will be able to do:		
32.01 Explain marketing management functions.		
32.02 Explain how a marketing manager manages people, ideas, time, money, and materials.		
32.03 Explain why effective communication is critical to the marketing manager.		
32.04 Apply the steps in the management problem-solving process.		
32.05 Demonstrate strategies the marketing manager can use to motivate employees.		
32.06 Evaluate how the marketing concept influences marketing.		
32.07 Develop a marketing plan.		
33.0 Analyze global trends in marketing--The student will be able to:		
33.01 Compare and contrast global marketing trends in selected industries		
33.02 Analyze impact of global marketing.		
33.03 Identify foreign markets and distributors.		
33.04 Analyze multicultural influences on global marketing trends.		
33.05 Demonstrate methods of researching specific global markets.		
33.06 Discuss the role of the Internet in facilitating global marketing.		
34.0 Demonstrate applications of technology to marketing--The student will be able to:		
34.01 Demonstrate mastery of computers and technology currently used in marketing.		
34.02 Identify use of satellite transmissions in marketing training.		
34.03 Demonstrate use of the computer and information networks in marketing.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.0 Apply a career plan to marketing--The student will be able to:		
35.01 Develop a plan for pursuing a specific career in marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.		
35.02 Demonstrate competencies required for career sustaining and mid-level management positions in a chosen marketing field.		
35.03 Demonstrate specific technology applications related to the student's marketing career plan.		
35.04 Develop forms of documentation for inclusion in a marketing career portfolio.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly

indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: E-Commerce Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8827200
CIP Number	0252020802
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G BUS ED 1 @2
CTSO	DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 15-1199 – Computer Occupations, All Other
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

The purpose of this program is to prepare students for employment or advanced training in the E-Commerce Marketing Industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110	Marketing Essentials	1 credit	41-2031	2
	8827120	Marketing Applications	1 credit		2
B	8827210	E-Commerce Marketing	1 credit	15-1199	2

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.
- 04.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills.
- 06.0 Demonstrate proficiency in applying math skills unique to marketing.
- 07.0 Identify economic principles.
- 08.0 Identify marketing and business fundamentals.
- 09.0 Identify effective selling techniques and procedures.
- 10.0 Select a marketing industry for career planning.
- 11.0 Demonstrate applications of distribution to the selected marketing industry.
- 12.0 Demonstrate applications of financing to the selected marketing industry.
- 13.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 14.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 15.0 Demonstrate pricing applications for the selected marketing industry.
- 16.0 Demonstrate promotion applications for the selected marketing industry.
- 17.0 Demonstrate purchasing applications to the selected marketing industry.
- 18.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 19.0 Demonstrate applications of selling to the selected marketing industry.
- 20.0 Demonstrate an understanding of entrepreneurship.
- 21.0 Identify the uses of technology in marketing.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Sales & Service.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Sales & Service.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.
- 25.0 Discuss the Internet as a marketing tool.
- 26.0 Conduct a marketing analysis.
- 27.0 Develop a marketing oriented website.
- 28.0 Identify and implement marketing support activities.
- 29.0 Manage an internet marketing campaign.
- 30.0 Apply entrepreneurial concepts to internet marketing.
- 31.0 Analyze global trends in the internet marketing industry.

32.0 Apply a career plan to internet marketing.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	

Florida Standards	Correlation to CTE Program Standard #
01.03 Integration of Knowledge and Ideas	
01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity	
01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.	
02.01 Text Types and Purposes	
02.01.1 Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing	
02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	

Florida Standards		Correlation to CTE Program Standard #
	significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate human relations skills necessary for success in marketing occupations-- The student will be able to:		
04.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.		
04.02 Define and discuss issues involving gender equity, disability, and age.		
04.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).		
04.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.		
04.05 Explain concepts of integrity, credibility, reliability, and perseverance.		
04.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).		
04.07 Maintain professional personal appearance and attitude.		
04.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.		
04.09 Demonstrate self-management, initiative, and multi-tasking.		
04.10 Explain concepts of self-understanding, self-esteem, and self-image.		
04.11 Demonstrate professional behavior and etiquette.		
04.12 Demonstrate respect for the opinions, customs, and individual differences of others.		
04.13 Set personal and career goals and develop a plan of action to achieve those goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.14 Identify areas where personal and professional change and adjustment may be necessary.		
04.15 Demonstrate ability to offer and accept feedback.		
04.16 Identify and practice stress management and relaxation techniques.		
04.17 Maintain confidentiality of business matters.		
04.18 Support and follow company policies and procedures (e.g. attendance, tardiness, returns).		
04.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.		
05.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:		
05.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).		
05.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).		
05.03 Demonstrate ability to read and comprehend written communications.		
05.04 Identify a variety of forms of written business communications utilized in the workplace.		
05.05 Prepare a business letter, memorandum, fax, and e-mail.		
05.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.		
05.07 Discuss importance of developing networking skills to expand business contacts.		
05.08 Prepare and deliver a business-related presentation.		
05.09 Demonstrate active listening strategies that improve understanding and performance.		
05.10 Describe positive customer relations.		
05.11 Demonstrate conflict and dispute resolution techniques.		
05.12 Identify means of nonverbal communication.		
05.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.		
05.14 Discuss methods of resolving customer complaints.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.15 Interpret business policies to customers/clients.		
05.16 Discuss importance of providing clear directions, descriptions, and explanations.		
05.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.		
05.18 Identify types of technology/equipment used in the workplace.		
05.19 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.		
06.0 Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:		
06.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.		
06.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.		
06.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
06.04 Demonstrate ability to make change correctly.		
06.05 Calculate tax, gratuity, commission, and miscellaneous charges.		
06.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.		
06.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.		
06.08 Apply standard industry formula to determine markup and markdown on merchandise.		
06.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.		
06.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.		
06.11 Identify components of a break-even analysis		
06.12 Compute and analyze a break-even point.		
07.0 Identify economic principles--The student will be able to:		
07.01 Explain concept of economics and economic activities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.02 Explain concept of economic goods and services.		
07.03 Explain concept of economic resources.		
07.04 Explain concept of utility (form, place, time, possession, information).		
07.05 Explain concept of "supply and demand."		
07.06 Explain concept of price.		
07.07 Identify, compare, and contrast major types of economic systems.		
07.08 Explain relationship between government and business.		
07.09 Explain concept of private enterprise and business ownership.		
07.10 Explain role of profit motive.		
07.11 Explain concept of risk.		
07.12 Explain concept of competition.		
07.13 Explain concept of productivity.		
07.14 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).		
07.15 Explain function of the Federal Reserve Board.		
08.0 Identify marketing and business fundamentals--The student will be able to:		
08.01 Define marketing and its role.		
08.02 Explain purpose of marketing in the free enterprise system.		
08.03 Identify and explain the four foundations of marketing.		
08.04 Identify and explain differences between indirect and direct marketing.		
08.05 Identify and explain the functions of and differences between marketing and merchandising.		
08.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).		
08.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
08.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).		
08.10 Explain concept of marketing strategies.		
08.11 Explain concept of market segmentation and demographics.		
08.12 Explain importance and techniques of offering the right merchandising blend.		
08.13 Explain nature of channels of distribution.		
08.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).		
08.15 Explain factors affecting pricing decisions.		
08.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).		
08.17 Discuss role e-commerce and social networking will play in the marketing of goods and services.		
08.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.		
08.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].		
09.0 Identify effective selling techniques and procedures--The student will be able to:		
09.01 Explain purpose, principles, and importance of selling.		
09.02 Identify qualities of a professional sales associate.		
09.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.		
09.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
09.05 Discuss importance of meeting specialized sales needs.		
09.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.		
09.07 Discuss reasons for maintaining a client file.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	

Florida Standards		Correlation to CTE Program Standard #
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	

Florida Standards		Correlation to CTE Program Standard #
	significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.0 Select a marketing industry for career planning--The student will be able to:		
10.01 Identify current employment opportunities in marketing related fields.		
10.02 Identify sources of information for career planning including the Internet.		
10.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.		
10.04 Explain duties, responsibilities, and needed skills and knowledge of a particular career.		
10.05 Identify advantages and disadvantages of a particular career		
10.06 Complete self-assessments and analysis of life-style goals and career aspirations.		
10.07 Develop an individualized education and career plan related to a major marketing field.		
10.08 Write a job description for a selected marketing occupation.		
11.0 Demonstrate applications of distribution to the selected marketing industry--The student will be able to:		
11.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.		
11.02 Explain concepts of physical distribution and transportation systems related to the industry.		
11.03 Identify and analyze appropriate transportation services for the industry.		
11.04 Develop appropriate plans utilizing the channels of distribution for the selected		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
marketing industry.		
11.05 Demonstrate skills required for materials and service management.		
11.06 Analyze information related to routing and tracking merchandise		
11.07 Explain the relationship between customer service and distribution.		
12.0 Demonstrate applications of financing to the selected marketing industry--The student will be able to:		
12.01 Explain financial concepts used in making business decisions.		
12.02 Explain concept of financial administration.		
12.03 Explain difference between income (credit) and expense (debit).		
12.04 Describe and prepare a cash-flow statement.		
12.05 Identify various types of credit policies and procedures.		
12.06 Explain purposes and importance of credit.		
12.07 Identify the positive and negative impacts of using credit in marketing situations.		
12.08 Compare and contrast the use of different credit applications.		
12.09 Analyze industry concepts of price, profit, competition, and productivity.		
12.10 Calculate exchange rates.		
13.0 Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:		
13.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
13.02 Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).		
13.03 Explain importance of product and service technology as it relates to customer satisfaction.		
13.04 Identify sources of product knowledge.		
13.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.		
13.06 Explain product and service quality as applicable to grades and industry standards.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.07 Discuss product-liability risks		
13.08 Explain warranties and guarantees.		
13.09 Develop a product/service plan for a marketing area.		
13.10 Describe factors used by marketers to position products/business.		
13.11 Identify stages of and discuss impact of product life cycle.		
14.0 Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:		
14.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
14.02 Explain process of marketing-information management.		
14.03 Explain nature and scope of marketing operations.		
14.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.		
14.05 Identify procedures for gathering information using technology.		
14.06 Utilize appropriate marketing-information management forms.		
15.0 Demonstrate pricing applications for the selected marketing industry--The student will be able to:		
15.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.		
15.02 Explain pricing objectives, policies, and strategies.		
15.03 Explain price-marking techniques.		
15.04 Explain procedures for changing prices.		
15.05 Demonstrate decision-making skills required for determining pricing relative to the competition.		
15.06 Demonstrate problem-solving skills required when considering profit and price.		
16.0 Demonstrate promotion applications for the selected marketing industry--The student will be able to:		
16.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.		
16.02 Identify types of promotion used in the industry.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.03 Discuss importance of advertising media.		
16.04 Explain purposes and elements of advertising and display as related to the industry.		
16.05 Explain the impact on and uses of the internet and intranet in marketing products and services.		
16.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.		
16.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.		
16.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.		
16.09 Write a promotional message to appeal to a target market.		
16.10 Develop a sales promotion plan for a marketing organization		
16.11 Demonstrate public relations techniques as used in the marketing industry.		
16.12 Design a web site to promote a product/service.		
17.0 Demonstrate purchasing applications to the selected marketing industry--The student will be able to:		
17.01 Explain relationship between stock turnover and purchasing.		
17.02 Demonstrate proper purchasing procedures.		
17.03 Explain types of purchasing situations.		
17.04 Demonstrate techniques used to obtain the best terms when negotiating a purchase.		
17.05 Demonstrate use of forms required for purchasing		
17.06 Evaluate merchandise or services using industry standards or company assessments.		
18.0 Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:		
18.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.		
18.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.		
18.03 Describe actions that various agencies take to prevent accidents on the job.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.04 Demonstrate an understanding of environmental problems that impact health and safety.		
18.05 Explain procedures for handling and reporting accidents.		
18.06 Identify security procedures for the marketing industry		
18.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
18.08 Identify procedures used by industry to prevent internal theft and embezzlement.		
19.0 Demonstrate applications of selling to the selected marketing industry--The student will be able to:		
19.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.		
19.02 Describe the appropriate relationship between buyer and seller.		
19.03 Demonstrate sales knowledge of industry, company, products, and competition.		
19.04 Analyze potential prospects and customer buying behavior.		
19.05 Analyze importance of communication and listening in creating a positive buying climate.		
19.06 Identify sales techniques to aid customers/clients in making buying decisions.		
19.07 Prepare a list of skills necessary to maintain sales accounts.		
19.08 Create a sales presentation using presentation software.		
19.09 Identify strategies to build and maintain a clientele.		
19.10 Read and reconcile financial statements.		
19.11 Research, compare and contrast investment opportunities.		
20.0 Demonstrate an understanding of entrepreneurship--The student will be able to:		
20.01 Define "entrepreneurship."		
20.02 Discuss role of the entrepreneur in the domestic and global economy.		
20.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.04 Identify economic principles of entrepreneurship		
20.05 Discuss the four parts of a business (production, finance, marketing, customer service).		
20.06 Analyze current entrepreneurial trends in the marketplace.		
20.07 Discuss importance of ethics in business.		
20.08 Identify strategies and methods for generating a business idea.		
20.09 Outline steps in planning a new business.		
20.10 Identify types and sources of government regulations and taxation that may affect a business.		
21.0 Identify the use of technology in marketing--The student will be able to:		
21.01 Explain importance and uses of computers and the internet in marketing.		
21.02 Utilize word processing software to create a career/industry related document.		
21.03 Perform data entry procedures, i.e., payroll, inventory control, etc		
21.04 Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.		
21.05 Demonstrate marketing spreadsheet data entry and output procedures.		
21.06 Utilize spreadsheet software to enhance decision-making skills.		
21.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.		
21.08 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.		
21.09 Select and use a variety of electronic media, such as the internet, information services, and desktop-publishing software programs, to create, revise, and verify information.		

**Florida Department of Education
Student Performance Standards**

Course Title: E-Commerce Marketing
Course Number: 8827210
Course Credit: 1

Course Description:

This course is designed to provide students with general knowledge of the use of the World Wide Web as a marketing tool including the development of a web site and supporting marketing activities including the management of an internet marketing campaign. After completion of the core and this course, the student will have attained

Florida Standards		Correlation to CTE Program Standard #
22.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Sales & Service.	
22.01	Key Ideas and Details	
22.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
22.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
22.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
22.02	Craft and Structure	
22.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
22.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
22.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. LAFS.1112.RST.2.6	
22.03	Integration of Knowledge and Ideas	
22.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
22.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
22.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
22.04	Range of Reading and Level of Text Complexity	
22.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
22.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
23.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Sales & Service.	
23.01	Text Types and Purposes	
23.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
23.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
23.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
23.02	Production and Distribution of Writing	
23.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
23.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
23.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
23.03	Research to Build and Present Knowledge	
23.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
23.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
23.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
23.04	Range of Writing	
23.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
24.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.	
24.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
24.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
24.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
24.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
24.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
24.06 Attend to precision.	MAFS.K12.MP.6.1
24.07 Look for and make use of structure.	MAFS.K12.MP.7.1
24.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.0 Discuss the internet as a marketing tool--The student will be able to:		
25.01 Define the internet and industry related terms (e.g., protocol, ISP, URL, www, and bandwidth).		
25.02 Identify services the internet provides (e.g., file transfer protocol, news lists, e-mail).		
25.03 Identify advantages and disadvantages of marketing on the internet (e.g., cost, accessibility).		
25.04 Identify forms of communication (e.g., website, e-mail, newsgroups, chat rooms).		
25.05 Identify the differences between unsolicited commercial messages and opt-in e-mail.		
25.06 Discuss political, ethical and legal issues of using the internet.		
25.07 Define and discuss netiquette.		
25.08 Discuss history and emerging trends.		
25.09 Discuss security issues (e.g., firewalls, hacking, viruses, e-commerce).		
25.10 Discuss social impact of the internet (e.g., commerce, relationships, gathering personal research, validity of data).		
25.11 Discuss demographics of internet users.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.12 Demonstrate principles of navigating a browser (e.g., Netscape, Internet Explorer).		
25.13 Discuss search engines (e.g., Yahoo, Excite).		
25.14 Discuss criteria for selecting an Internet Service Provider (ISP)(e.g., bandwidth, hard drive space).		
25.15 Identify process for securing a domain name.		
25.16 Discuss copyright and registered trademark issues in securing a domain name.		
26.0 Conduct a marketing analysis--The student will be able to:		
26.01 Compare and contrast e-commerce marketing options for a variety of products.		
26.02 Assess current e-commerce product marketing efforts (e.g., direct marketing, cable, print, media, newspaper).		
26.03 Develop product business plan (e.g., sales revenue projection, expenses, cash flow, profit).		
26.04 Identify products best suited for internet marketing.		
26.05 Identify target market for a selected product		
26.06 Develop message for target market (e.g., niche market).		
26.07 Determine optimum message delivery method.		
26.08 Research and analyze current marketing methods including those of the competition.		
26.09 Determine legal issues that may affect on-line marketing (e.g., where a sale is located, privacy issues, collecting and paying sales tax across state or international borders, emerging Internet laws).		
26.10 Compare and contrast internet law with traditional business law.		
26.11 Conduct a cost analysis.		
26.12 Select optimum internet marketing method(s).		
26.13 Conduct a formal presentation of a market analysis and recommended solutions (e.g., to supervisor, to client).		
27.0 Develop a marketing oriented website--The student will be able to:		
27.01 Research and analyze software and hardware requirements [e.g., Java, Hypertext Markup Language (HTML), Cold Fusion, and Flash].		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.02 Develop and test market storyboard for the message (e.g., interpret test market results and modify design changes).		
27.03 Design text and corresponding multi-media elements required by a storyboard (e.g., graphics, audio-visual).		
27.04 Create website content.		
27.05 Test website for effectiveness (e.g., loading, graphics, view from different browsers, link integrity).		
27.06 Establish security measures (e.g., firewalls, backups, virus protection).		
27.07 Analyze e-commerce solutions (e.g., shopping cart software, electronic malls, order entry systems, smart cards).		
28.0 Identify and implement marketing support activities--The student will be able to:		
28.01 Identify role of website in marketing mix (e.g., marketing department, human resources, public relations, customer service and support, database references, file transfer protocol, sales, newsletters).		
28.02 Develop potential customer database (e.g., demographic, purchase preferences, address, e-mail).		
28.03 Identify products or services appropriate for push-technology advertising.		
28.04 Subscribe to outside groups to enhance presence (e.g., use groups, list servers, newsgroups, databases).		
28.05 Identify sites for linking strategy and determine associated costs.		
28.06 Identify steps for establishing e-commerce (e.g., securing credit card services, implementing security, database, setting up shopping cart software and electronic malls).		
28.07 Identify processes to improve visibility in search engines.		
28.08 Establish means to identify your customer base and marketing profile (e.g., surveys, hit counters, on-site registration, log-in data analysis).		
29.0 Manage an e-commerce marketing campaign--The student will be able to:		
29.01 Determine methods for promoting a universal resource locator (URL) (e.g., search engines, link management, push technology).		
29.02 Determine appropriate search engines for listing URL (e.g., industry specific, news group related, general).		
29.03 Determine methods to register with a selected search engine (e.g., manual, securing a service).		
29.04 Discuss strategies for improving visibility in search engines (e.g., metatags, titling, keyword repetition).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.05 Establish and manage links with other sites.		
29.06 Discuss viability of banner advertising.		
29.07 Determine methods to generate hit analysis data.		
29.08 Calculate and analyze site effectiveness (e.g., statistical hits, click-throughs).		
29.09 Compose updates based upon analysis results (e.g., streamline graphics, add metatags).		
29.10 Publicize E-Commerce Marketing through non-internet means (e.g., mail, press releases, letters, TV, networking).		
29.11 Express importance of establishing customer service guidelines (e.g., communication skills, tech support, follow through, seeking prospects).		
29.12 Discuss the search engine interface, the purpose of robots and robots.txt file.		
29.13 Discuss Page Rank (PR) and Search Engine Result Pages (SERP)		
29.14 Discuss Keyword vs. Key phrase and the benefits of each.		
29.15 Understand the concept of meta tags and why they are important to the marketing of a website.		
29.16 Establish methods to incorporate target market keywords into meta tags.		
29.17 Discuss the importance of aqa sitemap and how it relate to search engine marketing.		
29.18 Understand methods for optimization to ensure the site and all pages are indexed by search engines.		
30.0 Apply entrepreneurial concepts to e-commerce marketing--The student will be able to:		
30.01 Describe importance of entrepreneurship to related industries.		
30.02 Discuss the impact of internet entrepreneurs.		
30.03 Conduct an interview with an individual involved with internet marketing.		
30.04 List advantages and disadvantages of ownership of an internet business.		
30.05 Identify risks involved in ownership of an internet related business		
30.06 Develop a business plan to establish an internet related business or develop a creative marketing research project (see DECA Guide).		
31.0 Analyze global trends in the e-commerce marketing (formerly internet marketing) industry--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.01 Identify global marketing trends in the internet marketing industry (e-commerce).		
31.02 Analyze impact of global internet marketing on traditional marketing methods.		
31.03 Analyze multicultural influences on global internet marketing trends.		
31.04 Discuss the risks of marketing across international borders (e.g., legal, distribution issues).		
31.05 Discuss impact of Electronic Data Interchange (EDI) on e-commerce.		
31.06 Discuss impact of e-commerce and social networking on business world and job market (e.g., automatic sourcing, EDI).		
31.07 Explain impact of the shifting of the purchasing function from the supplier to the purchaser.		
32.0 Apply a career plan to e-commerce marketing--The student will be able to:		
32.01 Develop a plan for pursuing a specific career in internet marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.		
32.02 Demonstrate competencies required at the career sustaining level in a chosen marketing position.		
32.03 Demonstrate proficiency in software and hardware related to the student's selected marketing career plan.		
32.04 Develop forms of documentation for inclusion in a marketing career portfolio.		
32.05 Discuss the changing hardware and software environment as it applies to internet marketing.		
33.0 Discuss the internet as a marketing tool--The student will be able to:		
33.01 Define the internet and industry related terms (e.g., protocol, ISP, URL, www, and bandwidth).		
33.02 Identify services the internet provides (e.g., file transfer protocol, news lists, e-mail).		
33.03 Identify advantages and disadvantages of marketing on the internet (e.g., cost, accessibility).		
33.04 Identify forms of communication (e.g., website, e-mail, newsgroups, chat rooms).		
33.05 Identify the differences between unsolicited commercial messages and opt-in e-mail.		
33.06 Discuss political, ethical and legal issues of using the internet.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Sport, Recreation and Entertainment Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8827400
CIP Number	0252191005
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G ADVR PROM 7 G
CTSO	DECA
SOC Codes (all applicable)	27-2099 – Entertainers and Performers, Sports and Related Workers, all Other 11-2021 – Marketing Mangers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment or advanced training in the sport, recreation, and entertainment marketing and sales industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

NOTE: 8827440 Sport, Recreation, and Entertainment Internship is eligible for Gold Seal, 8800410 Marketing Cooperative Education -OJT is NOT.

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110 or 8827410	Marketing Essentials or Sport, Recreation, and Entertainment Essentials	1 credit	27-2099	2
	8827120 or 8827420	Marketing Applications or Sport, Recreation, and Entertainment Applications	1 credit		2
B	8827430	Sport, Recreation, and Entertainment Marketing Management	1 credit	11-2021	3
	8827440 or 8800410	Sport, Recreation, and Entertainment Internship or Marketing Cooperative Education - OJT	1 credit		2

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Marketing Essentials	^^	^^	^^	#	#	#	#	#	#	#	#	#
Marketing Applications	^^	^^	^^	#	#	#	#	#	#	#	#	#
Sport, Recreation, and Entertainment Essentials	^^	^^	^^	#	#	#	#	#	#	#	#	#
Sport, Recreation, and Entertainment Applications	^^	^^	^^	#	#	#	#	#	#	#	#	#
Sport, Recreation, and Entertainment Marketing Management	^^	^^	^^	#	#	#	#	#	#	#	#	#
Sport, Recreation, and Entertainment Internship	^^	^^	^^	#	#	#	#	#	#	#	#	#

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes

and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Marketing Essentials

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 04.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills.
- 06.0 Demonstrate proficiency in applying math skills unique to marketing.
- 07.0 Identify economic principles.
- 08.0 Identify marketing and business fundamentals.
- 09.0 Identify effective selling techniques and procedures.

Sport, Recreation, and Entertainment Essentials

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 10.0 Demonstrate human relations skills necessary for success in sport, recreation, and entertainment marketing occupations.
- 11.0 Demonstrate proficiency in applying communication and technology skills.
- 12.0 Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing.
- 13.0 Identify economic principles.
- 14.0 Identify marketing and business fundamentals.
- 15.0 Identify effective selling techniques and procedures.
- 16.0 Discuss the history of sport, recreation, and entertainment marketing.
- 17.0 Discuss sport, recreation, and entertainment marketing as an industry.

Marketing Applications

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.

- 18.0 Select a marketing industry for career planning.
- 19.0 Demonstrate applications of distribution to the selected marketing industry.
- 20.0 Demonstrate applications of financing to the selected marketing industry.
- 21.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 22.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 23.0 Demonstrate pricing applications for the selected marketing industry.
- 24.0 Demonstrate promotion applications for the selected marketing industry.
- 25.0 Demonstrate purchasing applications to the selected marketing industry.
- 26.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 27.0 Demonstrate applications of selling to the selected marketing industry.
- 28.0 Demonstrate an understanding of entrepreneurship.
- 29.0 Identify the uses of technology in marketing.

Sport, Recreation, and Entertainment Applications

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 30.0 Select a sport, recreation, and entertainment marketing industry for career planning.
- 31.0 Demonstrate applications of distribution to the sport, recreation, and entertainment marketing industry.
- 32.0 Demonstrate applications of financing to the selected sport, recreation, and entertainment marketing industry.
- 33.0 Demonstrate applications of product/service planning to the sport, recreation, and entertainment marketing industry.
- 34.0 Demonstrate applications of marketing-information management to the sport, recreation, and entertainment marketing industry.
- 35.0 Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry.
- 36.0 Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry.
- 37.0 Demonstrate purchasing applications to the sport, recreation, and entertainment marketing industry.
- 38.0 Demonstrate applications of safety and risk-management to the sport, recreation, and entertainment marketing industry.
- 39.0 Demonstrate applications of selling to the sport, recreation, and entertainment marketing industry.
- 40.0 Identify the use of computers in sport, recreation, and entertainment marketing.
- 41.0 Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing.
- 42.0 Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing.
- 43.0 Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing.

Sport, Recreation, and Entertainment Marketing Management

- 44.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 45.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.

- 46.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 47.0 Apply economic principles to sport, recreation, and entertainment marketing.
- 48.0 Explain the business structure of the sport, recreation, and entertainment marketing industry.
- 49.0 Describe legal and ethical aspects of sport, recreation, and entertainment marketing industry.
- 50.0 Explain methods of dealing with agents, personal managers, and labor unions.
- 51.0 Apply market research to determine viability of proposed sport, recreation, and entertainment project or event.
- 52.0 Design, plan, execute, and evaluate an event.
- 53.0 Develop a career plan for a sport, recreation, and entertainment marketing career.

Sport, Recreation, and Entertainment Marketing Internship

- 44.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 45.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 46.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.
- 54.0 Perform critical job skills
- 55.0 Display professional work habits.
- 56.0 Demonstrate ethical behavior.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description: Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop a strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author’s purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
01.03 Integration of Knowledge and Ideas	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
01.04 Range of Reading and Level of Text Complexity	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
02.01 Text Types and Purposes	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
02.02 Production and Distribution of Writing	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

CTE Standards and Benchmarks	FS-M/LA
04.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:	
04.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.	
04.02 Define and discuss issues involving gender equity, disability, and age.	
04.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).	
04.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.	
04.05 Explain concepts of integrity, credibility, reliability, and perseverance.	
04.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).	
04.07 Maintain professional personal appearance and attitude.	
04.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.	
04.09 Demonstrate self-management, initiative, and multi-tasking.	
04.10 Explain concepts of self-understanding, self-esteem, and self-image.	
04.11 Demonstrate professional behavior and etiquette.	

CTE Standards and Benchmarks	FS-M/LA
04.12 Demonstrate respect for the opinions, customs, and individual differences of others.	
04.13 Set personal and career goals and develop a plan of action to achieve those goals.	
04.14 Identify areas where personal and professional change and adjustment may be necessary.	
04.15 Demonstrate ability to offer and accept feedback.	
04.16 Identify and practice stress management and relaxation techniques.	
04.17 Maintain confidentiality of business matters.	
04.18 Support and follow company policies and procedures (e.g. attendance, tardiness, returns).	
04.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.	
05.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:	
05.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).	
05.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).	
05.03 Demonstrate ability to read and comprehend written communications.	
05.04 Identify a variety of forms of written business communications utilized in the workplace.	
05.05 Prepare a business letter, memorandum, fax, and e-mail.	
05.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.	
05.07 Discuss importance of developing networking skills to expand business contacts.	
05.08 Prepare and deliver a business-related presentation.	
05.09 Demonstrate active listening strategies that improve understanding and performance.	
05.10 Describe positive customer relations.	
05.11 Demonstrate conflict and dispute resolution techniques.	
05.12 Identify means of nonverbal communication.	
05.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a	

CTE Standards and Benchmarks	FS-M/LA
business situation.	
05.14 Discuss methods of resolving customer complaints.	
05.15 Interpret business policies to customers/clients.	
05.16 Discuss importance of providing clear directions, descriptions, and explanations.	
05.17 Demonstrate ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.	
05.18 Identify types of technology/equipment used in the workplace.	
05.19 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, and flames.	
06.0 Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:	
06.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.	
06.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.	
06.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.	
06.04 Demonstrate ability to make change correctly.	
06.05 Calculate tax, gratuity, commission, and miscellaneous charges.	
06.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.	
06.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.	
06.08 Apply standard industry formula to determine markup and markdown on merchandise.	
06.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.	
06.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.	
06.11 Identify components of a break-even analysis	
06.12 Compute and analyze a break-even point.	
07.0 Identify economic principles--The student will be able to:	

CTE Standards and Benchmarks	FS-M/LA
07.01 Explain concept of economics and economic activities.	
07.02 Explain concept of economic goods and services.	
07.03 Explain concept of economic resources.	
07.04 Explain concept of utility (form, place, time, possession, information).	
07.05 Explain concept of "supply and demand."	
07.06 Explain concept of price.	
07.07 Identify, compare, and contrast major types of economic systems.	
07.08 Explain relationship between government and business.	
07.09 Explain concept of private enterprise and business ownership.	
07.10 Explain role of profit motive.	
07.11 Explain concept of risk.	
07.12 Explain concept of competition.	
07.13 Explain concept of productivity.	
07.14 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).	
07.15 Explain function of the Federal Reserve Board.	
08.0 Identify marketing and business fundamentals--The student will be able to:	
08.01 Define marketing and its role.	
08.02 Explain purpose of marketing in the free enterprise system.	
08.03 Identify and explain the four foundations of marketing.	
08.04 Identify and explain differences between indirect and direct marketing.	
08.05 Identify and explain the functions of and differences between marketing and merchandising.	
08.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).	

CTE Standards and Benchmarks	FS-M/LA
08.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc)	
08.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).	
08.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).	
08.10 Explain concept of marketing strategies.	
08.11 Explain concept of market segmentation and demographics.	
08.12 Explain importance and techniques of offering the right merchandising blend.	
08.13 Explain nature of channels of distribution.	
08.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).	
08.15 Explain factors affecting pricing decisions.	
08.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).	
08.17 Discuss role e-commerce and social networking will play in the marketing of goods and services.	
08.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.	
08.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].	
09.0 Identify effective selling techniques and procedures--The student will be able to:	
09.01 Explain purpose, principles, and importance of selling.	
09.02 Identify qualities of a professional sales associate.	
09.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling	
09.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.	

CTE Standards and Benchmarks	FS-M/LA
09.05 Discuss importance of meeting specialized sales needs.	
09.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.	
09.07 Discuss reasons for maintaining a client file.	

**Florida Department of Education
Student Performance Standards**

Course Title: Sport, Recreation, and Entertainment Essentials
Course Number: 8827410
Course Credit: 1

Course Description:

The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included. There is not an occupational completion point after the completion of this course.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .		
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.4
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
03.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

CTE Standards and Benchmarks	FS-M/LA
10.0 Demonstrate human relations skills necessary for success in sport, recreation, and entertainment marketing occupations--The student will be able to:	
10.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.	
10.02 Define and discuss issues involving gender equity, disability, and age.	
10.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).	
10.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.	
10.05 Explain concepts of integrity, credibility, reliability, and perseverance.	
10.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).	
10.07 Maintain professional personal appearance and attitude.	
10.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.	
10.09 Demonstrate self-management, initiative, and multi-tasking.	
10.10 Explain concepts of self-understanding, self-esteem, and self-image.	
10.11 Demonstrate professional behavior and etiquette.	

CTE Standards and Benchmarks	FS-M/LA
10.12 Demonstrate respect for the opinions, customs, and individual differences of others.	
10.13 Set personal and career goals and develop a plan of action to achieve those goals.	
10.14 Identify areas where personal and professional change and adjustment may be necessary.	
10.15 Demonstrate ability to offer and accept feedback.	
10.16 Identify and practice stress management and relaxation techniques.	
10.17 Maintain confidentiality of business matters.	
10.18 Support and follow company policies and procedures (e.g., attendance, tardiness, and returns).	
10.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.	
11.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:	
11.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).	
11.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).	
11.03 Demonstrate ability to read and comprehend written communications.	
11.04 Identify a variety of forms of written business communications utilized in the workplace.	
11.05 Prepare a business letter, memorandum, fax, and e-mail.	
11.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.	
11.07 Maintain professional personal appearance and attitude.	
11.08 Discuss importance of developing networking skills to expand business contacts.	
11.09 Prepare and deliver a business-related presentation.	
11.10 Demonstrate active listening strategies that improve understanding and performance.	
11.11 Describe positive customer relations.	
11.12 Demonstrate conflict and dispute resolution techniques.	
11.13 Identify means of nonverbal communication.	

CTE Standards and Benchmarks	FS-M/LA
11.14 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.	
11.15 Discuss methods of resolving customer complaints.	
11.16 Interpret business policies to customers/clients.	
11.17 Discuss importance of providing clear directions, descriptions, and explanations.	
11.18 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.	
11.19 Identify types of technology/equipment used in the workplace.	
11.20 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.	
12.0 Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing--The student will be able to:	
12.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.	
12.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.	
12.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.	
12.04 Demonstrate ability to make change correctly.	
12.05 Calculate tax, gratuity, commission, and miscellaneous charges.	
12.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.	
12.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.	
12.08 Apply standard industry formula to determine markup and markdown on merchandise.	
12.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.	
12.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.	
12.11 Identify components of a break-even analysis.	
12.12 Compute and analyze a break-even point.	
12.13 Operate 10-key keypad.	

CTE Standards and Benchmarks	FS-M/LA
12.14 Read and interpret a lease agreement.	
12.15 Read and interpret a contract for purchase of real estate.	
12.16 Read and complete an application for a bank loan.	
12.17 Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.	
12.18 Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.	
13.0 Identify economic principles--The student will be able to:	
13.01 Explain concept of economics and economic activities.	
13.02 Explain concept of economic goods and services.	
13.03 Explain concept of economic resources.	
13.04 Explain concept of economics and economic activities.	
13.05 Explain concept of utility (form, place, time, possession, information).	
13.06 Explain concept of "supply and demand."	
13.07 Explain concept of price.	
13.08 Identify, compare, and contrast major types of economic systems.	
13.09 Explain relationship between government and business.	
13.10 Explain concept of private enterprise and business ownership.	
13.11 Explain role of profit motive.	
13.12 Explain concept of risk.	
13.13 Explain concept of competition.	
13.14 Explain concept of productivity.	
13.15 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).	
13.16 Explain function of the Federal Reserve Board.	

CTE Standards and Benchmarks	FS-M/LA
14.0 Identify marketing and business fundamentals--The student will be able to:	
14.01 Define marketing and its role.	
14.02 Explain purpose of marketing in the free enterprise system.	
14.03 Identify and explain the four foundations of marketing.	
14.04 Identify and explain differences between indirect and direct marketing.	
14.05 Identify and explain the functions of and differences between marketing and merchandising.	
14.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).	
14.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).	
14.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).	
14.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).	
14.10 Explain concept of marketing strategies.	
14.11 Explain concept of market segmentation and demographics.	
14.12 Explain importance and techniques of offering the right merchandising blend.	
14.13 Explain nature of channels of distribution.	
14.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).	
14.15 Explain factors affecting pricing decisions.	
14.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).	
14.17 Discuss role e-commerce will play in the marketing of goods and services.	
14.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.	
14.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].	

CTE Standards and Benchmarks		FS-M/LA
15.0	Identify effective selling techniques and procedures--The student will be able to:	
15.01	Explain purpose, principles, and importance of selling.	
15.02	Identify qualities of a professional sales associate.	
15.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.	
15.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.	
15.05	Discuss importance of meeting specialized sales needs.	
15.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.	
15.07	Discuss reasons for maintaining a client file.	
16.0	Discuss the history of sport, recreation, and entertainment marketing--The student will be able to:	
16.01	Describe the theories of the origin of sport, recreation, and entertainment.	
16.02	Describe the influences of historical events on American and global sports, recreation, and entertainment.	
16.03	Explain economic, demographic, social, and political influences on sports, recreation, and entertainment.	
16.04	Explain how the trickle-down and trickle-up theories apply to the sport, recreation, and entertainment industry.	
16.05	Discuss the stages and length of the sport, recreation, and entertainment cycle.	
16.06	Discuss impact of technology on the sport, recreation, and entertainment industry.	
16.07	Discuss the influence of electronic media on the sport, recreation, and entertainment industry.	
16.08	Discuss the growth and trends in sport, recreation, and entertainment marketing.	
17.0	Discuss sport, recreation, and entertainment marketing as an industry--The student will be able to:	
17.01	Define sport, recreation, and entertainment marketing.	

CTE Standards and Benchmarks	FS-M/LA
17.02 Identify relationship between: <ul style="list-style-type: none"> • Fans/Audience • Team/Players/Event/Property • Corporate partners/Sponsors of a sport, recreation, and/or entertainment event. 	
17.03 Discuss the role of marketing as it applies to sports, recreation, and entertainment.	
17.04 Describe products, events, promotions, facilities, and services that enhance the sport, recreation, and entertainment industry.	
17.05 Recognize how climate and geographic location affect the marketplace in the sport, recreation, and entertainment industry.	
17.06 Express an awareness of how minorities and cultural mores and values impact the sport, recreation, and entertainment marketplace.	
17.07 Relate how perception of the consumer plays an important role in the sport, recreation, and entertainment marketplace.	
17.08 Explain the four motives of the sport, recreation, and entertainment consumer (i.e., achievement, affiliation, health and fitness, fun and entertainment).	
17.09 Research, prepare, and present an overview of career opportunities within the sport, recreation, and entertainment industry.	

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
	LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
	LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
03.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
03.04	Model with mathematics.	
	MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically.	
	MAFS.K12.MP.5.1	
03.06	Attend to precision.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

CTE Standards and Benchmarks	FS-M/LA
18.0 Select a marketing industry for career planning--The student will be able to:	
18.01 Identify current employment opportunities in marketing related fields.	
18.02 Identify sources of information for career planning including the Internet.	
18.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.	
18.04 Explain duties, responsibilities, and needed skills and knowledge of a particular career.	
18.05 Identify advantages and disadvantages of a particular career	
18.06 Complete self-assessments and analysis of life-style goals and career aspirations.	
18.07 Develop an individualized education and career plan related to a major marketing field.	
18.08 Write a job description for a selected marketing occupation.	
19.0 Demonstrate applications of distribution to the selected marketing industry--The student will be able to:	
19.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.	
19.02 Explain concepts of physical distribution and transportation systems related to the industry.	
19.03 Identify and analyze appropriate transportation services for the industry.	
19.04 Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.	

CTE Standards and Benchmarks	FS-M/LA
19.05 Demonstrate skills required for materials and service management.	
19.06 Analyze information related to routing and tracking merchandise	
19.07 Explain the relationship between customer service and distribution.	
20.0 Demonstrate applications of financing to the selected marketing industry--The student will be able to:	
20.01 Explain financial concepts used in making business decisions.	
20.02 Explain concept of financial administration.	
20.03 Explain difference between income (credit) and expense (debit).	
20.04 Describe and prepare a cash-flow statement.	
20.05 Identify various types of credit policies and procedures.	
20.06 Explain purposes and importance of credit.	
20.07 Identify the positive and negative impacts of using credit in marketing situations.	
20.08 Compare and contrast the use of different credit applications.	
20.09 Analyze industry concepts of price, profit, competition, and productivity.	
20.10 Calculate exchange rates.	
21.0 Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:	
21.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	
21.02 Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).	
21.03 Explain importance of product and service technology as it relates to customer satisfaction.	
21.04 Identify sources of product knowledge.	
21.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.	
21.06 Explain product and service quality as applicable to grades and industry standards.	
21.07 Discuss product-liability risks.	

CTE Standards and Benchmarks	FS-M/LA
21.08 Explain warranties and guarantees.	
21.09 Develop a product/service plan for a marketing area.	
21.10 Describe factors used by marketers to position products/business.	
21.11 Identify stages of and discuss impact of product life cycle.	
22.0 Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:	
22.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	
22.02 Explain process of marketing-information management.	
22.03 Explain nature and scope of marketing operations.	
22.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.	
22.05 Identify procedures for gathering information using technology.	
22.06 Utilize appropriate marketing-information management forms.	
23.0 Demonstrate pricing applications for the selected marketing industry--The student will be able to:	
23.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	
23.02 Explain pricing objectives, policies, and strategies.	
23.03 Explain price-marking techniques.	
23.04 Explain procedures for changing prices.	
23.05 Demonstrate decision-making skills required for determining pricing relative to the competition.	
23.06 Demonstrate problem-solving skills required when considering profit and price.	
24.0 Demonstrate promotion applications for the selected marketing industry--The student will be able to:	
24.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.	
24.02 Identify types of promotion used in the industry.	

CTE Standards and Benchmarks	FS-M/LA
24.03 Discuss importance of advertising media.	
24.04 Explain purposes and elements of advertising and display as related to the industry.	
24.05 Explain the impact on and uses of the internet and intranet in marketing products and services.	
24.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.	
24.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.	
24.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.	
24.09 Write a promotional message to appeal to a target market.	
24.10 Develop a sales promotion plan for a marketing organization	
24.11 Demonstrate public relations techniques as used in the marketing industry.	
24.12 Design a web site to promote a product/service.	
25.0 Demonstrate purchasing applications to the selected marketing industry--The student will be able to:	
25.01 Explain relationship between stock turnover and purchasing.	
25.02 Demonstrate proper purchasing procedures.	
25.03 Explain types of purchasing situations.	
25.04 Demonstrate techniques used to obtain the best terms when negotiating a purchase.	
25.05 Demonstrate use of forms required for purchasing	
25.06 Evaluate merchandise or services using industry standards or company assessments.	
26.0 Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:	
26.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.	
26.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.	
26.03 Describe actions that various agencies take to prevent accidents on the job.	
26.04 Demonstrate an understanding of environmental problems that impact health and	

CTE Standards and Benchmarks	FS-M/LA
safety.	
26.05 Explain procedures for handling and reporting accidents.	
26.06 Identify security procedures for the marketing industry.	
26.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.	
26.08 Identify procedures used by industry to prevent internal theft and embezzlement.	
27.0 Demonstrate applications of selling to the selected marketing industry--The student will be able to:	
27.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.	
27.02 Describe the appropriate relationship between buyer and seller.	
27.03 Demonstrate sales knowledge of industry, company, products, and competition.	
27.04 Analyze potential prospects and customer buying behavior.	
27.05 Analyze importance of communication and listening in creating a positive buying climate.	
27.06 Identify sales techniques to aid customers/clients in making buying decisions.	
27.07 Prepare a list of skills necessary to maintain sales accounts.	
27.08 Create a sales presentation using presentation software.	
27.09 Identify strategies to build and maintain a clientele.	
28.0 Demonstrate an understanding of entrepreneurship--The student will be able to:	
28.01 Define "entrepreneurship."	
28.02 Discuss role of the entrepreneur in the domestic and global economy.	
28.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).	
28.04 Identify economic principles of entrepreneurship.	
28.05 Discuss the four parts of a business (production, finance, marketing, customer service).	

CTE Standards and Benchmarks	FS-M/LA
28.06 Analyze current entrepreneurial trends in the marketplace.	
28.07 Discuss importance of ethics in business.	
28.08 Identify strategies and methods for generating a business idea.	
28.09 Outline steps in planning a new business.	
28.10 Identify types and sources of government regulations and taxation that may affect a business.	
29.0 Identify the use of technology in marketing--The student will be able to:	
29.01 Explain importance and uses of computers and the internet in marketing.	
29.02 Utilize word processing software to create a career/industry related document.	
29.03 Perform data entry procedures, i.e., payroll, inventory control, etc	
29.04 Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.	
29.05 Demonstrate marketing spreadsheet data entry and output procedures.	
29.06 Utilize spreadsheet software to enhance decision-making skills.	
29.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.	
29.08 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.	
29.09 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.	

2014-2015

**Florida Department of Education
Student Performance Standards**

Course Title: Sport, Recreation, and Entertainment Applications
Course Number: 8827420
Course Credit: 1

Course Description:

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards		Correlation to CTE Program Standard #
	the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

CTE Standards and Benchmarks	FS-M/LA
30.0 Select a sport, recreation, and entertainment marketing industry for career planning--The student will be able to:	
30.01 Identify current employment opportunities in the sport, recreation, and entertainment marketing field.	
30.02 Identify sources of information for career planning including the Internet.	
30.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the sport, recreation, and entertainment marketing field.	
30.04 Explain duties and responsibilities, needed skills, and knowledge for a particular sport, recreation, and entertainment marketing career.	
30.05 Identify advantages and disadvantages of a particular sport, recreation, and entertainment marketing career.	
30.06 Complete self-assessments and analysis of life-style goals and career aspirations.	
30.07 Develop an individualized education and career plan related to a major sport, recreation, and entertainment marketing field.	
30.08 Write a job description for a selected sport, recreation, and entertainment marketing occupation.	
31.0 Demonstrate applications of distribution to the sport, recreation, and entertainment marketing industry--The student will be able to:	
31.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of sport, recreation, and entertainment goods and services.	

CTE Standards and Benchmarks	FS-M/LA
31.02 Explain concepts of physical distribution and transportation systems related to the sport, recreation, and entertainment industry.	
31.03 Identify and analyze appropriate transportation services for the sport, recreation, and entertainment industry.	
31.04 Develop appropriate plans utilizing the channels of distribution for the sport, recreation, and entertainment industry (e.g., tickets, merchandise, programs).	
31.05 Demonstrate skills required for sport, recreation, and entertainment materials and service management.	
31.06 Analyze information related to routing and tracking sport, recreation, and entertainment merchandise.	
31.07 Explain relationship between sport, recreation, and entertainment customer service and distribution.	
32.0 Demonstrate applications of financing to the selected sport, recreation, and entertainment marketing industry--The student will be able to:	
32.01 Explain financial concepts used in making sport, recreation, and entertainment marketing decisions.	
32.02 Explain concept of financial administration.	
32.03 Explain difference between income (credit) and expense (debit).	
32.04 Describe and prepare a cash-flow statement.	
32.05 Identify various types of credit policies and procedures.	
32.06 Explain purposes and importance of credit.	
32.07 Identify the positive and negative impacts of using credit in sport, recreation, and entertainment marketing situations.	
32.08 Compare and contrast the use of different credit applications.	
32.09 Discuss industry concepts of price, profit, competition, and productivity.	
32.10 Identify and explain the components of a budget for a sport, recreation, and entertainment program.	
33.0 Demonstrate applications of product/service planning to the sport, recreation, and entertainment marketing industry--The student will be able to:	
33.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to sport, recreation, and entertainment marketing opportunities.	
33.02 Explain the steps involved in decision-making (e.g., market research, assessment, planning, implementation design, and evaluation).	

CTE Standards and Benchmarks	FS-M/LA
33.03 Explain importance of customer satisfaction to the sport, recreation, and entertainment industry.	
33.04 Explain importance of product and service technology as it relates to customer satisfaction.	
33.05 Identify sources of sport, recreation, and entertainment product knowledge.	
33.06 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and sport, recreation, and entertainment marketing occupations.	
33.07 Explain product and service quality as applicable grades and industry standards.	
33.08 Discuss product-liability risks.	
33.09 Explain warranties and guarantees.	
33.10 Develop a product/service plan for an area of sport, recreation, and entertainment marketing.	
33.11 Describe factors used by marketers to position products/business.	
33.12 Identify stages of and discuss impact of product life cycle.	
33.13 Explain importance of concessions on sport, recreation, and entertainment industry.	
34.0 Demonstrate applications of marketing-information management to the sport, recreation, and entertainment marketing industry--The student will be able to:	
34.01 Explain process of marketing-information management.	
34.02 Explain nature and scope of sport, recreation, and entertainment marketing operations.	
34.03 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.	
34.04 Identify procedures for gathering information using technology.	
34.05 Utilize appropriate marketing information management forms.	
35.0 Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry--The student will be able to:	
35.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	
35.02 Explain pricing objectives, policies, and strategies.	
35.03 Explain price-marking techniques.	

CTE Standards and Benchmarks	FS-M/LA
35.04 Explain procedures for changing prices.	
35.05 Demonstrate decision-making skills required for determining pricing relative to the competition.	
35.06 Demonstrate problem-solving skills required when considering profit and price.	
36.0 Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry--The student will be able to:	
36.01 Explain the concepts and strategies needed to communicate information about products, services, signage, virtual advertising, images, and/or ideas to achieve a desired outcome.	
36.02 Identify types of promotion used in the sport, recreation, and entertainment industry.	
36.03 Discuss importance of advertising media and branding.	
36.04 Explain purposes and elements of advertising and display as related to the sport, recreation, and entertainment marketing industry.	
36.05 Explain how trademarks/logos are used to create awareness/branding of an organization in the sport, recreation, and entertainment industry.	
36.06 Explain the impact on and uses of the internet and intranet in marketing sport, recreation, and entertainment products and services.	
36.07 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.	
36.08 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point-of-sale.	
36.09 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.	
36.10 Write a promotional message to appeal to a target market.	
36.11 Develop a sales promotion plan for a sport, recreation, and entertainment marketing organization.	
36.12 Demonstrate public relations techniques as used in the sport, recreation, and entertainment marketing industry.	
36.13 Design a website for the sport, recreation, and entertainment marketing program.	
37.0 Demonstrate purchasing applications to the sport, recreation, and entertainment --The student will be able to:	
37.01 Explain relationship between stock turnover and purchasing.	
37.02 Demonstrate proper purchasing procedures.	

CTE Standards and Benchmarks	FS-M/LA
37.03 Explain types of purchasing.	
37.04 Demonstrate the techniques used to obtain the best terms when negotiating a purchase.	
37.05 Demonstrate use of forms required for purchasing.	
37.06 Evaluate merchandise or services using industry standards or company assessments.	
38.0 Demonstrate applications of safety and risk-management to the sport, recreation, and entertainment marketing industry--The student will be able to:	
38.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.	
38.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.	
38.03 Describe actions that various agencies take to prevent accidents on the job.	
38.04 Demonstrate understanding of environmental problems that impact health and safety.	
38.05 Explain procedures for handling and reporting accidents.	
38.06 Identify components of an effective security plan for a sport, recreation, and entertainment program.	
39.0 Demonstrate applications of selling to the sport, recreation, and entertainment marketing industry--The student will be able to:	
39.01 Analyze demographics and identify target market.	
39.02 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.	
39.03 Describe the appropriate relationship between buyer and seller.	
39.04 Demonstrate sales knowledge of industry, company, products, and competition.	
39.05 Analyze potential prospects and customer buying behavior.	
39.06 Analyze importance of communication and listening in creating a positive buying climate.	
39.07 Identify sales techniques to aid customers/clients in making buying decisions.	
39.08 Prepare a list of skills necessary to maintain sales accounts including group sales.	
39.09 Describe types of sales quotas and reasons for their use.	

CTE Standards and Benchmarks	FS-M/LA
39.10 Create a sales presentation using presentation software.	
39.11 Identify strategies to build and maintain a clientele.	
40.0 Identify the use of computers in sport, recreation, and entertainment marketing--The student will be able to:	
40.01 Explain importance and uses of computers and the Internet in sport, recreation, and entertainment marketing.	
40.02 Utilize word processing software to create a career/industry related document.	
40.03 Perform data entry procedures (e.g., payroll, inventory control).	
40.04 Perform merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.	
40.05 Demonstrate marketing spreadsheet data entry and output procedures.	
40.06 Utilize spreadsheet software to enhance decision-making skills.	
40.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.	
40.08 Identify technology appropriate for marketing functions and practices related to a sport, recreation, and entertainment program.	
41.0 Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing--The student will be able to:	
41.01 Explain the licensing industry and process.	
41.02 Define and describe copyright and trademark laws.	
41.03 Differentiate between licensing, sponsorship, and endorsements.	
41.04 Explain how the sport, recreation, and entertainment industry utilizes trademarks/logos in licensing, sponsorships, and endorsements.	
41.05 Compare and contrast internal and external licensing in sport, recreation, and entertainment organizations.	
41.06 Define exclusivity as a part of licensing.	
41.07 Describe sponsorship criteria.	
41.08 Research methods of obtaining event sponsorships or private support.	
41.09 Evaluate use of sport as a venue for promotional licensing.	

CTE Standards and Benchmarks	FS-M/LA
41.10 Explain impact of entertainment figures and endorsements on sport, recreation, and/or entertainment marketing.	
41.11 Research the effect of endorsements on sport, recreation, and/or entertainment sales.	
41.12 Explain importance of on-site merchandising to the sport, recreation, and entertainment industry.	
41.13 Discuss the impact ambush marketing has on the sponsorship and licensing aspect of the sport, recreation, and entertainment industry.	
42.0 Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing--The student will be able to:	
42.01 Research the impact of the media on sport, recreation, and entertainment marketing.	
42.02 Identify the different media that have increased the popularity of sport, recreation, and entertainment venues.	
42.03 Research the conflict between the media's ownership of sport businesses and the reporting of the news.	
42.04 Explain the concepts of rights and fees the media pays to sport, recreation, and entertainment businesses.	
42.05 Investigate the pirating issues as relates to the media and the sport, recreation, and entertainment industry.	
43.0 Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing--The student will be able to:	
43.01 Define and explain the differences between public relations and publicity.	
43.02 Compare and contrast internal and external public relations.	
43.03 Construct letters to the media concerning a sport, recreation, and/or entertainment event.	
43.04 Develop a media/press release and public service announcement for a sport, recreation, and/or entertainment event.	
43.05 Create a database of potential contacts for a sport, recreation, and/or entertainment event.	
43.06 Illustrate how a company builds goodwill, a business image, and public awareness through involvement with a sport, recreation, and/or entertainment event.	
43.07 Explain the role of public relations and publicity in creating an advantage through association and exclusivity.	

**Florida Department of Education
Student Performance Standards**

Course Title: Sport, Recreation, and Entertainment Marketing Management
Course Number: 8827430
Course Credit: 1

Course Description:

This course provides instruction for career sustaining level employment in the sport, recreation, and entertainment industry. The content includes applied skills related to the sport, recreation, and entertainment marketing functions and industries including employment skills required for success in sport, recreation, and entertainment and career planning as related to the sport, recreation, and entertainment industry.

Florida Standards	Correlation to CTE Program Standard #
44.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.	
44.01 Key Ideas and Details	
<ul style="list-style-type: none"> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 	
<ul style="list-style-type: none"> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 	
<ul style="list-style-type: none"> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 	
44.02 Craft and Structure	
<ul style="list-style-type: none"> Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 	
<ul style="list-style-type: none"> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 	
<ul style="list-style-type: none"> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important 	

Florida Standards	Correlation to CTE Program Standard #
<p>issues that remain unresolved.</p> <p style="text-align: right;">LAFS.1112.RST.2.6</p>	
<p>44.03 Integration of Knowledge and Ideas</p>	
<ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. <p style="text-align: right;">LAFS.1112.RST.3.7</p>	
<ul style="list-style-type: none"> • Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <p style="text-align: right;">LAFS.1112.RST.3.8</p>	
<ul style="list-style-type: none"> • Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <p style="text-align: right;">LAFS.1112.RST.3.9</p>	
<p>44.04 Range of Reading and Level of Text Complexity</p>	
<ul style="list-style-type: none"> • By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. • By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. <p style="text-align: right;">LAFS.1112.RST.4.10</p>	
<p>45.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .</p>	
<p>45.01 Text Types and Purposes</p>	
<ul style="list-style-type: none"> • Write arguments focused on discipline-specific content. <p style="text-align: right;">LAFS.1112.WHST.1.1</p>	
<ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <p style="text-align: right;">LAFS.1112.WHST.1.2</p>	
<ul style="list-style-type: none"> • Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. <p style="text-align: right;">LAFS.1112.WHST.1.3</p>	
<p>45.02 Production and Distribution of Writing</p>	
<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.WHST.2.4	
<ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	
LAFS.1112.WHST.2.5	
<ul style="list-style-type: none"> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	
LAFS.1112.WHST.2.6	
45.03 Research to Build and Present Knowledge	
<ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	
LAFS.1112.WHST.3.7	
<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 	
LAFS.1112.WHST.3.8	
<ul style="list-style-type: none"> Draw evidence from informational texts to support analysis, reflection, and research. 	
LAFS.1112.WHST.3.9	
45.04 Range of Writing	
<ul style="list-style-type: none"> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
LAFS.1112.WHST.4.10	
46.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
46.01 Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
46.02 Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
46.03 Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1

Florida Standards	Correlation to CTE Program Standard #
46.04 Model with mathematics.	MAFS.K12.MP.4.1
46.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
46.06 Attend to precision.	MAFS.K12.MP.6.1
46.07 Look for and make use of structure.	MAFS.K12.MP.7.1
46.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

CTE Standards and Benchmarks	FS-M/LA
47.0 Apply economic principles to sport, recreation, and entertainment marketing--The student will be able to:	
47.01 Examine role of the profit motive in the marketing of sports, recreation, and entertainment.	
47.02 Explain role of sport, recreation, and entertainment marketing in the free enterprise system.	
47.03 Apply economic concepts to sport, recreation, and entertainment marketing including pricing, distribution, risk, productivity, competition, and cycles.	
47.04 Analyze relationship between economics and the sport, recreation, and entertainment industry.	
47.05 Describe the economic growth of the sport, recreation, and Entertainment industry, including its various contributions to the Gross National Product (GNP).	
47.06 Analyze economic impact of sport, recreation, and entertainment programs on local, state, national, and international economies.	
47.07 Describe revenue sources for financing sport, recreation, and entertainment projects.	
47.08 Examine ancillary sources of revenue for sport, recreation, and entertainment events (i.e., concessions, merchandise, sponsorship, tickets, programs, etc.).	

CTE Standards and Benchmarks	FS-M/LA
47.09 Explain the interdependence between: <ul style="list-style-type: none"> • Fans/Audience • Team/Players/Event/Property • Corporate partners/Sponsors of a successful sport, recreation, and/or entertainment event. 	
48.0 Explain the business structure of the sport, recreation, and entertainment marketing industry-- The student will be able to:	
48.01 Evaluate advantages and disadvantages of operating as a profit or not-for-profit organization.	
48.02 Assess role of electronic commerce in sport, recreation, and/or entertainment marketing.	
48.03 Define national trade and international trade in terms of sport, recreation, and entertainment.	
49.0 Describe legal and ethical aspects of sport, recreation, and entertainment marketing industry-- The student will be able to:	
49.01 Explain the term liability.	
49.02 Explain the term contract.	
49.03 Identify essential elements of contracts.	
49.04 Describe basic sport, recreation, and entertainment contracts.	
49.05 Explain expressed, implied, unilateral, and bilateral contracts.	
49.06 Explain importance of liability insurance.	
49.07 Describe the impact of the Americans with Disabilities Act (ADA) on sport, recreation, and entertainment events and facilities.	
49.08 Identify professional ethical issues related to sport, recreation, and entertainment marketing.	
49.09 Examine social responsibility and its relation to sport, recreation, and entertainment marketing.	
50.0 Explain methods of dealing with agents, personal managers, and labor unions--The student will be able to:	
50.01 Explain differences between an agent and a personal manager.	
50.02 Explain financial compensation options for agents.	

CTE Standards and Benchmarks	FS-M/LA
50.03 Identify the factors involved in selecting an agent and a personal manager.	
50.04 Identify agent's role in pre-negotiations and endorsement contracts.	
50.05 Examine the role of unions in sport, recreation, and entertainment marketing.	
50.06 Identify unions relevant to sport, recreation, and entertainment marketing.	
51.0 Apply market research to determine viability of proposed sport, recreation, and entertainment project or event--The student will be able to:	
51.01 Describe the steps for developing a market research project.	
51.02 Develop a market research project.	
52.0 Design, plan, execute, and evaluate an event--The student will be able to:	
52.01 Review concepts related to event planning (e.g., location, budget, public relations, risk management, etc.).	
52.02 Define event marketing and explain its objectives.	
52.03 Determine sponsorship opportunities to meet the needs of the organization, the event, and the customers.	
52.04 Identify and analyze value and feasibility of a sport, recreation, and/or entertainment event to a community.	
52.05 Create a work plan that identifies necessary human and financial resources.	
52.06 Formulate a budget for an event.	
52.07 Prepare a promotional plan for an event (personal, selling, advertising, publicity, sales promotion).	
52.08 Create an operational timeline of a sport, recreation, and/or entertainment event.	
52.09 Select indicators to measure success or failure rate of a sport, recreation, and/or entertainment event.	
52.10 Implement a sport, recreation, and/or entertainment event.	
52.11 Evaluate outcomes to determine if event should be retained, modified, and/or eliminated.	
52.12 Develop follow-up activities to recognize/thank participants.	
53.0 Develop a career plan for a sport, recreation, and entertainment marketing career--The student will be able to:	

CTE Standards and Benchmarks	FS-M/LA
53.01 Investigate sport, recreation, and entertainment marketing career opportunities at the internship, entry, mid-management, and upper-management levels.	
53.02 Describe education and training needed for a variety of sport, recreation, and entertainment marketing jobs.	
53.03 Identify barriers to employment and strategies to overcome them.	
53.04 Identify ways to keep up with new developments in the field of sport, recreation, and entertainment marketing.	
53.05 Develop a plan for pursuing a specific career in sport, recreation, and entertainment marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.	
53.06 Demonstrate how specific technology applications (i.e. internet, video conferencing, electronic portfolios, etc.) assist students in developing a career plan in sport, recreation, and entertainment marketing industry.	
53.07 Demonstrate competencies required for career sustaining and mid-level management positions in the sport, recreation, and entertainment marketing field.	
53.08 Develop forms of documentation for inclusion in a sport, recreation, and entertainment marketing career portfolio.	
53.09 Design portfolio to reflect accrued knowledge in sport, recreation, and entertainment marketing.	

**Florida Department of Education
Student Performance Standards**

Course Title: Sport, Recreation, and Entertainment Internship
Course Number: 8827440
Course Credit: Multiple credits

Course Description:

The Sport, Recreation, and Entertainment Internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

Florida Standards		Correlation to CTE Program Standard #
44.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
	44.01 Key Ideas and Details	
	44.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	44.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	44.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	44.02 Craft and Structure	
	44.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	44.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	

Florida Standards		Correlation to CTE Program Standard #
44.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
44.03	Integration of Knowledge and Ideas	
44.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
44.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
44.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
44.04	Range of Reading and Level of Text Complexity	
44.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
44.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
45.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing.	
45.01	Text Types and Purposes	
45.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
45.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
45.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
45.02	Production and Distribution of Writing	

Florida Standards		Correlation to CTE Program Standard #
45.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
45.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
45.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
45.03 Research to Build and Present Knowledge		
45.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
45.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
45.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
45.04 Range of Writing		
45.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
46.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Sport, Recreation and Entertainment Marketing .	
46.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
46.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
46.03	Construct viable arguments and critique the reasoning of others.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.3.1	
46.04 Model with mathematics.	MAFS.K12.MP.4.1	
46.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
46.06 Attend to precision.	MAFS.K12.MP.6.1	
46.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
46.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA

CTE Standards and Benchmarks	FS-M/LA
54.0 Perform critical job skills--The student will be able to:	
54.01 Apply literacy skills in technical reading, computing and calculating.	
54.02 Perform tasks as outlined in the individualized job performance skills plan.	
54.03 Maintain relevant employment documents.	
54.04 Sustain mentoring relationships in the workplace.	
54.05 Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.	
54.06 Collaborate, communicate and interact utilizing technology.	
54.07 Offer alternative suggestions or solutions rather than simply rejecting others ideas.	
54.08 Contribute to team efforts by fulfilling responsibilities and valuing diversity.	
54.09 Explore networking opportunities through professional associations.	
54.10 Exercise proper judgment in decision making.	
54.11 Adapt to changing organizational environments with flexibility.	

CTE Standards and Benchmarks	FS-M/LA
54.12 Build a career portfolio reflecting experiences and skills gained during the internship.	
55.0 Display professional work habits--The student will be able to:	
55.01 Report as expected, on time, appropriately dressed and groomed and ready to work.	
55.02 Create a positive professional image through proper introductions, eye contact, and a firm handshake.	
55.03 Model acceptable work habits and conduct in the workplace as defined by company policy.	
55.04 Complete and follow through on tasks and take initiative as warranted.	
55.05 Respond to internal and external customers' needs and concerns.	
55.06 Practice business etiquette and social sensitivity in face to face interaction, on the telephone and the Internet.	
55.07 Build bridges between conflicting attitudes and ways of thinking.	
56.0 Demonstrate ethical behavior--The student will be able to:	
56.01 Compare business activities to professional standards.	
56.02 Show empathy, respect and support for others.	
56.03 Value confidentiality and privacy.	
56.04 Recognize sexual and cultural inappropriate behaviors.	

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly

indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Equivalent Mathematics and Equally Rigorous Science Courses

Equally rigorous science courses are based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.

**Florida Department of Education
Curriculum Framework**

Program Title: International Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8839100
CIP Number	0252140101
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	RETAILING @7 7G WHOLESALE 7G MKTG 1 MKTG MGMT @7 7G TC COOP ED @7
CTSO	DECA
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-5011 – Cargo and Freight Agents 11-2022 – Sales Managers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110	Marketing Essentials	1 credit	43-3021	2
	8839110	International Marketing 1	1 credit		2
B	8839120	International Marketing 2	1 credit	43-5011	2
C	8839130	International Marketing 3	1 credit	11-2022	3

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Marketing Essentials	^^	^^	^^	#	#	#	#	#	#	#	#	#
International Marketing 1	^^	^^	^^	**	**	**	**	**	**	**	**	**
International Marketing 2	^^	^^	^^	**	**	**	**	**	**	**	**	**
International Marketing 3	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards(FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in International Marketing.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in International Marketing.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in International Marketing.
- 04.0 Demonstrate employability skills.
- 05.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 06.0 Demonstrate proficiency in applying communication and technology skills.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Demonstrate proficiency in applying math skills unique to marketing.
- 09.0 Identify economic principles.
- 10.0 Identify marketing and business fundamentals.
- 11.0 Identify effective selling techniques and procedures.
- 13.0 Demonstrate an understanding of global marketing and transportation.
- 14.0 Define global trade.
- 15.0 Demonstrate an understanding of global economics.
- 16.0 Demonstrate an understanding of import and export basics.
- 17.0 Demonstrate an understanding of trade documentation.
- 18.0 Analyze global and economic issues.
- 19.0 Develop knowledge of government agencies administering trade regulations.
- 20.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in International Marketing.
- 21.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in International Marketing.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in International Marketing.
- 23.0 Demonstrate an understanding of global finance.
- 24.0 Demonstrate an understanding of laws and regulations relating to global marketing.
- 25.0 Discuss global marketing strategies.
- 26.0 Demonstrate an understanding of global advertising and promotion.
- 27.0 Demonstrate effective communication skills specific to global marketing.
- 28.0 Explain concept and importance of entrepreneurship.
- 29.0 List components of a business plan and understand how such a plan contributes to an import/export business success.
- 30.0 Prepare an introduction for a business plan for an import/export business.
- 31.0 Prepare an analysis of trading country.
- 32.0 Prepare a market segment analysis.

- 33.0 Prepare an analysis of potential location.
- 34.0 Prepare a description of proposed organization.
- 35.0 Prepare a description of proposed product/service.
- 36.0 Prepare a proposed pricing policy.
- 37.0 Prepare a marketing strategy.
- 38.0 Develop a financial plan for an import/export business.
- 39.0 Demonstrate uses of marketing related software.
- 40.0 Apply a career plan to international marketing.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description:

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamentals of marketing and selling are also included. There is not an occupational completion point after the completion of this course.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in International Marketing.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in International Marketing.		
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in International Marketing.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate employability skills--The student will be able to:		
04.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).		
04.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.		
04.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).		
04.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).		
04.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation		
04.06 Identify and demonstrate appropriate dress and grooming for employment.		
04.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).		
04.08 Describe methods for handling illegal interview and application questions.		
04.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA, OSHA).		
04.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.		
04.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.12 Describe importance of producing quality work and meeting performance standards.		
04.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).		
04.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.		
04.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility)		
04.16 Identify how to prepare for job separation and re-employment.		
04.17 Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).		
04.18 Identify and practice stress management and relaxation techniques.		
04.19 Discuss importance of practicing positive customer service skills.		
05.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:		
05.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.		
05.02 Define and discuss issues involving gender equity, disability, and age		
05.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).		
05.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.		
05.05 Explain concepts of integrity, credibility, reliability, and perseverance.		
05.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).		
05.07 Maintain professional personal appearance and attitude.		
05.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.		
05.09 Demonstrate self-management, initiative, and multi-tasking.		
05.10 Explain concepts of self-understanding, self-esteem, and self-image.		
05.11 Demonstrate professional behavior and etiquette.		
05.12 Demonstrate respect for the opinions, customs, and individual differences of others.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.13 Set personal and career goals and develop a plan of action to achieve those goals.		
05.14 Identify areas where personal and professional change and adjustment may be necessary.		
05.15 Demonstrate ability to offer and accept feedback.		
05.16 Identify and practice stress management and relaxation techniques.		
05.17 Maintain confidentiality of business matters.		
05.18 Support and follow company policies and procedures (e.g., attendance, tardiness, returns).		
05.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.		
06.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:		
06.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).		
06.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).		
06.03 Demonstrate ability to read and comprehend written communications.		
06.04 Identify a variety of forms of written business communications utilized in the workplace.		
06.05 Prepare a business letter, memorandum, fax, and e-mail.		
06.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.		
06.07 Discuss importance of developing networking skills to expand business contacts.		
06.08 Prepare and deliver a business-related presentation.		
06.09 Demonstrate active listening strategies that improve understanding and performance.		
06.10 Describe positive customer relations.		
06.11 Demonstrate conflict and dispute resolution techniques.		
06.12 Identify means of nonverbal communication.		
06.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.14 Discuss methods of resolving customer complaints.		
06.15 Interpret business policies to customers/clients.		
06.16 Discuss importance of providing clear directions, descriptions, and explanations.		
06.17 Demonstrate ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.		
06.18 Identify types of technology/equipment used in the workplace.		
06.19 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.		
07.0 Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:		
07.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.		
07.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.		
07.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
07.04 Demonstrate ability to make change correctly.		
07.05 Calculate tax, gratuity, commission, and miscellaneous charges.		
07.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.		
07.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.		
07.08 Apply standard industry formula to determine markup and markdown on merchandise.		
07.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.		
07.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.		
07.11 Identify components of a break-even analysis.		
07.12 Compute and analyze a break-even point.		
07.13 Operate 10-key keypad.		
07.14 Read and interpret a lease agreement.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.15 Read and interpret a contract for purchase of real estate.		
07.16 Read and complete an application for a bank loan.		
07.17 Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.		
07.18 Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.		
08.0 Identify economic principles--The student will be able to:		
08.01 Explain concept of economics and economic activities.		
08.02 Explain concept of economic goods and services.		
08.03 Explain concept of economic resources.		
08.04 Explain concept of utility (form, place, time, possession, information).		
08.05 Explain concept of "supply and demand."		
08.06 Explain concept of price.		
08.07 Identify, compare, and contrast major types of economic systems.		
08.08 Explain relationship between government and business.		
08.09 Explain concept of private enterprise and business ownership.		
08.10 Explain role of profit motive.		
08.11 Explain concept of risk.		
08.12 Explain concept of competition.		
08.13 Explain concept of productivity.		
08.14 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).		
08.15 Explain function of the Federal Reserve Board.		
09.0 Identify marketing and business fundamentals--The student will be able to:		
09.01 Define marketing and its role.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
09.02 Explain purpose of marketing in the free enterprise system.		
09.03 Identify and explain the four foundations of marketing.		
09.04 Identify and explain differences between indirect and direct marketing.		
09.05 Identify and explain the functions of and differences between marketing and merchandising.		
09.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).		
09.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).		
09.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
09.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).		
09.10 Explain concept of marketing strategies.		
09.11 Explain concept of market segmentation and demographics.		
09.12 Explain importance and techniques of offering the right merchandising blend.		
09.13 Explain nature of channels of distribution.		
09.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).		
09.15 Explain factors affecting pricing decisions.		
09.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).		
09.17 Discuss role e-commerce will play in the marketing of goods and services.		
09.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.		
09.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].		
10.0 Identify effective selling techniques and procedures--The student will be able to:		
10.01 Explain purpose, principles, and importance of selling.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.02 Identify qualities of a professional sales associate.		
10.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.		
10.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.		
10.05 Discuss importance of meeting specialized sales needs.		
10.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.		
10.07 Discuss reasons for maintaining a client file.		

**Florida Department of Education
Student Performance Standards**

Course Title: International Marketing 1
Course Number: 8839110
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in International Marketing.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in International Marketing.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in International Marketing.	
03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1
03.04	Model with mathematics.	
		MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1
03.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #	
	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.0 Demonstrate an understanding of global marketing and transportation--The student will be able to:		
10.01 Define the terms "international marketing" and "international trade."		
10.02 Discuss the importance of global marketing to the individual consumer and his/her country of residence with emphasis on cultural differences.		
10.03 Identify the major global trade regions.		
10.04 Explain the purpose of global trade agreements.		
10.05 Discuss opportunities available in global business.		
10.06 Explain why a knowledge and understanding of geography, cultures, history, world market potential, and global economic, social, and political trends is critical for success in global marketing.		
10.07 Describe how cultural and technological characteristics can link or divide regions.		
10.08 Explain the importance of market research in determining cultural and economic development.		
10.09 Discuss licensing agreements and cartels.		
11.0 Define global trade--The student will be able to:		
11.01 Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.		
11.02 Outline the advantages and disadvantages of a protectionist policy.		
11.03 Identify possible solutions to the problem of meeting foreign competition.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.04 Distinguish between imports and exports.		
11.05 Discuss the financial interdependence of nations.		
11.06 Explain the advantages and disadvantages of global trade.		
11.07 Discuss the factors that have led to increased international interdependence and basic concepts associated with trade between nations.		
11.08 Define the major agreements governing the world: General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), European Union (EU), ASEAN Free Trade Area (AFTA), and Southern Cone Common Market (Mercosur).		
11.09 Discuss the U.S. balance of trade.		
11.10 Discuss how government taxes, policies, and programs affect individuals, groups, businesses, and countries.		
11.11 Define trade, tariff, quota, voluntary export restraints, embargo, most favored nation status, foreign trade zones, dumping, kickbacks, International Monetary Fund (IMF).		
11.12 Discuss the role of the World Trade Organization (WTO).		
12.0 Demonstrate an understanding of global economics--The student will be able to:		
12.01 Describe role of global trade.		
12.02 Explain the economic terms of global trade.		
12.03 Discuss the economic systems of other countries.		
12.04 Identify potential barriers to international trade.		
12.05 Profile a nation's economy.		
12.06 Discuss events concerning issues relevant to global economics.		
13.0 Demonstrate an understanding of import and export basics--The student will be able to:		
13.01 Identify differences and similarities between domestic and international business.		
13.02 Explain reasons for exporting and importing.		
13.03 Describe the exporting process.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.04 Describe the importing process.		
13.05 Explain global data.		
13.06 Identify global business resources.		
13.07 Explain the need for overseas business travel.		
14.0 Demonstrate an understanding of trade documentation--The student will be able to:		
14.01 Identify documents necessary for exporting.		
14.02 Identify documents necessary for importing.		
14.03 Practice calculations using the metric system.		
14.04 Discuss the flow of documentation.		
14.05 Prepare trade documentation.		
14.06 Describe export and commercial licensing.		
14.07 Explain documentation needed for letters of credit.		
14.08 Prepare export packing list.		
14.09 Prepare a pro forma invoice/commercial invoice.		
14.10 Prepare a Shipper's Export Declaration.		
14.11 Prepare a Certificate of Origin.		
14.12 Prepare bill of lading.		
14.13 Prepare customs entry forms.		
14.14 Explain consular invoices.		
14.15 Finalize insurance documentation.		
14.16 Report a claim for damaged goods.		
15.0 Analyze global and economic issues--The student will be able to:		
15.01 Analyze characteristics of the global economy.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.02 Compare and contrast global business opportunities.		
15.03 Analyze scenarios to determine how trade barriers work.		
15.04 Analyze role of Internet in promoting international trade.		
16.0 Develop knowledge of government agencies administering trade regulations--The student will be able to:		
16.01 Explain role of Department of Treasury.		
16.02 Explain role of U.S. Customs Service.		
16.03 Explain role of Department of Commerce.		
16.04 Explain role of Bureau of Export Administration.		
16.05 Explain role of International Trade Administration.		
16.06 Explain role of Eximbank.		

**Florida Department of Education
Student Performance Standards**

Course Title: International Marketing 2
Course Number: 8839120
Course Credit: 1

Course Description:

The purpose of this course is to develop competencies regarding international marketing, transportation, finance, laws and regulations, and communications.

Florida Standards	Correlation to CTE Program Standard #
17.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in International Marketing.	
17.01 Key Ideas and Details	
<ul style="list-style-type: none"> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1 	
<ul style="list-style-type: none"> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2 	
<ul style="list-style-type: none"> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3 	
17.02 Craft and Structure	
<ul style="list-style-type: none"> Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4 	
<ul style="list-style-type: none"> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 	
<ul style="list-style-type: none"> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. 	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.RST.2.6	
17.03 Integration of Knowledge and Ideas	
<ul style="list-style-type: none"> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. <p style="text-align: right;">LAFS.1112.RST.3.7</p>	
<ul style="list-style-type: none"> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <p style="text-align: right;">LAFS.1112.RST.3.8</p>	
<ul style="list-style-type: none"> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <p style="text-align: right;">LAFS.1112.RST.3.9</p>	
17.04 Range of Reading and Level of Text Complexity	
<ul style="list-style-type: none"> By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. <p style="text-align: right;">LAFS.1112.RST.4.10</p>	
18.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in International Marketing.	
18.01 Text Types and Purposes	
<ul style="list-style-type: none"> Write arguments focused on discipline-specific content. <p style="text-align: right;">LAFS.1112.WHST.1.1</p>	
<ul style="list-style-type: none"> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <p style="text-align: right;">LAFS.1112.WHST.1.2</p>	
<ul style="list-style-type: none"> Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. <p style="text-align: right;">LAFS.1112.WHST.1.3</p>	
18.02 Production and Distribution of Writing	
<ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p style="text-align: right;">LAFS.1112.WHST.2.4</p>	
<ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 	

Florida Standards	Correlation to CTE Program Standard #
<p>trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p style="text-align: right;">LAFS.1112.WHST.2.5</p>	
<ul style="list-style-type: none"> • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <p style="text-align: right;">LAFS.1112.WHST.2.6</p>	
18.03 Research to Build and Present Knowledge	
<ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <p style="text-align: right;">LAFS.1112.WHST.3.7</p>	
<ul style="list-style-type: none"> • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <p style="text-align: right;">LAFS.1112.WHST.3.8</p>	
<ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis, reflection, and research. <p style="text-align: right;">LAFS.1112.WHST.3.9</p>	
18.04 Range of Writing	
<ul style="list-style-type: none"> • Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <p style="text-align: right;">LAFS.1112.WHST.4.10</p>	
19.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in International Marketing.	
19.01 Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
19.02 Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
19.03 Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
19.04 Model with mathematics.	MAFS.K12.MP.4.1
19.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
19.06 Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.6.1
19.07 Look for and make use of structure.	MAFS.K12.MP.7.1
19.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.0 Demonstrate an understanding of global finance--The student will be able to:		
20.01 Explain basic concepts of global finance.		
20.02 Identify foreign currency/exchange rates.		
20.03 Describe methods of global payment and finance.		
20.04 Discuss the importance of global finance to global trade.		
20.05 List types of financial institutions involved in global trade.		
20.06 Analyze the effects of fluctuating exchange rates.		
20.07 Profile a nation's financial system.		
20.08 Analyze current events concerning issues relevant to global finance.		
20.09 Explain concepts of letter of credit and bills of exchange.		
20.10 Explain barter, compensation deals, counter purchase, and buy-back as types of countertrades.		
20.11 Describe the major types of financial risk: commercial, political, and foreign-exchange.		
20.12 Describe the major ways to minimize potential financial risk: hedging, foreign-exchange options, and European Currency Unit (ECU).		
21.0 Demonstrate an understanding of laws and regulations relating to global marketing--The student will be able to:		
21.01 Explain laws regulating exports.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.02 Explain laws regulating imports.		
21.03 Explain intellectual property rights protection.		
21.04 Explain basic legal concepts of Uniform Commercial Code.		
21.05 Explain basic legal concepts of convention on the global sale of goods.		
22.0 Discuss global marketing strategies--The student will be able to:		
22.01 Describe importance of designing quality products to meet customer needs and advancing technology.		
22.02 Explain importance of cost containment, customer satisfaction, and after-sale support.		
23.0 Demonstrate an understanding of global advertising and promotion--The student will be able to:		
23.01 Analyze advantages and disadvantages of centralized and decentralized advertising.		
23.02 Discuss importance of global market segmentation and promotion.		
23.03 Explain the barriers to effective communication presented by language.		
23.04 Discuss the impact of cultural diversity on global advertising.		
23.05 Explain importance of media availability, coverage, and effectiveness.		
24.0 Demonstrate effective communication skills specific to global marketing--The student will be able to:		
24.01 Explain how methods of communication differ throughout the world.		
24.02 Identify communication modes used to facilitate global trade.		
25.0 Explain concept and importance of entrepreneurship--The student will be able to:		
25.01 Define "entrepreneurship" and "entrepreneur."		
25.02 Describe the differences between a product-based and service-based business.		
25.03 Discuss the role of the entrepreneur in the global community.		
25.04 Identify the opportunities and risks involved in ownership of an import/export business.		
25.05 Discuss role of the entrepreneur in promoting ethical business practices and relationships.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.06 List components of a business plan.		
25.07 Identify how a business plan contributes to the success of a business.		
25.08 Determine advantages and disadvantages of becoming an entrepreneur.		
25.09 Discuss entrepreneurship as a career choice.		
25.10 Evaluate entrepreneurial potential.		
26.0 Demonstrate an understanding of global finance--The student will be able to:		
26.01 Explain basic concepts of global finance.		
26.02 Identify foreign currency/exchange rates.		
26.03 Describe methods of global payment and finance.		
26.04 Discuss the importance of global finance to global trade.		
26.05 List types of financial institutions involved in global trade.		
26.06 Analyze the effects of fluctuating exchange rates.		
26.07 Profile a nation's financial system.		
26.08 Analyze current events concerning issues relevant to global finance.		
26.09 Explain concepts of letter of credit and bills of exchange.		
26.10 Explain barter, compensation deals, counter purchase, and buy-back as types of countertrades.		
26.11 Describe the major types of financial risk: commercial, political, and foreign-exchange.		
26.12 Describe the major ways to minimize potential financial risk: hedging, foreign-exchange options, and European Currency Unit (ECU).		
27.0 Demonstrate an understanding of laws and regulations relating to global marketing--The student will be able to:		
27.01 Explain laws regulating exports.		
27.02 Explain laws regulating imports.		
27.03 Explain intellectual property rights protection.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.04 Explain basic legal concepts of Uniform Commercial Code.		
27.05 Explain basic legal concepts of convention on the global sale of goods.		
28.0 Discuss global marketing strategies--The student will be able to:		
28.01 Describe importance of designing quality products to meet customer needs and advancing technology.		
28.02 Explain importance of cost containment, customer satisfaction, and after-sale support.		
29.0 Demonstrate an understanding of global advertising and promotion--The student will be able to:		
29.01 Analyze advantages and disadvantages of centralized and decentralized advertising.		
29.02 Discuss importance of global market segmentation and promotion.		
29.03 Explain the barriers to effective communication presented by language.		
29.04 Discuss the impact of cultural diversity on global advertising.		
29.05 Explain importance of media availability, coverage, and effectiveness.		
30.0 Demonstrate effective communication skills specific to global marketing--The student will be able to:		
30.01 Explain how methods of communication differ throughout the world.		
30.02 Identify communication modes used to facilitate global trade.		
31.0 Explain concept and importance of entrepreneurship--The student will be able to:		
31.01 Define "entrepreneurship" and "entrepreneur."		
31.02 Describe the differences between a product-based and service-based business.		
31.03 Discuss the role of the entrepreneur in the global community.		
31.04 Identify the opportunities and risks involved in ownership of an import/export business.		
31.05 Discuss role of the entrepreneur in promoting ethical business practices and relationships.		
31.06 List components of a business plan.		
31.07 Identify how a business plan contributes to the success of a business.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.08 Determine advantages and disadvantages of becoming an entrepreneur.		
31.09 Discuss entrepreneurship as a career choice.		
31.10 Evaluate entrepreneurial potential.		

**Florida Department of Education
Student Performance Standards**

Course Title: International Marketing 3
Course Number: 8839130
Course Credit: 1

Course Description:

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to international marketing functions including employment skills required for success in international marketing and career planning. Entrepreneurship as related to an international market is also included in this course.

Florida Standards		Correlation to CTE Program Standard #
17.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in International Marketing.	
17.01	Key Ideas and Details	
17.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
17.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
17.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
17.02	Craft and Structure	
17.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
17.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
17.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. LAFS.1112.RST.2.6	
17.03	Integration of Knowledge and Ideas	
17.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
17.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
17.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
17.04	Range of Reading and Level of Text Complexity	
17.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
17.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
18.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in International Marketing.	
18.01	Text Types and Purposes	
18.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
18.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
18.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
18.02	Production and Distribution of Writing	
18.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
18.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
18.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
18.03	Research to Build and Present Knowledge	
18.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
18.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
18.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
18.04	Range of Writing	
18.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
19.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in International Marketing.	
19.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
19.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
19.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
19.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
19.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
19.06 Attend to precision.	MAFS.K12.MP.6.1
19.07 Look for and make use of structure.	MAFS.K12.MP.7.1
19.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
32.0 List components of a business plan and understand how such a plan contributes to an import/export business success--The student will be able to:		
32.01 Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, and Planned Financing).		
32.02 Discuss importance of a business plan in developing a business idea and evaluating success.		
32.03 Select data/graphics, maps, and diagrams to be included in the business plan.		
32.04 Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).		
33.0 Prepare an introduction for a business plan for an import/export business--The student will be able to:		
33.01 Identify and describe type of import/export business.		
33.02 Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.		
33.03 Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.		
33.04 Compose a description of product/service and advantages and benefits product/service will provide for customers.		
33.05 Predict why the business will be successful.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
34.0 Prepare an analysis of trading country--The student will be able to:		
34.01 Analyze trading country with respect to geographic, demographic, and economic data.		
34.02 Assess competition and effect of seasonal fluctuations.		
34.03 Analyze projected growth of trading country.		
35.0 Prepare a market segment analysis--The student will be able to:		
35.01 Analyze target market by geographic, demographics, lifestyle, and product benefits.		
35.02 Explain importance of market segmentation.		
35.03 Describe customer-buying behavior related to proposed business.		
35.04 Profile potential customers.		
36.0 Prepare an analysis of potential location--The student will be able to:		
36.01 Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition and shipping facilities of appropriate business locations.		
36.02 Research cultural, income, career and technical, age, and mobility characteristics of inhabitants of potential locations.		
36.03 Describe market trends affecting potential locations.		
36.04 Determine advantages and disadvantages of different types of business locations.		
36.05 Determine steps involved in selecting a specific business site.		
37.0 Prepare a description of proposed organization--The student will be able to:		
37.01 Determine type of ownership best suited to business situation.		
37.02 Identify steps in starting to form business.		
37.03 Outline steps in hiring of employees.		
37.04 Prepare an organization chart.		
37.05 Compose job descriptions of identified positions.		
38.0 Prepare a description of proposed product/service--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
38.01 Summarize details of product(s)/service(s) to be offered.		
38.02 Identify potential suppliers/manufacturers.		
38.03 Develop an inventory policy, if applicable.		
38.04 Identify supplies necessary for operation of the business.		
38.05 Compose and develop a customer profile.		
38.06 Evaluate importance of determining a product policy.		
39.0 Prepare a proposed pricing policy--The student will be able to:		
39.01 Identify costs and proposed markups.		
39.02 Explain relationship to competitors.		
39.03 Evaluate importance of determining a price line.		
39.04 Describe profit margin.		
39.05 Determine how to compute profit margin.		
39.06 Identify pricing incentive options.		
39.07 Describe pricing strategy choices.		
40.0 Prepare a marketing strategy--The student will be able to:		
40.01 Determine appropriate image.		
40.02 Select a promotional mix for the business.		
40.03 Establish promotional objectives for the business.		
40.04 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.		
40.05 Develop an advertising plan identifying types and costs of media to be used.		
40.06 Develop a promotional plan including sales promotion.		
40.07 Develop ideas for obtaining publicity for the business.		
40.08 Write a press release.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
40.09 Plan a website for the business.		
40.10 Discuss importance of the Internet in marketing products/services globally.		
40.11 Identify the role of customer service.		
40.12 Discuss role of selling in an import/export business.		
41.0 Develop a financial plan for an import/export business--The student will be able to:		
41.01 Estimate dollar amount needed to open a business.		
41.02 Compare available funding sources, identifying amount of personal financial commitment.		
41.03 Complete a loan application.		
41.04 Prepare plan to repay borrowed funds or provide return on investment to equity funds.		
41.05 Project monthly and annual business income for the first year of operation.		
41.06 Estimate monthly and annual cash flow for the first year of operation.		
41.07 Calculate sales volume required for profitability during first year of operation.		
41.08 Prepare a statement of opening assets, liabilities, and net worth (balance sheet).		
41.09 Prepare a cash flow projection for import/export simulated business.		
41.10 Prepare a five-year financial plan.		
41.11 Develop summary of key points for supporting financial requests.		
42.0 Demonstrate uses of marketing related software--The student will be able to:		
42.01 Perform data entry procedures.		
42.02 Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).		
42.03 Perform marketing spreadsheet data entry and output procedures.		
42.04 Analyze a marketing spreadsheet in a decision-making situation.		
42.05 Design and prepare an advertising brochure.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
42.06 Discuss the importance of e-mail, fax, and an on-line service to a small business.		
43.0 Apply a career plan to international marketing--The student will be able to:		
43.01 Develop a plan for pursuing a specific career in international marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.		
43.02 Demonstrate competencies required for career sustaining and mid-level management positions in the international marketing field.		
43.03 Demonstrate specific technology applications related to the student's selected international marketing career plan.		
43.04 Develop forms of documentation for inclusion in a career portfolio for international marketing, i.e., International Marketing Event (see DECA Guide).		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Customer Service Representative
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

Secondary – Career Preparatory

Program Number	8848100
CIP Number	0252041100
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	RETAILING @7 7G MKTG 1 ADVR PROM 7 G BANK FINC @7 7G HOTEL TRNG 7 G INSURANCE 7 G MKTG MGMT @7 7G TRANSPORT @4 @7 7G WHOLESALE 7 G BUS ED 1 @2
CTSO	DECA
SOC Codes (all applicable)	43-2011 – Switchboard Operators, Including Answering Service 41-9041 – Telemarketers 43-4051 – Customer Service Representatives 43-1011 – First-Line Supervisors of Office and Administrative Support Workers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry level positions involving customer service activities.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four occupational completion points

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8848110	Customer Service Representative 1	1 credit	43-2011	2
B	8848120	Customer Service Representative 2	1 credit	41-9041	2
C	8848130	Customer Service Representative 3	1 credit	43-4051	2
D	8848140	Customer Service Representative 4	1 credit	43-1011	2

Florida Standards for Technical Subjects

Florida Standards(FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column 'FS-M/LA') contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.
- 04.0 Demonstrate knowledge of identification and classification of customer services.
- 05.0 Demonstrate technology literacy appropriate to customer service.
- 06.0 Describe and demonstrate human relations skills necessary for success in customer service.
- 07.0 Demonstrate communication skills necessary for success in customer service.
- 08.0 Identify terminology unique to customer service operations.
- 09.0 Describe call center representative duties and responsibilities.
- 10.0 Explain and perform telephone activities unique to customer service.
- 11.0 Identify customer service activities.
- 12.0 Demonstrate job seeking and employability skills.
- 13.0 Develop a plan for a career in customer service.
- 14.0 Demonstrate technology literacy appropriate to customer service.
- 15.0 Demonstrate communication skills necessary for success in customer service.
- 16.0 Describe call center representative duties and responsibilities.
- 17.0 Explain and perform telephone activities unique to customer service.
- 18.0 Identify customer service activities.
- 19.0 Describe leadership and organizational skills necessary for success in customer service.
- 20.0 Utilize effective techniques and procedures for selling customer services.
- 21.0 Demonstrate basic math operations relevant to customer services.
- 22.0 Demonstrate an understanding of a client's business, policies, and procedures.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Sales & Service.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Sales & Service.
- 25.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.
- 26.0 Demonstrate basic math operations and budget operations relevant to customer services.
- 27.0 Demonstrate higher order human relations skills necessary for hiring individuals in customer service occupations.
- 28.0 Demonstrate higher order ability to communicate skillfully.
- 29.0 Demonstrate an awareness of management functions and organizational structures.
- 30.0 Demonstrate an understanding of basic contractual obligations.
- 31.0 Perform higher order keyboarding activities and use of office equipment in order to train others in these skills.

- 32.0 Demonstrate performance of supervisory/management functions.
- 33.0 Develop a plan for a career in management.
- 34.0 Analyze impact and relationship of government regulations and community involvement on management decisions.
- 35.0 Demonstrate an advanced ability to communicate skillfully.
- 36.0 Utilize higher order effective techniques and procedures for selling customer services.
- 37.0 Demonstrate higher order math operations relevant to customer services.
- 38.0 Perform higher order keyboarding activities and use of office equipment appropriate to customer service.
- 39.0 Demonstrate performance of supervisory/management function.
- 40.0 Operate computers and other equipment appropriate to marketing and managing customer services.
- 41.0 Demonstrate an understanding of business ownership.

**Florida Department of Education
Student Performance Standards**

Course Title: Customer Service Representative 1
Course Number: 8848110
Course Credit: 1

Course Description:

This course provides instruction in the basic principles of customer service including knowledge of identification and classification of customer service, technology literacy related to customer service, the human relations, leadership, organization, and communication skills necessary for success in the customer service industry, and the terminology unique to customer service. At the completion of this course, the student will have met occupational completion point - A: Telecommunications Clerk - SOC 43-2011.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	

Florida Standards		Correlation to CTE Program Standard #
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development,	

Florida Standards	Correlation to CTE Program Standard #
<p>organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4</p>	
<p>02.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5</p>	
<p>02.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6</p>	
<p>02.03 Research to Build and Present Knowledge</p>	
<p>02.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7</p>	
<p>02.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8</p>	
<p>02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9</p>	
<p>02.04 Range of Writing</p>	
<p>02.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10</p>	
<p>03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.</p>	
<p>03.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1</p>	
<p>03.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1</p>	
<p>03.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1</p>	

Florida Standards		Correlation to CTE Program Standard #
03.04 Model with mathematics.	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate knowledge of identification and classification of customer services--The student will be able to:		
04.01 Define customer, customer service, and quality.		
04.02 Explain the nature of quality customer/client relations.		
04.03 Demonstrate ability to handle customer inquiries/complaints.		
04.04 Demonstrate ability to handle difficult customers.		
04.05 Interpret company policies to customer/clients.		
04.06 Classify customer services according to nature and characteristics of the activity.		
04.07 Demonstrate competence in resolving customer problems through clarifying, explaining policy/procedure, and coming to a consensus.		
04.08 Explain the importance of stress management as it relates to job performance.		
05.0 Demonstrate technology literacy appropriate to customer service--The student will be able to:		
05.01 Identify types of technology, systems, and software used in customer service.		
05.02 Describe applications of technology in customer service (e.g., file		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
management, e-mail management).		
05.03 Discuss ethical issues involving the use of technology, employer/employee relationships, and customers.		
05.04 Demonstrate proficiency with touch keyboarding skills to enter and manipulate text and data.		
05.05 Demonstrate computer literacy by producing documents generated by word processing software.		
05.06 Explain relationship between database management and call centers.		
05.07 Employ current and emerging computer technology and software to perform customer service related tasks.		
05.08 Demonstrate use of electronic communication and networking systems (e.g., fax, e-mail, voice mail, internet).		
05.09 Research current and emerging telecommunications systems.		
05.10 Analyze situations in which technology can positively and negatively impact customer service.		
06.0 Describe and demonstrate human relations skills necessary for success in customer service--The student will be able to:		
06.01 Model punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
06.02 List acceptable health and grooming habits.		
06.03 Explain importance of adhering to absentee and tardy policy.		
06.04 Exhibit the ability to work as a team player.		
06.05 Discuss and develop the human relations skills essential for successful entry and progress in the customer service field.		
06.06 Model empathy, compassion, caring, enthusiasm, integrity, positive attitude, self motivation, and responsible behavior.		
06.07 Demonstrate orderly and systematic behavior (follow chain of command).		
06.08 Explain the importance of working effectively with persons from diverse backgrounds.		
06.09 Demonstrate ability to maintain professional respect for co-workers and customers without prejudice.		
06.10 Demonstrate conflict and dispute resolution techniques for effective teamwork.		
06.11 Demonstrate techniques to persuade and convince others.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
06.12 Explain importance of self-management when minimum direction and supervision are given.		
06.13 Describe ethical situations in the customer service field.		
06.14 Describe importance and benefits of time management, both professional and personal.		
06.15 Prepare a time management analysis.		
06.16 Use a personality inventory for personal improvement.		
06.17 Employ feedback for personal and professional growth.		
06.18 Demonstrate ability to adjust to change.		
06.19 Exhibit corporate and professional etiquette.		
07.0 Demonstrate communication skills necessary for success in customer service--The student will be able to:		
07.01 Role-play greeting and assisting visitors and clients in a professional manner.		
07.02 Demonstrate appropriate use of grammar, vocabulary, diction, and body language for delivering professional customer service.		
07.03 Identify appropriate conversation for work-related settings.		
07.04 Model professional vocabulary appropriate for the work environment.		
07.05 Demonstrate ability to communicate in a multi-cultural setting.		
07.06 Demonstrate ability to interact with customers, co-workers, and supervisors in a logical, clear, understandable, and effective manner.		
07.07 Describe and demonstrate listening, speaking, and non-verbal skills necessary to determine customer needs.		
07.08 Identify major barriers to listening and demonstrate techniques to overcome those barriers.		
07.09 Explain the importance of using a pleasant tone of voice, smiling, making eye contact, maintaining proper posture, listening, being prepared to answer questions, using customer's name, handling customer complaints, and thanking the customer.		
07.10 Demonstrate ability to focus on problem, not person, so as to avoid becoming defensive.		
07.11 Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
08.0	Identify terminology unique to customer service operations--The student will be able to:		
08.01	Identify and define commonly used customer service terms such as credit, adjustments, complaints, delivery service, and internal and external customers.		
08.02	Identify and record customer service data using current terminology.		
09.0	Describe call center representative duties and responsibilities--The student will be able to:		
09.01	Identify different types of call centers.		
09.02	Discuss the role of the customer service specialist.		
09.03	Identify benefits of customer service.		
09.04	Identify reasons for providing customer service.		
09.05	Describe the customer-service mindset.		
09.06	Identify factors to be considered when deciding which customer services to provide.		
09.07	Compare various types of customer service (e.g., mass market, department store, specialty).		
09.08	Explain the importance of good customer service relations to a business.		
09.09	Describe importance of possessing adequate knowledge of services and products to perform the customer service job competently.		
09.10	Demonstrate methods of communicating with customers to identify their needs and expectations.		
09.11	Discuss importance of accuracy, efficiency, and follow through when dealing with customers.		
09.12	Demonstrate methods of communicating with customers to identify their problems and expectations.		
09.13	Identify major areas of customer complaints (e.g., product, personnel, business).		
09.14	List the costs, tangible and intangible, of complaints to both the salesperson and business.		
09.15	Explain how to handle customer inquiries/complaints including appropriate documentation.		
09.16	Identify types of resources to be used in resolving the problems and satisfying the needs of customers.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
09.17 Identify types of difficult customers (e.g., disagreeable, domineering/superior, suspicious, slow/methodical, dishonest).		
09.18 Explain procedures for handling difficult internal and external customers.		
09.19 Identify possible actions that lead to customer satisfaction.		
09.20 Identify the ways that the level of customer service may affect company success.		
09.21 Identify the ways that the reputation of a business is influenced by customer satisfaction.		
09.22 Recognize the importance of stress management as it relates to job performance.		
09.23 Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
10.0 Explain and perform telephone activities unique to customer service--The student will be able to:		
10.01 Demonstrate techniques for making a positive first impression or continue a positive relationship using the telephone (e.g., vocabulary, voice quality and tone, grammar, courteousness, rapport).		
10.02 Identify and demonstrate techniques of placing, answering, screening, placing on hold, and directing telephone calls.		
10.03 Identify and demonstrate procedures for recording and relaying accurate messages.		
10.04 Explain procedures for dealing with an obscene telephone call.		
10.05 Identify components of a customer service call.		
10.06 Demonstrate use of the telephone as a customer service tool to gather, receive, record, and convey accurate and complete information in a professional and courteous manner.		
10.07 Demonstrate active listening skills.		
10.08 Demonstrate ability to organize ideas and communicate oral messages appropriate to listener and situation.		
10.09 Review guidelines to inform customers of order receipt, prices, shipping date, and delays.		
10.10 Describe a positive and caring telephone voice.		
10.11 Demonstrate techniques for dealing with an irate or upset caller, remembering that "the customer is always right."		
10.12 Model the impact of facial expression on tone of voice.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
10.13 Explain importance of maintaining a telephone log.		
10.14 Demonstrate ability to maintain a telephone log accurately and in accordance with organization procedures.		
10.15 Demonstrate ability to access voice mail and record information accurately and neatly and note if response is required.		
10.16 Demonstrate ability to retrieve messages from an answering machine and record information accurately and neatly and note if response is required.		
10.17 Practice logging in and out of telephone systems.		
11.0 Identify customer service activities--The student will be able to:		
11.01 Role-play appropriate customer greetings.		
11.02 Describe how an employee represents the firm to customers.		
11.03 Explain techniques to balance responsive telephone service with in-store service.		
11.04 Demonstrate ability to determine the individual customer's need for specific types of product support and customer services.		
11.05 Discuss the importance of suggestive selling of complimentary goods/services.		
11.06 Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.		
11.07 Demonstrate ability to overcome objections.		
11.08 Explain role of customer mailing lists in the customer service industry.		
11.09 Role-play thanking the customer using appropriate English.		
11.10 Explain methods of observation that can be used to obtain customer's surname.		
11.11 Discuss importance of customer follow-up including those instances when writing a thank you note could be appropriate.		
11.12 Describe techniques for identifying and satisfying customer needs/wants/problems.		
11.13 Explain techniques for determining customer merchandise/service interests.		
11.14 Discuss techniques for recognizing and responding to customer preference(s).		
11.15 Explain importance of listening to customer needs/wants/problems.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
11.16 Explain importance of product knowledge, features, and benefits to successful cross selling.		
11.17 Demonstrate ability to obtain customer commitment.		
11.18 Model methods of resolving customer complaints.		
11.19 Discuss importance of assisting customer in location of desired item(s).		
11.20 List abilities and qualities customers expect.		
12.0 Demonstrate job seeking and employability skills--The student will be able to:		
12.01 Identify resources used in a customer service job search.		
12.02 Identify steps of the job application process including researching the company prior to an interview and obtaining proper documentation (e.g., green card).		
12.03 Locate company site on the Internet.		
12.04 Identify documentation needed prior to seeking employment.		
12.05 Discuss importance of drug tests and criminal background checks in identifying possible customer service employment opportunities.		
12.06 Demonstrate appropriate dress and grooming for employment.		
12.07 List documents an employer is required to have completed by an employee for payroll and eligibility purposes.		
12.08 Arrange for personal references.		
12.09 Prepare a neat, legible resume (traditional and electronic).		
12.10 Prepare a job application letter for a customer service position.		
12.11 Read and accurately complete job application forms for customer service positions.		
12.12 Participate in a behavioral job interview by role playing as an interviewer and an applicant.		
12.13 Demonstrate methods for handling illegal interview and application form questions.		
12.14 Compose a set of questions to ask of an interviewer.		
12.15 Participate in pre-employment testing (e.g., simulations, telephone interview, telephone screening).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.16 Conduct an interview follow-up.		
12.17 List procedures to follow when accepting an employment offer.		
12.18 Illustrate an understanding of the appropriate techniques to use when changing jobs.		
12.19 Describe appropriate methods for resigning from a position.		
12.20 Identify reasons for termination.		
12.21 Prepare a letter of resignation.		
12.22 Identify and demonstrate appropriate responses to feedback from supervisors.		
12.23 Identify and demonstrate acceptable work habits.		
12.24 Demonstrate acceptable health and hygiene habits.		
12.25 Discuss examples of company standards, policies, and procedures.		
12.26 Explain importance of following accepted rules, regulations, policies, and workplace safety guidelines.		
12.27 Describe importance of producing quality work and meeting performance standards.		
12.28 Describe implications of racial, ethnic, regional, educational, social, and age differences.		
12.29 Demonstrate attitudes and behaviors that eliminate stereotyping, gender bias, and recognize the value of cultural diversity.		
12.30 Demonstrate ability to work as a team member.		
12.31 Demonstrate a strong work ethic and a positive attitude both personally and professionally.		
12.32 Recognize the importance of the efficient use of materials and space on the job.		
12.33 Demonstrate an understanding of ethical business practices.		
12.34 Explain the importance of confidentiality in the workplace concerning any written, oral, or technically transmitted information pertaining to personnel, customers, or materials.		
12.35 Obtain letters of reference summarizing work/volunteer experiences.		
13.0 Develop a plan for a career in customer service--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.01 Discuss the advantages and disadvantages of working in the customer service field.		
13.02 Identify personal qualities necessary to be successful as a customer service representative.		
13.03 Research a customer service occupation.		
13.04 Diagram a career path for the customer service associate.		
13.05 Write a job description for a customer service associate.		
13.06 Identify the educational requirements and work experience needed for a customer service associate.		
13.07 Identify personal qualities and skills necessary for job enhancement and career development in the customer service field.		
13.08 Develop forms of documentation for inclusion in a career portfolio.		

**Florida Department of Education
Student Performance Standards**

Course Title: Customer Service Representative 2
Course Number: 8848120
Course Credit: 1

Course Description:

This course provides instruction concerning the duties and responsibilities of a customer service specialist, the telephone activities performed by a customer service representative, customer relations activities, job seeking and employability skills, and developing a career plan for a career in customer service. At the completion of this course, the student will have met occupational completion point - B: Telesales Representative - SOC 41-9041.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Sales & Service.	
	01.01 Key Ideas and Details	
	01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
	01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
	01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
	01.02 Craft and Structure	
	01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
	01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	

Florida Standards		Correlation to CTE Program Standard #
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Sales & Service.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	

Florida Standards	Correlation to CTE Program Standard #
03.04 Model with mathematics.	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.0 Demonstrate technology literacy appropriate to customer service--The student will be able to:		
14.01 Demonstrate computer literacy by producing documents generated by database and spreadsheet software.		
14.02 Employ reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.		
14.03 Employ computer networks (e.g., internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.		
15.0 Demonstrate communication skills necessary for success in customer service--The student will be able to:		
15.01 Demonstrate techniques for writing letters and memorandums appropriate to the particular audience (e.g., management, customers, co-workers, manufacturers).		
15.02 Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.		
15.03 Compose e-mail and business letters.		
15.04 Demonstrate effective probing skills.		
16.0 Describe call center representative duties and responsibilities--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.01 Identify potentially difficult customers and strategies to meet their needs.		
16.02 Explain differences between consumer rights and business responsibilities.		
16.03 Explain differences between internal and external customers (e.g., productivity, motivation, commitment, and stress management vs. order taking, handling routine inquiries and application questions, and problem solving).		
16.04 Exhibit how to interpret policies to internal and external customers.		
16.05 Exhibit sensitivity to internal and external customer needs.		
16.06 Classify customer services according to nature and characteristics of the activity.		
16.07 Classify customer services considered primary or essential and those considered secondary or optional.		
16.08 Review methods to resolve customer problems through clarifying, explaining policy/procedure, and coming to a consensus.		
16.09 Analyze the relationship between public relations and marketing.		
16.10 Demonstrate methods to initiate and maintain client account records.		
16.11 Prepare statements for clients.		
17.0 Explain and perform telephone activities unique to customer service--The student will be able to:		
17.01 Assume accountability for the technical and customer services provided during service calls.		
17.02 Demonstrate ability to maintain a file of addresses and telephone numbers.		
18.0 Identify customer service activities--The student will be able to:		
18.01 Discuss importance of changing displays to maintain customer interest.		
18.02 Explain the concepts of market segmentation and niche marketing.		
19.0 Describe leadership and organizational skills necessary for success in customer service--The student will be able to:		
19.01 Describe qualities of an effective leader.		
19.02 Describe different types of leadership.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.03 Identify and utilize the planning process.		
19.04 Outline steps utilized in problem resolution when dealing with customers.		
19.05 Outline and apply steps used in decision-making when dealing with customers.		
19.06 Work cooperatively within a group to achieve organizational goals.		
19.07 Describe the role of the vision and mission statement in a customer service organization.		
19.08 Explain how innovation and efficiency impact the customer service organization.		
19.09 Display the ability to adjust behavior as appropriate to the situation, listening and responding with appropriate manners.		
19.10 Model personal responsibility for the welfare of others.		
19.11 Model appropriate technique for shaking hands as a professional.		
20.0 Utilize effective techniques and procedures for selling customer services--The student will be able to:		
20.01 Demonstrate how to increase total sales volume by selling complementary services to the main product(s).		
20.02 Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.		
20.03 Demonstrate the ability to determine the individual customer's need for specific types of product support customer services.		
20.04 Explain the "value added" concept as it applies to customer services.		
20.05 Evaluate ability to overcome objections.		
20.06 Demonstrate ability to identify and satisfy customer needs/wants/problems.		
20.07 Evaluate ability to obtain customer commitment.		
20.08 Identify and demonstrate cross-selling techniques.		
20.09 Explain concept of "product" as an ingredient in the marketing mix.		
20.10 Explain the relationship of economic utilities and customer services.		
21.0 Demonstrate basic math operations relevant to customer service--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
21.01 Perform basic computational operations.		
21.02 Solve work-related problems using whole numbers, fractions, decimals, ratios, and percentages.		
21.03 Operate a 10-key keypad.		
22.0 Demonstrate an understanding of a client's business, policies, and procedures-- The student will be able to:		
22.01 Identify client's mission and objectives.		
22.02 Identify the type of business in which the client is engaged.		
22.03 Identify customer service guidelines.		
22.04 Identify procedure for logging in and out of client's system.		
22.05 Identify correct screen management techniques.		
22.06 Identify codes for different procedures.		
22.07 Identify data entry guidelines including procedure for error editing and correction.		
22.08 Identify procedure to obtain assistance (i.e., help desk, on-line help).		
22.09 Demonstrate ability to receive and process calls per client's guidelines.		
22.10 Practice taking orders, requests, etc., as required by client.		

2014 – 2015

**Florida Department of Education
Student Performance Standards**

Course Title: Customer Service Representative 3
Course Number: 8848130
Course Credit: 1

Course Description:

The purpose of this course is to provide students with the competencies required for employment at the career specialist level in the customer service industry. Students will have met occupational completion point - C: Customer Service Representative - SOC 43-4051.

Florida Standards	Correlation to CTE Program Standard #
23.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Sales & Service.	
23.01 Key Ideas and Details	
23.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
23.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
23.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
23.02 Craft and Structure	
23.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
23.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
23.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. LAFS.1112.RST.2.6	
23.03 Integration of Knowledge and Ideas		
23.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
23.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
23.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
23.04 Range of Reading and Level of Text Complexity		
23.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
23.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
24.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Sales & Service.	
24.01 Text Types and Purposes		
24.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
24.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
24.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
24.02 Production and Distribution of Writing		
24.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
24.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
24.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
24.03	Research to Build and Present Knowledge	
24.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
24.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
24.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
24.04	Range of Writing	
24.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
25.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.	
25.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
25.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
25.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
25.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #	
	MAFS.K12.MP.4.1	
25.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
25.06 Attend to precision.	MAFS.K12.MP.6.1	
25.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
25.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.0 Demonstrate basic math operations and budget operations relevant to customer services--The student will be able to:		
26.01 Demonstrate correct procedures for handling major types of sales transactions.		
26.02 Reconcile a customer account.		
26.03 Develop a group work schedule and calculate the necessary budget to implement it for a week, a month and a year.		
26.04 Adjust monthly and yearly schedules and budgets to reflect business variations such as seasonal, increase in sales and decrease in sales.		
27.0 Demonstrate higher order human relations skills necessary for hiring individuals in customer service occupations--The student will be able to:		
27.01 Identify benefits of professional staff development (e.g., workshops, conferences, course work, and membership in professional associations).		
27.02 Explain the need for employee evaluations, describe the procedures used in the evaluation process, and identify the consequences of positive or negative performance appraisals.		
27.03 Describe methods used to compensate employees (e.g., wages, salary, commission).		
27.04 Practice accurately answering call center representative questions on policies, procedures, and systems.		
27.05 Practice guiding call center representatives through reference materials.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.06 Practice monitoring and providing coaching and feedback to call center representatives.		
27.07 Identify a variety of action plans to educate new hires.		
28.0 Demonstrate higher order ability to communicate skillfully--The student will be able to:		
28.01 Give oral reports to demonstrate the ability to express oneself in a concise, timely, and professional manner.		
28.02 Demonstrate effective probing skills.		
28.03 Demonstrate effective communication of impact of a business decision.		
29.0 Demonstrate an awareness of management functions and organizational structures--The student will be able to:		
29.01 Identify the different levels of management.		
29.02 Identify, compare, and contrast the various forms of business ownership (e.g., sole proprietorship, partnership, corporation, franchise) and other organizational structures (nonprofit organizations, government agencies).		
29.03 Compare and contrast the legal procedures and processes involved when establishing business ownership (e.g., sole proprietorship, partnership, limited partnership, joint ventures, limited partnership associations, registered partnerships with limited liability, limited liability corporation, corporation, franchise).		
29.04 Compare and contrast the advantages and disadvantages of each type of business ownership based upon complexity and risk of legal procedures and processes.		
29.05 Demonstrate knowledge of procedures, systems, and reference materials.		
30.0 Demonstrate an understanding of basic contractual obligations--The student will be able to:		
30.01 Demonstrate an understanding of contractual relationships.		
30.02 Explain how an offer and acceptance can create contractual rights and duties.		
30.03 Identify people who lack contractual capacity.		
30.04 Describe breach of contract and the remedies available when a contract is breached.		
30.05 Define an agency relationship and list the ways that agency relationships may be created.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
30.06 Identify which applicants may be asked to participate in testing (e.g., aptitude, psychological, polygraph, drug, etc).		
31.0 Perform higher order keyboarding activities and use of office equipment in order to train others in these skills--The student will be able to:		
31.01 Key and apply formatting principles.		
31.02 Obtain and transmit credit information.		
31.03 Perform basic computer operations.		
32.0 Demonstrate performance of supervisory/management functions--The student will be able to:		
32.01 Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how functions are interrelated.		
32.02 Identify factors of strategic planning and define the role of strategic planning in a business environment.		
32.03 Demonstrate project management skills.		
32.04 Prepare training materials or update existing material.		
32.05 Dramatize handling elevated customer calls.		
32.06 Demonstrate ways to support team members to achieve personal and team goals.		
32.07 Identify relevant management information based on business existing records.		
32.08 Identify appropriate information at various management decision making levels.		
32.09 Identify appropriate applications for computer usage.		
32.10 Identify administrative tasks that would be the responsibility of the customer care coach.		
33.0 Develop a plan for a career in management--The student will be able to:		
33.01 Discuss the advantages and disadvantages of working in the management field.		
33.02 Identify personal qualities necessary to be successful as a management.		
33.03 Research a management occupation.		
33.04 Diagram a career path for the management.		
33.05 Write a job description for a management.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
33.06 Identify the educational requirements and work experience needed for a manager.		
33.07 Identify personal qualities and skills necessary for job enhancement and career development in the management field.		
33.08 Develop forms of documentation for inclusion in a career portfolio.		

**Florida Department of Education
Student Performance Standards**

Course Title: Customer Service Representative 4
Course Number: 8848140
Course Credit: 1

Course Description:

The purpose of this course is to provide students with the skills and knowledge required for supervisory level and mid-management level employment in the customer service industry. Students will have met occupational completion point - D: Customer Service Manager - SOC 43-1011.

Florida Standards	Correlation to CTE Program Standard #
23.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Sales & Service.	
23.01 Key Ideas and Details	
23.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
23.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
23.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
23.02 Craft and Structure	
23.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
23.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
23.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that	

Florida Standards	Correlation to CTE Program Standard #
<p>remain unresolved.</p> <p style="text-align: right;">LAFS.1112.RST.2.6</p>	
<p>23.03 Integration of Knowledge and Ideas</p>	
<p>23.03.1 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p style="text-align: right;">LAFS.1112.RST.3.7</p>	
<p>23.03.2 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p style="text-align: right;">LAFS.1112.RST.3.8</p>	
<p>23.03.3 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p style="text-align: right;">LAFS.1112.RST.3.9</p>	
<p>23.04 Range of Reading and Level of Text Complexity</p>	
<p>23.04.1 By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>23.04.2 By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.1112.RST.4.10</p>	
<p>24.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Sales & Service.</p>	
<p>24.01 Text Types and Purposes</p>	
<p>24.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.1112.WHST.1.1</p>	
<p>24.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.1112.WHST.1.2</p>	
<p>24.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.1112.WHST.1.3</p>	
<p>24.02 Production and Distribution of Writing</p>	
<p>24.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="text-align: right;">LAFS.1112.WHST.2.4</p>	

Florida Standards	Correlation to CTE Program Standard #
24.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
24.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
24.03 Research to Build and Present Knowledge	
24.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
24.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
24.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
24.04 Range of Writing	
24.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
25.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Sales & Service.	
25.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
25.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
25.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
25.04 Model with mathematics. MAFS.K12.MP.4.1	
25.05 Use appropriate tools strategically.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.5.1
25.06 Attend to precision.	MAFS.K12.MP.6.1
25.07 Look for and make use of structure.	MAFS.K12.MP.7.1
25.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
34.0 Analyze impact and relationship of government regulations and community involvement on management decisions--The student will be able to:		
34.01 Understand anti-trust laws and how they affect corporate behavior.		
34.01 Describe the pros and cons of various levels of community involvement by a business.		
34.01 Describe how tax policies affect a business.		
34.01 Describe how licensure requirements affect a business.		
34.01 Describe how government regulations affect a business.		
34.01 Identify and evaluate various ways in which government affects business.		
35.0 Demonstrate an advanced ability to communicate skillfully--The student will be able to:		
35.01 Prepare a variety of categories/structures of messages.		
35.02 Practice providing written/verbal feedback that is clear, concise, and professional.		
36.0 Utilize higher order effective techniques and procedures for selling customer services--The student will be able to:		
36.01 Develop a written feature-benefit analysis sheet for a specified customer service.		
36.02 Effectively critique a sales demonstration involving customer services.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
36.03	Demonstrate effective suggestion selling techniques to solve client problems.		
36.04	Develop an action plan to improve call center representative sales performance.		
37.0	Demonstrate higher order math operations relevant to customer services--The student will be able to:		
37.01	Complete an invoice and purchase order return.		
37.02	Calculate discount dates, due dates, and amount of payment.		
37.03	Read charts and graphs.		
37.04	Post debits and credits.		
37.05	Calculate basis points.		
38.0	Perform higher order keyboarding activities and use of office equipment appropriate to customer service--The students will be able to:		
38.01	Obtain information, schedule, place orders, and route using e-mail, telephone, fax, Internet, and other communication and calculating devices.		
39.0	Demonstrate performance of supervisory/management functions--The student will be able to:		
39.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how functions are interrelated.		
39.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.		
39.03	Demonstrate project management skills.		
39.04	Prepare training materials or update existing material.		
39.05	Dramatize handling elevated customer calls.		
39.06	Demonstrate ways to support team members to achieve personal and team goals.		
39.07	Identify relevant management information based on business' existing records.		
39.08	Identify appropriate information at various management decision making levels.		
39.09	Identify appropriate applications for computer usage.		
39.10	Identify administrative tasks that would be the responsibility of the customer care coach.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
40.0 Operate computers and other equipment appropriate to marketing and managing customer services--The student will be able to:		
40.01 Obtain and transmit credit information.		
40.02 Obtain information, schedule, place orders, and route using telephone, fax, CPU, cash register, and other communications and calculating devices.		
40.03 Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.		
41.0 Demonstrate an understanding of business ownership--The student will be able to:		
41.01 Define entrepreneurship.		
41.02 List advantages and disadvantages of business ownership.		
41.03 Identify risks involved in ownership of a business.		
41.04 Identify the personal characteristics necessary to be a successful entrepreneur.		
41.05 Identify the business skills needed to operate a business efficiently and effectively.		
41.06 Define the purpose and identify and describe the major components of a business plan.		
41.07 Identify pros and cons of a home-based business		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing, Management and Entrepreneurial Principles Secondary
Program Type: Career Preparatory
Career Cluster: Marketing, Sales and Service

Secondary – Career Preparatory

Program Number	9200500
CIP Number	0252140103
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G ADVR PROM 7 G
CTSO	DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2021 – Marketing Managers 11-1021 – General and Operations Managers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110	Marketing Essentials	1 credit	41-2031	2
	8827120	Marketing Applications	1 credit		2
B	8827130	Marketing Management	1 credit	11-2021	2
C	8812000	Business Ownership	1 credit	11-1021	3

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Marketing Essentials	^^	^^	^^	#	#	#	#	#	#	#	#	#
Marketing Applications	^^	^^	^^	#	#	#	#	#	#	#	#	#
Marketing Management	^^	^^	^^	**	**	**	**	**	**	**	**	**
Business Ownership	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida State Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and

language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.
- 04.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills.
- 06.0 Demonstrate proficiency in applying math skills unique to marketing.
- 07.0 Identify economic principles.
- 08.0 Identify marketing and business fundamentals.
- 09.0 Identify effective selling techniques and procedures.
- 10.0 Select a marketing industry for career planning.
- 11.0 Demonstrate applications of distribution to the selected marketing industry.
- 12.0 Demonstrate applications of financing to the selected marketing industry.
- 13.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 14.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 15.0 Demonstrate pricing applications for the selected marketing industry.
- 16.0 Demonstrate promotion applications for the selected marketing industry.
- 17.0 Demonstrate purchasing applications to the selected marketing industry.
- 18.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 19.0 Demonstrate applications of selling to the selected marketing industry.
- 20.0 Demonstrate an understanding of entrepreneurship.
- 21.0 Identify the uses of technology in marketing.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.
- 25.0 Apply economic principles to marketing.
- 26.0 Apply product and service technology.
- 27.0 Demonstrate merchandising skills appropriate for marketing.
- 28.0 Implement marketing operational techniques.
- 29.0 Demonstrate proficiency in applying higher level mathematical skills unique to marketing.
- 30.0 Apply promotional planning techniques and procedures to product marketing.
- 31.0 Apply Entrepreneurship concepts to marketing.

- 32.0 Apply marketing management principles to a business.
- 33.0 Analyze global trends in marketing.
- 34.0 Demonstrate applications of technology to marketing.
- 35.0 Apply a career plan to marketing.
- 36.0 Analyze changing role of entrepreneurship in the global marketplace.
- 37.0 Compare and contrast management theories.
- 38.0 Explain role of management in operation of an enterprise.
- 39.0 List components of a business plan and explain how such a plan contributes to small business success.
- 40.0 Prepare an introduction for a business plan.
- 41.0 Prepare a self-analysis.
- 42.0 Prepare an analysis of the trading area.
- 43.0 Prepare a market segment analysis.
- 44.0 Prepare an analysis of potential location.
- 45.0 Prepare a description of proposed organization.
- 46.0 Prepare a description of proposed product/service.
- 47.0 Prepare a proposed pricing policy.
- 48.0 Prepare a marketing strategy.
- 49.0 Develop a financial plan for a small business.
- 50.0 Demonstrate uses of marketing related software.
- 51.0 Apply a career plan to entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
03.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04	Model with mathematics.	MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1

Florida Standards	Correlation to CTE Program Standard #
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Demonstrate human relations skills necessary for success in marketing occupations-- The student will be able to:		
04.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.		
04.02 Define and discuss issues involving gender equity, disability, and age.		
04.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).		
04.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.		
04.05 Explain concepts of integrity, credibility, reliability, and perseverance.		
04.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).		
04.07 Maintain professional personal appearance and attitude.		
04.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.		
04.09 Demonstrate self-management, initiative, and multi-tasking.		
04.10 Explain concepts of self-understanding, self-esteem, and self-image.		
04.11 Demonstrate professional behavior and etiquette.		
04.12 Demonstrate respect for the opinions, customs, and individual differences of others.		
04.13 Set personal and career goals and develop a plan of action to achieve those goals.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.14 Identify areas where personal and professional change and adjustment may be necessary.		
04.15 Demonstrate ability to offer and accept feedback.		
04.16 Identify and practice stress management and relaxation techniques.		
04.17 Maintain confidentiality of business matters.		
04.18 Support and follow company policies and procedures (e.g. attendance, tardiness, returns).		
04.19 Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.		
05.0 Demonstrate proficiency in applying communication and technology skills--The student will be able to:		
05.01 Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).		
05.02 Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).		
05.03 Demonstrate ability to read and comprehend written communications.		
05.04 Identify a variety of forms of written business communications utilized in the workplace.		
05.05 Prepare a business letter, memorandum, fax, and e-mail.		
05.06 Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.		
05.07 Discuss importance of developing networking skills to expand business contacts.		
05.08 Prepare and deliver a business-related presentation.		
05.09 Demonstrate active listening strategies that improve understanding and performance.		
05.10 Describe positive customer relations.		
05.11 Demonstrate conflict and dispute resolution techniques.		
05.12 Identify means of nonverbal communication.		
05.13 Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.		
05.14 Discuss methods of resolving customer complaints.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.15 Interpret business policies to customers/clients.		
05.16 Discuss importance of providing clear directions, descriptions, and explanations.		
05.17 Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.		
05.18 Identify types of technology/equipment used in the workplace.		
05.19 Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.		
06.0 Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:		
06.01 Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.		
06.02 Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.		
06.03 Interpret quantitative information from tables, charts, and graphs as related to the workplace.		
06.04 Demonstrate ability to make change correctly.		
06.05 Calculate tax, gratuity, commission, and miscellaneous charges.		
06.06 Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.		
06.07 Collect and analyze sales information to determine stock turnover and stock-sales ratio.		
06.08 Apply standard industry formula to determine markup and markdown on merchandise.		
06.09 Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.		
06.10 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.		
06.11 Identify components of a break-even analysis		
06.12 Compute and analyze a break-even point.		
07.0 Identify economic principles--The student will be able to:		
07.01 Explain concept of economics and economic activities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.02 Explain concept of economic goods and services.		
07.03 Explain concept of economic resources.		
07.04 Explain concept of utility (form, place, time, possession, information).		
07.05 Explain concept of "supply and demand."		
07.06 Explain concept of price.		
07.07 Identify, compare, and contrast major types of economic systems.		
07.08 Explain relationship between government and business.		
07.09 Explain concept of private enterprise and business ownership.		
07.10 Explain role of profit motive.		
07.11 Explain concept of risk.		
07.12 Explain concept of competition.		
07.13 Explain concept of productivity.		
07.14 Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).		
07.15 Explain function of the Federal Reserve Board.		
08.0 Identify marketing and business fundamentals--The student will be able to:		
08.01 Define marketing and its role.		
08.02 Explain purpose of marketing in the free enterprise system.		
08.03 Identify and explain the four foundations of marketing.		
08.04 Identify and explain differences between indirect and direct marketing.		
08.05 Identify and explain the functions of and differences between marketing and merchandising.		
08.06 Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).		
08.07 Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.08 Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).		
08.09 Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).		
08.10 Explain concept of marketing strategies.		
08.11 Explain concept of market segmentation and demographics.		
08.12 Explain importance and techniques of offering the right merchandising blend.		
08.13 Explain nature of channels of distribution.		
08.14 Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).		
08.15 Explain factors affecting pricing decisions.		
08.16 Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).		
08.17 Discuss role e-commerce and social networking will play in the marketing of goods and services.		
08.18 Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.		
08.19 Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].		
09.0 Identify effective selling techniques and procedures--The student will be able to:		
09.01 Explain purpose, principles, and importance of selling.		
09.02 Identify qualities of a professional sales associate.		
09.03 Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling		
09.04 Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.05 Discuss importance of meeting specialized sales needs.		
09.06 Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.		
09.07 Discuss reasons for maintaining a client file.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
03.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04	Model with mathematics.	MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1

Florida Standards		Correlation to CTE Program Standard #
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.0 Select a marketing industry for career planning--The student will be able to:		
10.01 Identify current employment opportunities in marketing related fields.		
10.02 Identify sources of information for career planning including the Internet.		
10.03 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.		
10.04 Explain duties, responsibilities, and needed skills and knowledge of a particular career.		
10.05 Identify advantages and disadvantages of a particular career		
10.06 Complete self-assessments and analysis of life-style goals and career aspirations.		
10.07 Develop an individualized education and career plan related to a major marketing field.		
10.08 Write a job description for a selected marketing occupation.		
11.0 Demonstrate applications of distribution to the selected marketing industry--The student will be able to:		
11.01 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.		
11.02 Explain concepts of physical distribution and transportation systems related to the industry.		
11.03 Identify and analyze appropriate transportation services for the industry.		
11.04 Develop appropriate plans utilizing the channels of distribution for the selected		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
marketing industry.		
11.05 Demonstrate skills required for materials and service management.		
11.06 Analyze information related to routing and tracking merchandise		
11.07 Explain the relationship between customer service and distribution.		
12.0 Demonstrate applications of financing to the selected marketing industry--The student will be able to:		
12.01 Explain financial concepts used in making business decisions.		
12.02 Explain concept of financial administration.		
12.03 Explain difference between income (credit) and expense (debit).		
12.04 Describe and prepare a cash-flow statement.		
12.05 Identify various types of credit policies and procedures.		
12.06 Explain purposes and importance of credit.		
12.07 Identify the positive and negative impacts of using credit in marketing situations.		
12.08 Compare and contrast the use of different credit applications.		
12.09 Analyze industry concepts of price, profit, competition, and productivity.		
12.10 Calculate exchange rates.		
13.0 Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:		
13.01 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
13.02 Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).		
13.03 Explain importance of product and service technology as it relates to customer satisfaction.		
13.04 Identify sources of product knowledge.		
13.05 Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.		
13.06 Explain product and service quality as applicable to grades and industry standards.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
13.07 Discuss product-liability risks.		
13.08 Explain warranties and guarantees.		
13.09 Develop a product/service plan for a marketing area.		
13.10 Describe factors used by marketers to position products/business.		
13.11 Identify stages of and discuss impact of product life cycle.		
14.0 Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:		
14.01 Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.		
14.02 Explain process of marketing-information management.		
14.03 Explain nature and scope of marketing operations.		
14.04 Demonstrate knowledge of inventory control systems and shipping and receiving procedures.		
14.05 Identify procedures for gathering information using technology.		
14.06 Utilize appropriate marketing-information management forms.		
15.0 Demonstrate pricing applications for the selected marketing industry--The student will be able to:		
15.01 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.		
15.02 Explain pricing objectives, policies, and strategies.		
15.03 Explain price-marking techniques.		
15.04 Explain procedures for changing prices.		
15.05 Demonstrate decision-making skills required for determining pricing relative to the competition.		
15.06 Demonstrate problem-solving skills required when considering profit and price.		
16.0 Demonstrate promotion applications for the selected marketing industry--The student will be able to:		
16.01 Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.		
16.02 Identify types of promotion used in the industry.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.03 Discuss importance of advertising media.		
16.04 Explain purposes and elements of advertising and display as related to the industry.		
16.05 Explain the impact on and uses of the internet and intranet in marketing products and services.		
16.06 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.		
16.07 Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.		
16.08 Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.		
16.09 Write a promotional message to appeal to a target market.		
16.10 Develop a sales promotion plan for a marketing organization		
16.11 Demonstrate public relations techniques as used in the marketing industry.		
16.12 Design a web site to promote a product/service.		
17.0 Demonstrate purchasing applications to the selected marketing industry--The student will be able to:		
17.01 Explain relationship between stock turnover and purchasing.		
17.02 Demonstrate proper purchasing procedures.		
17.03 Explain types of purchasing situations.		
17.04 Demonstrate techniques used to obtain the best terms when negotiating a purchase.		
17.05 Demonstrate use of forms required for purchasing		
17.06 Evaluate merchandise or services using industry standards or company assessments.		
18.0 Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:		
18.01 Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.		
18.02 List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.		
18.03 Describe actions that various agencies take to prevent accidents on the job.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.04 Demonstrate an understanding of environmental problems that impact health and safety.		
18.05 Explain procedures for handling and reporting accidents.		
18.06 Identify security procedures for the marketing industry.		
18.07 Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
18.08 Identify procedures used by industry to prevent internal theft and embezzlement.		
19.0 Demonstrate applications of selling to the selected marketing industry--The student will be able to:		
19.01 Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.		
19.02 Describe the appropriate relationship between buyer and seller.		
19.03 Demonstrate sales knowledge of industry, company, products, and competition.		
19.04 Analyze potential prospects and customer buying behavior.		
19.05 Analyze importance of communication and listening in creating a positive buying climate.		
19.06 Identify sales techniques to aid customers/clients in making buying decisions.		
19.07 Prepare a list of skills necessary to maintain sales accounts.		
19.08 Create a sales presentation using presentation software.		
19.09 Identify strategies to build and maintain a clientele.		
20.0 Demonstrate an understanding of entrepreneurship--The student will be able to:		
20.01 Define "entrepreneurship."		
20.02 Discuss role of the entrepreneur in the domestic and global economy.		
20.03 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).		
20.04 Identify economic principles of entrepreneurship.		
20.05 Discuss the four parts of a business (production, finance, marketing, customer service).		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
20.06 Analyze current Entrepreneurship trends in the marketplace.		
20.07 Discuss importance of ethics in business.		
20.08 Identify strategies and methods for generating a business idea.		
20.09 Outline steps in planning a new business.		
20.10 Identify types and sources of government regulations and taxation that may affect a business.		
21.0 Identify the use of technology in marketing--The student will be able to:		
21.01 Explain importance and uses of computers and the internet in marketing.		
21.02 Utilize word processing software to create a career/industry related document.		
21.03 Perform data entry procedures, i.e., payroll, inventory control, etc		
21.04 Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.		
21.05 Demonstrate marketing spreadsheet data entry and output procedures.		
21.06 Utilize spreadsheet software to enhance decision-making skills.		
21.07 Utilize integrated software programs to generate marketing reports and solve marketing problems.		
21.08 Identify technology appropriate for marketing functions and practices related to a selected marketing career field.		
21.09 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.		

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Management
Course Number: 8827130
Course Credit: 1

Course Description:

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry. After successful completion of the core and this course, the student will have attained occupational completion point - data code B, Marketing Managers - SOC 11-2021.

Florida Standards		Correlation to CTE Program Standard #
22.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
22.01	Key Ideas and Details	
22.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
22.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
22.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
22.02	Craft and Structure	
22.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
22.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
22.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
22.03 Integration of Knowledge and Ideas		
22.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
22.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
22.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
22.04 Range of Reading and Level of Text Complexity		
22.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
22.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
23.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
23.01 Text Types and Purposes		
23.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
23.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
23.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
23.02 Production and Distribution of Writing		
23.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
23.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
23.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
23.03 Research to Build and Present Knowledge		
23.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
23.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
23.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
23.04 Range of Writing		
23.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
24.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
24.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
24.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
24.03	Construct viable arguments and critique the reasoning of others.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.3.1
24.04 Model with mathematics.	MAFS.K12.MP.4.1
24.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
24.06 Attend to precision.	MAFS.K12.MP.6.1
24.07 Look for and make use of structure.	MAFS.K12.MP.7.1
24.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.0 Apply economic principles to marketing--The student will be able to:		
25.01 Explain economic trends as they relate to marketing.		
25.02 Explain role of the profit motive in the marketing of products.		
25.03 Explain role of marketing in a free enterprise system.		
25.04 Describe channels of distribution for marketing.		
25.05 Apply economic concepts to marketing including pricing, risk, productivity, competition, and cycles.		
26.0 Apply product and service technology--The student will be able to:		
26.01 Demonstrate appropriate techniques and terminology for selling.		
26.02 Demonstrate principles in the marketing of products		
26.03 Discuss inventors and entrepreneurs who have had a major influence on the marketing industry.		
26.04 Identify past, present, and future marketing products, styles, and services.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.0 Demonstrate merchandising skills appropriate for marketing--The student will be able to:		
27.01 Supervise basic stock keeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.		
27.02 Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.		
27.03 Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.		
27.04 Demonstrate techniques to perform a merchandise inventory.		
27.05 Assist in preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.		
27.06 Plan a promotional campaign for a product or line to include types of media, promotional mix, and evaluation of effectiveness.		
27.07 Demonstrate ability to follow a floor plan.		
28.0 Implement marketing operational techniques--The student will be able to:		
28.01 Implement accident prevention techniques in work situations.		
28.02 Demonstrate receiving and checking techniques.		
28.03 Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.		
28.04 Demonstrate procedures relative to employees' role in preventing internal loss.		
28.05 Implement guidelines that address concerns and issues that relate to the operation of a business including safety practices.		
28.06 Conduct an orientation for new employees.		
29.0 Demonstrate proficiency in applying higher level mathematical skills unique to marketing--The student will be able to:		
29.01 Collect and analyze sales information to determine stock turnover and stock-sales ratio for merchandise.		
29.02 Apply standard industry formula to determine markup and markdown on merchandise or service.		
29.03 Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice		
29.04 Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.05 Complete pricing problem involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.		
29.06 Calculate sales productivity.		
29.07 Calculate sales per hour.		
29.08 Calculate average items and average dollars per transaction.		
30.0 Apply promotional planning techniques and procedures to product marketing--The student will be able to:		
30.01 Analyze role of promotion in marketing and merchandising.		
30.02 Develop a promotion plan for a given product or situation.		
30.03 Develop a promotional mix for a product.		
30.04 Identify the market(s) for the promotion plan.		
30.05 Prepare a promotional calendar of events.		
30.06 Prepare a written advertisement layout.		
30.07 Select and evaluate a variety of advertising media to carry the advertising message.		
30.08 Apply steps involved in planning and setting up displays.		
30.09 Identify factors to consider when evaluating completed displays.		
30.10 Differentiate between promotional displays and institutional displays.		
30.11 Implement strategies to be used for public relations.		
30.12 Establish promotion plan sales quotas and incentives.		
30.13 Evaluate the overall promotion plan.		
31.0 Apply Entrepreneurship concepts to marketing--The student will be able to:		
31.01 Describe importance of entrepreneurship to related industries.		
31.02 Analyze advantages and disadvantages of self-employment.		
31.03 Analyze risks involved in ownership of a business.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
31.04 Analyze advantages and disadvantages of the primary forms of business ownership.		
31.05 Discuss future prospects for entrepreneurship and intrapreneurship in marketing.		
31.06 Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.		
31.07 Assess personal potential to become an entrepreneur and/or intrapreneur.		
31.08 Develop a plan to establish and open a business.		
32.0 Apply marketing management principles to a business--The student will be able to do:		
32.01 Explain marketing management functions.		
32.02 Explain how a marketing manager manages people, ideas, time, money, and materials.		
32.03 Explain why effective communication is critical to the marketing manager.		
32.04 Apply the steps in the management problem-solving process.		
32.05 Demonstrate strategies the marketing manager can use to motivate employees.		
32.06 Evaluate how the marketing concept influences marketing.		
32.07 Develop a marketing plan.		
33.0 Analyze global trends in marketing--The student will be able to:		
33.01 Compare and contrast global marketing trends in selected industries		
33.02 Analyze impact of global marketing.		
33.03 Identify foreign markets and distributors.		
33.04 Analyze multicultural influences on global marketing trends.		
33.05 Demonstrate methods of researching specific global markets.		
33.06 Discuss the role of the Internet in facilitating global marketing.		
34.0 Demonstrate applications of technology to marketing--The student will be able to:		
34.01 Demonstrate mastery of computers and technology currently used in marketing.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
34.02 Identify use of satellite transmissions in marketing training.		
34.03 Demonstrate use of the computer and information networks in marketing.		
35.0 Apply a career plan to marketing--The student will be able to:		
35.01 Develop a plan for pursuing a specific career in marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.		
35.02 Demonstrate competencies required for career sustaining and mid-level management positions in a chosen marketing field.		
35.03 Demonstrate specific technology applications related to the student's marketing career plan.		
35.04 Develop forms of documentation for inclusion in a marketing career portfolio.		

**Florida Department of Education
Student Performance Standards**

Course Title: Business Ownership
Course Number: 8812000
Course Credit: 1

Course Description:

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business. At the conclusion of this course, the students will have met occupational completion point C: Business Owner (General Manager) - SOC 11-1021

Florida Standards		Correlation to CTE Program Standard #
22.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
	22.01 Key Ideas and Details	
	22.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	22.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	22.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	22.02 Craft and Structure	
	22.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	22.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
	22.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
22.03 Integration of Knowledge and Ideas		
22.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
22.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
22.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
22.04 Range of Reading and Level of Text Complexity		
22.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
22.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.		
23.01 Text Types and Purposes		
23.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
23.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
23.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
23.02 Production and Distribution of Writing		
23.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
23.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
23.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
23.03 Research to Build and Present Knowledge		
23.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
23.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
23.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
23.04 Range of Writing		
23.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
24.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Marketing, Management and Entrepreneurship Principles.	
24.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
24.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
24.03	Construct viable arguments and critique the reasoning of others.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.3.1
24.04 Model with mathematics.	MAFS.K12.MP.4.1
24.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
24.06 Attend to precision.	MAFS.K12.MP.6.1
24.07 Look for and make use of structure.	MAFS.K12.MP.7.1
24.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.0 Analyze changing role of entrepreneurship in the global marketplace--The student will be able to:		
36.01 Evaluate importance of entrepreneurship to the American economy.		
36.02 Analyze business trends created by changes in technology.		
36.03 Summarize factors that have led to increased interdependence within the global marketplace.		
36.04 Analyze the impact of international law on sales transactions.		
37.0 Compare and contrast management theories--The student will be able to:		
37.01 Identify motivational theories that impact management (e.g., Maslow, Herzberg).		
37.02 Identify an appropriate motivational strategy after determining the wants, needs, and motives of a particular audience.		
37.03 Discuss reward and punishment theories as they relate to the business setting.		
37.04 Compare and contrast Theory X, Theory Y, and Theory Z.		
37.05 Define and discuss the impact of Total Quality Management (TQM) in the global marketplace.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
38.0 Explain role of management in operation of an enterprise--The student will be able to:		
38.01 Evaluate possibility of and procedure for buying an existing business or franchise.		
38.02 Analyze and explain the functions of management.		
38.03 Prepare an organization chart and explain its importance.		
38.04 Discuss various aspects of supervising employees.		
38.05 Interpret the term "control" and explain its importance in operating a business.		
38.06 Analyze the relationship of government (federal, state, and local) to a small business.		
38.07 Provide examples of regulations that affect a small business.		
38.08 Prepare calculations for various types of taxes levied on a small business.		
38.09 Compare sources of technical assistance for the small business owner.		
39.0 List components of a business plan and explain how such a plan contributes to small business success--The student will be able to:		
39.01 Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing).		
39.02 Analyze importance of a business plan in developing a business idea and evaluating success.		
39.03 Select data/graphics, maps, and diagrams to be included in the business plan.		
39.04 Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).		
40.0 Prepare an introduction for a business plan--The student will be able to:		
40.01 Identify and describe type of business.		
40.02 Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.		
40.03 Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.		
40.04 Compose a description of product/service and advantages and benefits product/service will provide for customers.		
40.05 Substantiate why the business will be successful.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
41.0 Prepare a self-analysis--The student will be able to:		
41.01 Describe personal education, training, strengths, and weaknesses relevant to operation of business.		
41.02 Outline personal development in field of business including obtaining special licenses and/or skills.		
41.03 Describe personality traits and work habits relevant to operation of the business.		
42.0 Prepare an analysis of the trading area--The student will be able to:		
42.01 Analyze trading area with respect to geographic, demographic, and economic data.		
42.02 Assess competition and affect of seasonal fluctuations.		
42.03 Analyze projected growth of trading area.		
43.0 Prepare a market segment analysis--The student will be able to:		
43.01 Analyze target market by geographics, demographics, lifestyle, and product benefits.		
43.02 Explain importance of market segmentation.		
43.03 Describe customer buying behavior related to proposed business.		
43.04 Profile potential customers.		
44.0 Prepare an analysis of potential location--The student will be able to:		
44.01 Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition of appropriate business location.		
44.02 Research cultural, income, career and technical, age, and mobility characteristics of inhabitants of potential location.		
44.03 Describe market trends affecting potential location.		
44.04 Determine advantages and disadvantages of different types of business locations.		
44.05 Determine steps involved in selecting a specific business site.		
45.0 Prepare a description of proposed organization--The student will be able to:		
45.01 Determine type of ownership best suited to business situation.		
45.02 Identify steps in starting to form business.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
45.03 Outline steps in hiring of employees.		
45.04 Prepare an organization chart.		
45.05 Compose job descriptions of identified positions.		
46.0 Prepare a description of proposed product/service--The student will be able to:		
46.01 Summarize details of product(s)/service(s) to be offered.		
46.02 Identify potential suppliers/manufacturers.		
46.03 Develop an inventory policy, if applicable.		
46.04 Identify supplies necessary for operation of the business.		
46.05 Compose and develop a customer profile.		
46.06 Evaluate importance of determining a product policy.		
47.0 Prepare a proposed pricing policy--The student will be able to:		
47.01 Identify costs and proposed markups.		
47.02 Explain relationship to competitors.		
47.03 Evaluate importance of determining a price line.		
47.04 Describe profit margin.		
47.05 Determine how to compute profit margin.		
47.06 Identify pricing incentive options.		
47.07 Describe pricing strategy choices.		
48.0 Prepare a marketing strategy--The student will be able to:		
48.01 Determine and describe appropriate store image.		
48.02 Select a promotional mix for the business.		
48.03 Establish promotional objectives for the business.		
48.04 Identify methods of promotion to be used by comparing and contrasting costs versus benefits.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
48.05 Develop an advertising plan identifying types and costs of media to be used.		
48.06 Develop a promotional plan including sales promotion.		
48.07 Develop ideas for obtaining publicity for the business.		
48.08 Write a press release.		
48.09 Plan a web site for the business.		
48.10 Identify the role of customer service.		
49.0 Develop a financial plan for a small business--The student will be able to:		
49.01 Estimate dollar amount needed to open a business.		
49.02 Compare available funding sources, identifying amount of personal financial commitment.		
49.03 Complete a loan application.		
49.04 Prepare plan to repay borrowed funds or provide return on investment to equity funds.		
49.05 Project monthly and annual business income for the first year of operation.		
49.06 Estimate monthly and annual cash flow for the first year of operation.		
49.07 Calculate sales volume required for first year of operation to be profitable.		
49.08 Prepare a statement of opening assets, liabilities, and net worth (balance sheet).		
49.09 Prepare a cash flow projection for simulated business.		
49.10 Prepare a five-year financial plan.		
49.11 Develop summary of key points for supporting financial requests.		
50.0 Demonstrate uses of marketing related software--The student will be able to:		
50.01 Perform data entry procedures.		
50.02 Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).		
50.03 Perform marketing spreadsheet data entry and output procedures.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
50.04 Analyze a marketing spreadsheet in a decision-making situation.		
50.05 Design and prepare an advertising brochure.		
50.06 Discuss the importance of e-mail, fax, and an on-line service to a small business.		
51.0 Apply a career plan to entrepreneurship--The student will be able to:		
51.01 Develop a plan for pursuing a career as an entrepreneur including training and educational requirements, needed skills and abilities, and steps for reaching career goal.		
51.02 Demonstrate specific technology applications related to career plan.		
51.03 Develop forms of documentation for inclusion in a career portfolio, i.e., Entrepreneurship Written Event (see DECA Guide).		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Florida Department of Education
Curriculum Framework

Program Title: Non Profit Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District’s discretion, continue taking courses in the program until completion.

Secondary – Career Preparatory

Program Number	9303100
CIP Number	0219020301
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	MKTG 1 RETAILING @7 G MKTG MGMT @7 G ADVR PROM @7 G
CTSO	DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2031 – Public Relations and Fundraising Managers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment or advanced training in the Non Profit Marketing and Sales Industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8827110	Marketing Essentials	1 credit	41-2031	2
	8827120	Marketing Applications	1 credit		2
B	9303110	Non-Profit Marketing Management	1 credit	11-2031	2

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Non Profit Marketing
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Non Profit Marketing
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Non Profit Marketing
- 04.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 05.0 Demonstrate proficiency in applying communication and technology skills.
- 06.0 Demonstrate proficiency in applying math skills unique to marketing.
- 07.0 Identify economic principles.
- 08.0 Identify marketing and business fundamentals.
- 09.0 Identify effective selling techniques and procedures.
- 10.0 Select a marketing industry for career planning.
- 11.0 Demonstrate applications of distribution to the selected marketing industry.
- 12.0 Demonstrate applications of financing to the selected marketing industry.
- 13.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 14.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 15.0 Demonstrate pricing applications for the selected marketing industry.
- 16.0 Demonstrate promotion applications for the selected marketing industry.
- 17.0 Demonstrate purchasing applications to the selected marketing industry.
- 18.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 19.0 Demonstrate applications of selling to the selected marketing industry.
- 20.0 Demonstrate an understanding of entrepreneurship.
- 21.0 Identify the uses of technology in marketing.
- 22.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Non Profit Marketing
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Non Profit Marketing
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Non Profit Marketing
- 25.0 Apply economic principles to Non-Profit Marketing.
- 26.0 Apply product and service technology.
- 27.0 Demonstrate merchandising skills appropriate for Non-Profit Marketing.
- 28.0 Implement Non-Profit marketing operational techniques.
- 29.0 Demonstrate proficiency in applying higher level mathematical skills unique to Non-Profit Marketing.
- 30.0 Apply promotional planning techniques and procedures to Non-Profit Marketing.
- 31.0 Apply entrepreneurial concepts to Non-Profit marketing.

- 32.0 Apply marketing management principles to a business.
- 33.0 Analyze global trends in Non-Profit marketing.
- 34.0 Demonstrate applications of technology to Non-Profit Marketing.
- 35.0 Apply a career plan to Non-Profit Marketing.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Essentials
Course Number: 8827110
Course Credit: 1

Course Description:

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Non Profit Marketing	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Non Profit Marketing	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Non Profit Marketing	
03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1
03.04	Model with mathematics.	
		MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1
03.06	Attend to precision.	

Florida Standards		Correlation to CTE Program Standard #
		MAFS.K12.MP.6.1
03.07	Look for and make use of structure.	MAFS.K12.MP.7.1
03.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

CTE Standards and Benchmarks	
04.0	Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:
04.01	Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
04.02	Define and discuss issues involving gender equity, disability, and age.
04.03	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
04.04	Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
04.05	Explain concepts of integrity, credibility, reliability, and perseverance.
04.06	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
04.07	Maintain professional personal appearance and attitude.
04.08	Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
04.09	Demonstrate self-management, initiative, and multi-tasking.
04.10	Explain concepts of self-understanding, self-esteem, and self-image.
04.11	Demonstrate professional behavior and etiquette.
04.12	Demonstrate respect for the opinions, customs, and individual differences of others.
04.13	Set personal and career goals and develop a plan of action to achieve those goals.
04.14	Identify areas where personal and professional change and adjustment may be necessary.
04.15	Demonstrate ability to offer and accept feedback.
04.16	Identify and practice stress management and relaxation techniques.
04.17	Maintain confidentiality of business matters.

CTE Standards and Benchmarks

04.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
04.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
05.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
05.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
05.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
05.03	Demonstrate ability to read and comprehend written communications.
05.04	Identify a variety of forms of written business communications utilized in the workplace.
05.05	Prepare a business letter, memorandum, fax, and e-mail.
05.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
05.07	Discuss importance of developing networking skills to expand business contacts.
05.08	Prepare and deliver a business-related presentation.
05.09	Demonstrate active listening strategies that improve understanding and performance.
05.10	Describe positive customer relations.
05.11	Demonstrate conflict and dispute resolution techniques.
05.12	Identify means of nonverbal communication.
05.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
05.14	Discuss methods of resolving customer complaints.
05.15	Interpret business policies to customers/clients.
05.16	Discuss importance of providing clear directions, descriptions, and explanations.
05.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
05.18	Identify types of technology/equipment used in the workplace.
05.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.

CTE Standards and Benchmarks

06.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
06.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
06.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
06.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
06.04	Demonstrate ability to make change correctly.
06.05	Calculate tax, gratuity, commission, and miscellaneous charges.
06.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
06.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
06.08	Apply standard industry formula to determine markup and markdown on merchandise.
06.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
06.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
06.11	Identify components of a break-even analysis
06.12	Compute and analyze a break-even point.
07.0	Identify economic principles--The student will be able to:
07.01	Explain concept of economics and economic activities.
07.02	Explain concept of economic goods and services.
07.03	Explain concept of economic resources.
07.04	Explain concept of utility (form, place, time, possession, information).
07.05	Explain concept of "supply and demand."
07.06	Explain concept of price.
07.07	Identify, compare, and contrast major types of economic systems.
07.08	Explain relationship between government and business.

CTE Standards and Benchmarks

07.09	Explain concept of private enterprise and business ownership.
07.10	Explain role of profit motive.
07.11	Explain concept of risk.
07.12	Explain concept of competition.
07.13	Explain concept of productivity.
07.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
07.15	Explain function of the Federal Reserve Board.
08.0	Identify marketing and business fundamentals--The student will be able to:
08.01	Define marketing and its role.
08.02	Explain purpose of marketing in the free enterprise system.
08.03	Identify and explain the four foundations of marketing.
08.04	Identify and explain differences between indirect and direct marketing.
08.05	Identify and explain the functions of and differences between marketing and merchandising.
08.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
08.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc
08.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
08.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
08.10	Explain concept of marketing strategies.
08.11	Explain concept of market segmentation and demographics.
08.12	Explain importance and techniques of offering the right merchandising blend.
08.13	Explain nature of channels of distribution.
08.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).

CTE Standards and Benchmarks

08.15	Explain factors affecting pricing decisions.
08.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
08.17	Discuss role e-commerce and social networking will play in the marketing of goods and services.
08.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
08.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
09.0	Identify effective selling techniques and procedures--The student will be able to:
09.01	Explain purpose, principles, and importance of selling.
09.02	Identify qualities of a professional sales associate.
09.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling
09.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
09.05	Discuss importance of meeting specialized sales needs.
09.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
09.07	Discuss reasons for maintaining a client file.

**Florida Department of Education
Student Performance Standards**

Course Title: Marketing Applications
Course Number: 8827120
Course Credit: 1

Course Description:

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Non Profit Marketing	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

Florida Standards		Correlation to CTE Program Standard #
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Non Profit Marketing	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.910.WHST.2.5
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
		LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
		LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
		LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Non Profit Marketing	
03.01	Make sense of problems and persevere in solving them.	
		MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	
		MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	
		MAFS.K12.MP.3.1
03.04	Model with mathematics.	
		MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1
03.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

CTE Standards and Benchmarks	
10.0	Select a marketing industry for career planning--The student will be able to:
10.01	Identify current employment opportunities in marketing related fields.
10.02	Identify sources of information for career planning including the Internet.
10.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
10.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
10.05	Identify advantages and disadvantages of a particular career
10.06	Complete self-assessments and analysis of life-style goals and career aspirations.
10.07	Develop an individualized education and career plan related to a major marketing field.
10.08	Write a job description for a selected marketing occupation.
11.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:
11.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
11.02	Explain concepts of physical distribution and transportation systems related to the industry.
11.03	Identify and analyze appropriate transportation services for the industry.
11.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
11.05	Demonstrate skills required for materials and service management.
11.06	Analyze information related to routing and tracking merchandise
11.07	Explain the relationship between customer service and distribution.
12.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:

CTE Standards and Benchmarks

12.01	Explain financial concepts used in making business decisions.
12.02	Explain concept of financial administration.
12.03	Explain difference between income (credit) and expense (debit).
12.04	Describe and prepare a cash-flow statement.
12.05	Identify various types of credit policies and procedures.
12.06	Explain purposes and importance of credit.
12.07	Identify the positive and negative impacts of using credit in marketing situations.
12.08	Compare and contrast the use of different credit applications.
12.09	Analyze industry concepts of price, profit, competition, and productivity.
12.10	Calculate exchange rates.
13.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
13.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
13.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
13.03	Explain importance of product and service technology as it relates to customer satisfaction.
13.04	Identify sources of product knowledge.
13.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
13.06	Explain product and service quality as applicable to grades and industry standards.
13.07	Discuss product-liability risks.
13.08	Explain warranties and guarantees.
13.09	Develop a product/service plan for a marketing area.
13.10	Describe factors used by marketers to position products/business.
13.11	Identify stages of and discuss impact of product life cycle.

CTE Standards and Benchmarks	
14.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
14.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
14.02	Explain process of marketing-information management.
14.03	Explain nature and scope of marketing operations.
14.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
14.05	Identify procedures for gathering information using technology.
14.06	Utilize appropriate marketing-information management forms.
15.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
15.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
15.02	Explain pricing objectives, policies, and strategies.
15.03	Explain price-marking techniques.
15.04	Explain procedures for changing prices.
15.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
15.06	Demonstrate problem-solving skills required when considering profit and price.
16.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
16.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
16.02	Identify types of promotion used in the industry.
16.03	Discuss importance of advertising media.
16.04	Explain purposes and elements of advertising and display as related to the industry.
16.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
16.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
16.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.

CTE Standards and Benchmarks

16.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
16.09	Write a promotional message to appeal to a target market.
16.10	Develop a sales promotion plan for a marketing organization
16.11	Demonstrate public relations techniques as used in the marketing industry.
16.12	Design a web site to promote a product/service.
17.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
17.01	Explain relationship between stock turnover and purchasing.
17.02	Demonstrate proper purchasing procedures.
17.03	Explain types of purchasing situations.
17.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
17.05	Demonstrate use of forms required for purchasing
17.06	Evaluate merchandise or services using industry standards or company assessments.
18.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
18.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
18.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
18.03	Describe actions that various agencies take to prevent accidents on the job.
18.04	Demonstrate an understanding of environmental problems that impact health and safety.
18.05	Explain procedures for handling and reporting accidents.
18.06	Identify security procedures for the marketing industry.
18.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
18.08	Identify procedures used by industry to prevent internal theft and embezzlement.
19.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
19.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will

CTE Standards and Benchmarks

	influence purchase decisions and enhance future business opportunities.
19.02	Describe the appropriate relationship between buyer and seller.
19.03	Demonstrate sales knowledge of industry, company, products, and competition.
19.04	Analyze potential prospects and customer buying behavior.
19.05	Analyze importance of communication and listening in creating a positive buying climate.
19.06	Identify sales techniques to aid customers/clients in making buying decisions.
19.07	Prepare a list of skills necessary to maintain sales accounts.
19.08	Create a sales presentation using presentation software.
19.09	Identify strategies to build and maintain a clientele.
20.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
20.01	Define "entrepreneurship."
20.02	Discuss role of the entrepreneur in the domestic and global economy.
20.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
20.04	Identify economic principles of entrepreneurship.
20.05	Discuss the four parts of a business (production, finance, marketing, customer service).
20.06	Analyze current entrepreneurial trends in the marketplace.
20.07	Discuss importance of ethics in business.
20.08	Identify strategies and methods for generating a business idea.
20.09	Outline steps in planning a new business.
20.10	Identify types and sources of government regulations and taxation that may affect a business.
21.0	Identify the use of technology in marketing--The student will be able to:
21.01	Explain importance and uses of computers and the internet in marketing.
21.02	Utilize word processing software to create a career/industry related document.

CTE Standards and Benchmarks

21.03	Perform data entry procedures, i.e., payroll, inventory control, etc
21.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
21.05	Demonstrate marketing spreadsheet data entry and output procedures.
21.06	Utilize spreadsheet software to enhance decision-making skills.
21.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
21.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
21.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

**Florida Department of Education
Student Performance Standards**

Course Title: Non Profit Marketing
Course Number: 8821110
Course Credit: 1

Course Description:

This course is designed to provide students with an in-depth study of food marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for advancement to middle level management employment in a wide variety of food marketing occupations. After completion of the core and this course, the student will have attained occupational completion point - data code B, Retail Manager - SOC 41-1011.

Florida Standards	Correlation to CTE Program Standard #
22.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Non Profit Marketing	
22.01 Key Ideas and Details	
<ul style="list-style-type: none"> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <p style="text-align: right;">LAFS.1112.RST.1.1</p>	
<ul style="list-style-type: none"> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <p style="text-align: right;">LAFS.1112.RST.1.2</p>	
<ul style="list-style-type: none"> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. <p style="text-align: right;">LAFS.1112.RST.1.3</p>	
22.02 Craft and Structure	
<ul style="list-style-type: none"> Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. <p style="text-align: right;">LAFS.1112.RST.2.4</p>	
<ul style="list-style-type: none"> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <p style="text-align: right;">LAFS.1112.RST.2.5</p>	
<ul style="list-style-type: none"> Analyze the author's purpose in providing an explanation, describing a procedure, or 	

Florida Standards	Correlation to CTE Program Standard #
<p>discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p style="text-align: right;">LAFS.1112.RST.2.6</p>	
22.03 Integration of Knowledge and Ideas	
<ul style="list-style-type: none"> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. <p style="text-align: right;">LAFS.1112.RST.3.7</p>	
<ul style="list-style-type: none"> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <p style="text-align: right;">LAFS.1112.RST.3.8</p>	
<ul style="list-style-type: none"> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <p style="text-align: right;">LAFS.1112.RST.3.9</p>	
22.04 Range of Reading and Level of Text Complexity	
<ul style="list-style-type: none"> By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. <p style="text-align: right;">LAFS.1112.RST.4.10</p>	
23.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Non Profit Marketing	
23.01 Text Types and Purposes	
<ul style="list-style-type: none"> Write arguments focused on discipline-specific content. <p style="text-align: right;">LAFS.1112.WHST.1.1</p>	
<ul style="list-style-type: none"> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <p style="text-align: right;">LAFS.1112.WHST.1.2</p>	
<ul style="list-style-type: none"> Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. <p style="text-align: right;">LAFS.1112.WHST.1.3</p>	
23.02 Production and Distribution of Writing	
<ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	

Florida Standards	Correlation to CTE Program Standard #
LAFS.1112.WHST.2.4	
<ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	
LAFS.1112.WHST.2.5	
<ul style="list-style-type: none"> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 	
LAFS.1112.WHST.2.6	
23.03 Research to Build and Present Knowledge	
<ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	
LAFS.1112.WHST.3.7	
<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 	
LAFS.1112.WHST.3.8	
<ul style="list-style-type: none"> Draw evidence from informational texts to support analysis, reflection, and research. 	
LAFS.1112.WHST.3.9	
23.04 Range of Writing	
<ul style="list-style-type: none"> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
LAFS.1112.WHST.4.10	
24.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Non Profit Marketing	
24.01 Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
24.02 Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
24.03 Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
24.04 Model with mathematics.	MAFS.K12.MP.4.1
24.05 Use appropriate tools strategically.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.5.1	
24.06 Attend to precision.	MAFS.K12.MP.6.1	
24.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
24.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

CTE Standards and Benchmarks	
25.0 Apply economic principles to Non-Profit Marketing--The student will be able to:	
25.01 Explain economic trends as they relate to Non-Profit Marketing.	
25.02 Explain role of the non-profit motive in the marketing of products.	
25.03 Explain role of Non-Profit Marketing in a free enterprise system.1	
25.04 Apply economic concepts to Non-Profit Marketing including pricing, risk, productivity, competition, and cycles.	
25.05 Explain the operation of a Non-Profit, 501C3 Corporation.	
25.06 Explain the roles of the Board of Directors for a Non-Profit Corporation.	
25.07 Explain the organization of a Non-Profit, 501C3 Corporation.	
25.08 Define Non-profit constituents and their needs	
25.09 Design programs to meet the needs of constituents.	
26.0 Apply product and service technology--The student will be able to:	
26.01 Demonstrate principles in the marketing of products for a non-profit	
26.02 Discuss inventors and entrepreneurs who have had a major influence on the non-profit marketing industry.	
27.0 Demonstrate merchandising skills appropriate for Non-Profit Marketing--The student will be able to:	
27.01 Define a target market for a non-profit	
27.02 Research and develop branding processes for a non-profit.	
27.03 Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.	

CTE Standards and Benchmarks

27.04	Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.
27.05	Demonstrate techniques to perform a merchandise inventory.
27.06	Assist in preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
27.07	Plan a promotional campaign for a non-profit to include types of media, promotional mix, and evaluation of effectiveness.
27.08	Demonstrate ability to follow a floor plan.
28.0	Implement Non-Profit Marketing operational techniques--The student will be able to:
28.01	Implement accident prevention techniques in work situations.
28.02	Demonstrate receiving and checking techniques.
28.03	Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.
28.04	Demonstrate procedures relative to employees' role in preventing internal loss.
28.05	Implement guidelines that address concerns and issues that relate to the operation of a business including safety practices.
28.06	Conduct an orientation for new employees.
29.0	Demonstrate proficiency in applying higher level mathematical skills unique to Non-Profit Marketing--The student will be able to:
29.01	Collect and analyze marketing information.
29.02	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice
30.0	Apply promotional planning techniques and procedures to Non-Profit Marketing--The student will be able to:
30.01	Analyze role of promotion in marketing for non-profits.
30.02	Develop a promotion plan for a given situation.
30.03	Identify target market(s) for a non-profit.
30.04	Prepare a promotional calendar of events.
30.05	Prepare a written advertisement layout.
30.06	Select and evaluate a variety of advertising media to carry the advertising message.

CTE Standards and Benchmarks

30.07	Apply steps involved in planning and setting up displays.
30.08	Identify factors to consider when evaluating completed displays.
30.09	Differentiate between promotional displays and institutional displays.
30.10	Implement strategies to be used for public relations.
30.11	Establish promotion plan sales quotas and incentives.
30.12	Evaluate the overall promotion plan.
30.13	Determine effective fund raising through customer data bases to evaluate effective market segmentation.
31.0	Apply entrepreneurial concepts to Non-Profit Marketing--The student will be able to:
31.01	Describe importance of entrepreneurship to non-profits.
31.02	Analyze advantages and disadvantages of self-employment.
31.03	Analyze risks involved in ownership of a business.
31.04	Analyze advantages and disadvantages of the primary forms of business ownership.
31.05	Discuss future prospects for entrepreneurship and intrapreneurship in non-profit marketing.
31.06	Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.
31.07	Assess personal potential to become an entrepreneur and/or intrapreneur.
31.08	Develop a plan to establish and open a non-profit business.
32.0	Apply marketing management principles to a business--The student will be able to do:
32.01	Explain marketing management functions.
32.02	Explain how a marketing manager manages people, ideas, time, money, and materials.
32.03	Explain why effective communication is critical to the marketing manager.
32.04	Apply the steps in the management problem-solving process.
32.05	Demonstrate strategies the marketing manager can use to motivate employees.
32.06	Evaluate how the marketing concept influences non-profit marketing.

CTE Standards and Benchmarks	
32.07	Develop a marketing plan.
33.0	Analyze global trends in Non-Profit Marketing--The student will be able to:
33.01	Compare and contrast global marketing trends in selected industries
33.02	Analyze impact of global marketing.
33.03	Identify foreign markets and distributors.
33.04	Analyze multicultural influences on global marketing trends.
33.05	Demonstrate methods of researching specific global markets.
33.06	Discuss the role of the Internet in facilitating global marketing.
34.0	Demonstrate applications of technology to Non-Profit Marketing--The student will be able to:
34.01	Demonstrate mastery of computers and technology currently used in non-profit marketing.
34.02	Demonstrate use of the computer and information networks in non-profit marketing.
35.0	Apply a career plan to Non-Profit Marketing--The student will be able to:
35.01	Develop a plan for pursuing a specific career in non-profit marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.
35.02	Demonstrate competencies required for career sustaining and mid-level management positions in a chosen non-profit marketing field.
35.03	Demonstrate specific technology applications related to the student's non-profit marketing career plan.
35.04	Develop forms of documentation for inclusion in a non-profit marketing career portfolio.

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If

needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Equivalent Mathematics and Equally Rigorous Science Courses

Equally rigorous science courses are based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Marketing Sales and Service
Course Type: Orientation/Exploratory
Career Cluster: Marketing Sales and Service

Secondary – Middle School	
Course Number	9309350
CIP Number	149309350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 MKTG 1 MKTG MGMT @7 7G
CTSO	DECA
Facility Code	210 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Marketing Sales and Service career cluster. The content includes but is not limited to Marketing Sales and Service. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the E-Marketing career pathway
- 02.0 Demonstrate an understanding of the Professional Sales and Marketing career pathway
- 03.0 Demonstrate an understanding of the Management and Entrepreneurship career pathway
- 04.0 Demonstrate an understanding of the Distribution and Logistics career pathway
- 05.0 Demonstrate an understanding of the Marketing Information Management and Research career pathway
- 06.0 Demonstrate an understanding of the Marketing Communications and Promotion career pathway
- 07.0 Demonstrate an understanding of the Buying and Merchandising career pathway
- 08.0 Apply leadership and communication skills.
- 09.0 Describe how information technology is used in the Marketing Sales and Service career cluster.
- 10.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Marketing Sales and Service
Course Number: 9309350
Course Length: Semester

Course Description:

Beginning with a broad overview of the Marketing Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

CTE Standards and Benchmarks

01.0 Demonstrate an understanding of the E-Marketing career pathway–The student will be able to:

01.01 Define and use proper terminology associated with the E-Marketing career pathway.

01.02 Describe some of the careers available in the E-Marketing career pathway.

01.03 Identify common characteristics of the careers in the E-Marketing career pathway.

01.04 Research the history of the E-Marketing career pathway and describe how the associated careers have evolved and impacted society.

01.05 Identify skills required to successfully enter any career in the E-Marketing career pathway.

01.06 Describe technologies associated in careers within the E-Marketing career pathway.

02.0 Demonstrate an understanding of the Professional Sales and Marketing career pathway–The student will be able to:

02.01 Define and use proper terminology associated with the Professional Sales and Marketing career pathway.

02.02 Describe some of the careers available in the Professional Sales and Marketing career pathway.

02.03 Identify common characteristics of the careers in the Professional Sales and Marketing career pathway.

02.04 Research the history of the Professional Sales and Marketing career pathway and describe how the associated careers have evolved and impacted society.

02.05 Identify skills required to successfully enter any career in the Professional Sales and Marketing career pathway.

CTE Standards and Benchmarks

02.06	Describe technologies associated in careers within the Professional Sales and Marketing career pathway.
03.0	Demonstrate an understanding of the Management and Entrepreneurship career pathway–The student will be able to:
03.01	Define and use proper terminology associated with the Management and Entrepreneurship career pathway.
03.02	Describe some of the careers available in the Management and Entrepreneurship career pathway.
03.03	Identify common characteristics of the careers in the Management and Entrepreneurship career pathway.
03.04	Research the history of the Management and Entrepreneurship career pathway and describe how the associated careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Management and Entrepreneurship career pathway.
03.06	Describe technologies associated in careers within the Management and Entrepreneurship career pathway.
04.0	Demonstrate an understanding of the Distribution and Logistics career pathway–The student will be able to:
04.01	Define and use proper terminology associated with the Distribution and Logistics career pathway.
04.02	Describe some of the careers available in the Distribution and Logistics career pathway.
04.03	Identify common characteristics of the careers in the Distribution and Logistics career pathway.
04.04	Research the history of the Distribution and Logistics career pathway and describe how the associated careers have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Distribution and Logistics career pathway.
04.06	Describe technologies associated in careers within the Distribution and Logistics career pathway.
05.0	Demonstrate an understanding of the Marketing Information Management and Research career pathway–The student will be able to:
05.01	Define and use proper terminology associated with the Marketing Information Management and Research career pathway.
05.02	Describe some of the careers available in the Marketing Information Management and Research career pathway.
05.03	Identify common characteristics of the careers in the Marketing Information Management and Research career pathway.
05.04	Research the history of the Marketing Information Management and Research career pathway and describe how the associated careers have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Marketing Information Management and Research career pathway.
05.06	Describe technologies associated in careers within the Marketing Information Management and Research career pathway.

CTE Standards and Benchmarks

06.0	Demonstrate an understanding of the Marketing Communications and Promotion career pathway–The student will be able to:
06.01	Define and use proper terminology associated with the Marketing Communications and Promotion career pathway.
06.02	Describe some of the careers available in the Marketing Communications and Promotion career pathway.
06.03	Identify common characteristics of the careers in the Marketing Communications and Promotion career pathway.
06.04	Research the history of the Marketing Communications and Promotion career pathway and describe how the associated careers have evolved and impacted society.
06.05	Identify skills required to successfully enter any career in the Marketing Communications and Promotion career pathway.
06.06	Describe technologies associated in careers within the Marketing Communications and Promotion career pathway.
07.0	Demonstrate an understanding of the Buying and Merchandising career pathway–The student will be able to:
07.01	Define and use proper terminology associated with the Buying and Merchandising career pathway.
07.02	Describe some of the careers available in the Buying and Merchandising career pathway.
07.03	Identify common characteristics of the careers in the Buying and Merchandising career pathway.
07.04	Research the history of the Buying and Merchandising career pathway and describe how the associated careers have evolved and impacted society.
07.05	Identify skills required to successfully enter any career in the Buying and Merchandising career pathway.
07.06	Describe technologies associated in careers within the Buying and Merchandising career pathway.
08.0	Apply leadership and communication skills–The student will be able to:
08.01	Discuss the establishment and history of the DECA organization.
08.02	Identify the characteristics and responsibilities of organizational leaders.
08.03	Demonstrate parliamentary procedure skills during a meeting.
08.04	Participate on a committee which has an assigned task and report to the class.
08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
08.06	Use a computer to assist in the completion of project related to Marketing Sales and Service Career Cluster.
09.0	Describe how information technology is used in the Marketing Sales and Service career cluster–The student will be able to:

CTE Standards and Benchmarks

09.01	Identify information technology (IT) careers in the Marketing Sales and Service career cluster, including the responsibilities, tasks and skills they require.
09.02	Relate information technology project management concepts and terms to careers in the Marketing Sales and Service career cluster.
09.03	Manage information technology components typically used in professions of the Marketing Sales and Service career cluster.
09.04	Identify security-related ethical and legal IT issues faced by professionals in the Marketing Sales and Service career cluster.
10.0	Use information technology tools—The student will be able to:
10.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Marketing Sales and Service career cluster.
10.02	Use e-mail clients to send simple messages and files to other Internet users.
10.03	Demonstrate ways to communicate effectively using Internet technology.
10.04	Use different types of web search engines effectively to locate information relevant to the Marketing Sales and Service career cluster.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECCA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Marketing Sales and Service and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Marketing Sales and Service

Secondary – Middle School

Program Number	9309360
CIP Number	149309360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 MKTG 1 MKTG MGMT @7 7G
CTSO	DECA
Facility Code	210 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Marketing Sales and Service career cluster. The content includes but is not limited to exposure to the skills and attitudes associated with a broad range of occupations relating to careers in marketing as well as reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Refer to <http://www.careerclusters.org> for additional information and resources.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the E-Marketing career pathway
- 02.0 Demonstrate an understanding of the Professional Sales and Marketing career pathway
- 03.0 Demonstrate an understanding of the Management and Entrepreneurship career pathway
- 04.0 Demonstrate an understanding of the Distribution and Logistics career pathway
- 05.0 Demonstrate an understanding of the Marketing Information Management and Research career pathway
- 06.0 Demonstrate an understanding of the Marketing Communications and Promotion career pathway
- 07.0 Demonstrate an understanding of the Buying and Merchandising career pathway
- 08.0 Apply leadership and communication skills.
- 09.0 Describe how information technology is used in the Marketing Sales and Service career cluster.
- 10.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Marketing Sales and Service and Career Planning
Course Number: 9309350
Course Length: Semester

Course Description:

Beginning with a broad overview of the Marketing Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

CTE Standards and Benchmarks

01.0 Demonstrate an understanding of the E-Marketing career pathway–The student will be able to:

01.01 Define and use proper terminology associated with the E-Marketing career pathway.

01.02 Describe some of the careers available in the E-Marketing career pathway.

01.03 Identify common characteristics of the careers in the E-Marketing career pathway.

01.04 Research the history of the E-Marketing career pathway and describe how the associated careers have evolved and impacted society.

01.05 Identify skills required to successfully enter any career in the E-Marketing career pathway.

01.06 Describe technologies associated in careers within the E-Marketing career pathway.

02.0 Demonstrate an understanding of the Professional Sales and Marketing career pathway–The student will be able to:

02.01 Define and use proper terminology associated with the Professional Sales and Marketing career pathway.

02.02 Describe some of the careers available in the Professional Sales and Marketing career pathway.

02.03 Identify common characteristics of the careers in the Professional Sales and Marketing career pathway.

02.04 Research the history of the Professional Sales and Marketing career pathway and describe how the associated careers have evolved and impacted society.

02.05 Identify skills required to successfully enter any career in the Professional Sales and Marketing career pathway.

CTE Standards and Benchmarks

02.06	Describe technologies associated in careers within the Professional Sales and Marketing career pathway.
03.0	Demonstrate an understanding of the Management and Entrepreneurship career pathway–The student will be able to:
03.01	Define and use proper terminology associated with the Management and Entrepreneurship career pathway.
03.02	Describe some of the careers available in the Management and Entrepreneurship career pathway.
03.03	Identify common characteristics of the careers in the Management and Entrepreneurship career pathway.
03.04	Research the history of the Management and Entrepreneurship career pathway and describe how the associated careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Management and Entrepreneurship career pathway.
03.06	Describe technologies associated in careers within the Management and Entrepreneurship career pathway.
04.0	Demonstrate an understanding of the Distribution and Logistics career pathway–The student will be able to:
04.01	Define and use proper terminology associated with the Distribution and Logistics career pathway.
04.02	Describe some of the careers available in the Distribution and Logistics career pathway.
04.03	Identify common characteristics of the careers in the Distribution and Logistics career pathway.
04.04	Research the history of the Distribution and Logistics career pathway and describe how the associated careers have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Distribution and Logistics career pathway.
04.06	Describe technologies associated in careers within the Distribution and Logistics career pathway.
05.0	Demonstrate an understanding of the Marketing Information Management and Research career pathway–The student will be able to:
05.01	Define and use proper terminology associated with the Marketing Information Management and Research career pathway.
05.02	Describe some of the careers available in the Marketing Information Management and Research career pathway.
05.03	Identify common characteristics of the careers in the Marketing Information Management and Research career pathway.
05.04	Research the history of the Marketing Information Management and Research career pathway and describe how the associated careers have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Marketing Information Management and Research career pathway.
05.06	Describe technologies associated in careers within the Marketing Information Management and Research career pathway.

CTE Standards and Benchmarks

06.0	Demonstrate an understanding of the Marketing Communications and Promotion career pathway–The student will be able to:
06.01	Define and use proper terminology associated with the Marketing Communications and Promotion career pathway.
06.02	Describe some of the careers available in the Marketing Communications and Promotion career pathway.
06.03	Identify common characteristics of the careers in the Marketing Communications and Promotion career pathway.
06.04	Research the history of the Marketing Communications and Promotion career pathway and describe how the associated careers have evolved and impacted society.
06.05	Identify skills required to successfully enter any career in the Marketing Communications and Promotion career pathway.
06.06	Describe technologies associated in careers within the Marketing Communications and Promotion career pathway.
07.0	Demonstrate an understanding of the Buying and Merchandising career pathway–The student will be able to:
07.01	Define and use proper terminology associated with the Buying and Merchandising career pathway.
07.02	Describe some of the careers available in the Buying and Merchandising career pathway.
07.03	Identify common characteristics of the careers in the Buying and Merchandising career pathway.
07.04	Research the history of the Buying and Merchandising career pathway and describe how the associated careers have evolved and impacted society.
07.05	Identify skills required to successfully enter any career in the Buying and Merchandising career pathway.
07.06	Describe technologies associated in careers within the Buying and Merchandising career pathway.
08.0	Apply leadership and communication skills–The student will be able to:
08.01	Discuss the establishment and history of the DECA organization.
08.02	Identify the characteristics and responsibilities of organizational leaders.
08.03	Demonstrate parliamentary procedure skills during a meeting.
08.04	Participate on a committee which has an assigned task and report to the class.
08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
08.06	Use a computer to assist in the completion of project related to Marketing Sales and Service Career Cluster.
09.0	Describe how information technology is used in the Marketing Sales and Service career cluster–The student will be able to:

CTE Standards and Benchmarks

09.01	Identify information technology (IT) careers in the Marketing Sales and Service career cluster, including the responsibilities, tasks and skills they require.
09.02	Relate information technology project management concepts and terms to careers in the Marketing Sales and Service career cluster.
09.03	Manage information technology components typically used in professions of the Marketing Sales and Service career cluster.
09.04	Identify security-related ethical and legal IT issues faced by professionals in the Marketing Sales and Service career cluster.
10.0	Use information technology tools--The student will be able to:
09.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Marketing Sales and Service career cluster.
09.02	Use e-mail clients to send simple messages and files to other Internet users.
09.03	Demonstrate ways to communicate effectively using Internet technology.
09.04	Use different types of web search engines effectively to locate information relevant to the Marketing Sales and Service career cluster.
Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes--The student will be able to:	
01.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
02.0	Develop skills to locate, evaluate, and interpret career information.
03.0	Identify and demonstrate processes for making short and long term goals.
04.0	Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
05.0	Understand the relationship between educational achievement and career choices/postsecondary options.
06.0	Identify a career cluster and related pathways that match career and education goals.
07.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
08.0	Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

Career and Technical Student Organization (CTSO)

DECCA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Marketing Occupations
Course Type: Orientation/Exploratory
Career Cluster: Marketing Sales and Service

Secondary – Middle School	
Course Number	9380300
CIP Number	149380300M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	BUS ED 1 MKTG 1 MKTG MGMT @7 7G
CTSO	DECA
Facility Code	210 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Marketing Sales and Service career cluster. The content includes but is not limited to Marketing Sales and Service. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this course, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the E-Marketing career pathway
- 02.0 Demonstrate an understanding of the Professional Sales and Marketing career pathway
- 03.0 Demonstrate an understanding of the Management and Entrepreneurship career pathway
- 04.0 Demonstrate an understanding of the Distribution and Logistics career pathway
- 05.0 Demonstrate an understanding of the Marketing Information Management and Research career pathway
- 06.0 Demonstrate an understanding of the Marketing Communications and Promotion career pathway
- 07.0 Demonstrate an understanding of the Buying and Merchandising career pathway
- 08.0 Apply leadership and communication skills.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Marketing Occupations
Course Number: 9380300
Course Length: Semester

Course Description:

Beginning with a broad overview of the Marketing Sales and Service career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Marketing Sales and Service career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.

CTE Standards and Benchmarks

01.0	Demonstrate an understanding of the E-Marketing career pathway–The student will be able to:
01.01	Define and use proper terminology associated with the E-Marketing career pathway.
01.02	Describe some of the careers available in the E-Marketing career pathway.
01.03	Identify common characteristics of the careers in the E-Marketing career pathway.
01.04	Research the history of the E-Marketing career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the E-Marketing career pathway.
01.06	Describe technologies associated in careers within the E-Marketing career pathway.
02.0	Demonstrate an understanding of the Professional Sales and Marketing career pathway–The student will be able to:
02.01	Define and use proper terminology associated with the Professional Sales and Marketing career pathway.
02.02	Describe some of the careers available in the Professional Sales and Marketing career pathway.
02.03	Identify common characteristics of the careers in the Professional Sales and Marketing career pathway.
02.04	Research the history of the Professional Sales and Marketing career pathway and describe how the associated careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Professional Sales and Marketing career pathway.

CTE Standards and Benchmarks

02.06	Describe technologies associated in careers within the Professional Sales and Marketing career pathway.
03.0	Demonstrate an understanding of the Management and Entrepreneurship career pathway–The student will be able to:
03.01	Define and use proper terminology associated with the Management and Entrepreneurship career pathway.
03.02	Describe some of the careers available in the Management and Entrepreneurship career pathway.
03.03	Identify common characteristics of the careers in the Management and Entrepreneurship career pathway.
03.04	Research the history of the Management and Entrepreneurship career pathway and describe how the associated careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Management and Entrepreneurship career pathway.
03.06	Describe technologies associated in careers within the Management and Entrepreneurship career pathway.
04.0	Demonstrate an understanding of the Distribution and Logistics career pathway–The student will be able to:
04.01	Define and use proper terminology associated with the Distribution and Logistics career pathway.
04.02	Describe some of the careers available in the Distribution and Logistics career pathway.
04.03	Identify common characteristics of the careers in the Distribution and Logistics career pathway.
04.04	Research the history of the Distribution and Logistics career pathway and describe how the associated careers have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Distribution and Logistics career pathway.
04.06	Describe technologies associated in careers within the Distribution and Logistics career pathway.
05.0	Demonstrate an understanding of the Marketing Information Management and Research career pathway–The student will be able to:
05.01	Define and use proper terminology associated with the Marketing Information Management and Research career pathway.
05.02	Describe some of the careers available in the Marketing Information Management and Research career pathway.
05.03	Identify common characteristics of the careers in the Marketing Information Management and Research career pathway.
05.04	Research the history of the Marketing Information Management and Research career pathway and describe how the associated careers have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Marketing Information Management and Research career pathway.
05.06	Describe technologies associated in careers within the Marketing Information Management and Research career pathway.

CTE Standards and Benchmarks

06.0	Demonstrate an understanding of the Marketing Communications and Promotion career pathway–The student will be able to:
06.01	Define and use proper terminology associated with the Marketing Communications and Promotion career pathway.
06.02	Describe some of the careers available in the Marketing Communications and Promotion career pathway.
06.03	Identify common characteristics of the careers in the Marketing Communications and Promotion career pathway.
06.04	Research the history of the Marketing Communications and Promotion career pathway and describe how the associated careers have evolved and impacted society.
06.05	Identify skills required to successfully enter any career in the Marketing Communications and Promotion career pathway.
06.06	Describe technologies associated in careers within the Marketing Communications and Promotion career pathway.
07.0	Demonstrate an understanding of the Buying and Merchandising career pathway–The student will be able to:
07.01	Define and use proper terminology associated with the Buying and Merchandising career pathway.
07.02	Describe some of the careers available in the Buying and Merchandising career pathway.
07.03	Identify common characteristics of the careers in the Buying and Merchandising career pathway.
07.04	Research the history of the Buying and Merchandising career pathway and describe how the associated careers have evolved and impacted society.
07.05	Identify skills required to successfully enter any career in the Buying and Merchandising career pathway.
07.06	Describe technologies associated in careers within the Buying and Merchandising career pathway.
08.0	Apply leadership and communication skills–The student will be able to:
08.01	Discuss the establishment and history of the DECA organization.
08.02	Identify the characteristics and responsibilities of organizational leaders.
08.03	Demonstrate parliamentary procedure skills during a meeting.
08.04	Participate on a committee which has an assigned task and report to the class.
08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
08.06	Use a computer to assist in the completion of project related to Marketing Sales and Service Career Cluster.
09.0	Identify components of network systems–The student will be able to:

CTE Standards and Benchmarks

09.01 Identify structure to access internet, including hardware and software components.

09.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

09.03 Recognize essential database concepts.

09.04 Define and use additional networking and internet services.

10.0 Describe and use communication features of information technology—The student will be able to

10.01 Define important internet communications protocols and their roles in delivering basic Internet services.

10.02 Identify basic principles of the Domain Name System (DNS).

10.03 Identify security issues related to Internet clients.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECCA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

**Florida Department of Education
Curriculum Framework**

Program Title: Real Estate Sales Associate Post Licensing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales and Service

PSAV	
Program Number	M200100
CIP Number	0252150101
Grade Level	30,31
Standard Length	45 hours
Teacher Certification	REAL ESTATE 7G Florida Licensed Real Estate Instructor
CTSO	BPA
SOC Codes (all applicable)	41-9022 – Real Estate Sales Agents
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to offer required licensed sales associate post licensing education. It will develop sales agents by laying the foundations for a successful career. Included are legal issues, listing, selling and financing real property and analyzing/managing investment property.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	REE0089	Real Estate Sales Associate Post Licensing	45 hours	41-9022

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of legal issues and risk management.
- 02.0 Demonstrate an understanding of the Fair Housing and the Americans with Disabilities Act.
- 03.0 Demonstrate an understanding of business planning and time management.
- 04.0 Demonstrate an understanding of prospecting for listings.
- 05.0 Demonstrate an understanding of pricing the property to sell.
- 06.0 Demonstrate an understanding of making the listing presentation.
- 07.0 Demonstrate an understanding of listing contracts.
- 08.0 Demonstrate an understanding of working with buyers.
- 09.0 Demonstrate an understanding of sales and option contracts.
- 10.0 Demonstrate an understanding of writing and presenting the offer.
- 11.0 Demonstrate an understanding of mortgage alternatives.
- 12.0 Demonstrate an understanding of acquiring financing for the property.
- 13.0 Demonstrate an understanding of closing real estate transactions.
- 14.0 Demonstrate an understanding of analyzing and managing investment property.

**Florida Department of Education
Student Performance Standards**

Program Title: Real Estate Sales Associate Post Licensing
PSAV Number: M200100

Course Number: REE0089
Occupational Completion Point: A
Real Estate Sales Associate Post Licensing – 45 Hours – SOC Code 41-9022

- | | |
|-------|---|
| 01.0 | Demonstrate an understanding of legal issues and risk management–The student will be able to: |
| 01.01 | Describe the required education for the first and subsequent renewals. |
| 01.02 | Differentiate between fraudulent and negligent misrepresentation. |
| 01.03 | List at least six questions that should be asked in a Property Condition Disclosure form. |
| 01.04 | Outline the differences between the duties of Single Agent Brokers, Transaction Brokers and Brokers with no brokerage relationship. |
| 01.05 | Distinguish between the terms <i>Principal</i> and <i>Customer</i> . |
| 01.06 | List the different disclosure forms a licensee must give to buyers and sellers of residential property and understand the uses of each. |
| 01.07 | Describe the legal requirements for including the personal name of a licensee in an advertisement. |
| 02.0 | Demonstrate an understanding of the Fair Housing and the Americans with Disabilities Act–The student will be able to: |
| 02.01 | List the categories of persons protected under the Fair Housing Act. |
| 02.02 | List at least five discriminatory practices prohibited by the Fair Housing Act. |
| 02.03 | Describe the exception to “adult only” designations. |
| 02.04 | State which HUD form must be posted in all real estate offices. |
| 02.05 | Describe at least four requirements of the Florida Americans with Disabilities Act. |
| 03.0 | Demonstrate an understanding of business planning and time management–The student will be able to: |
| 03.01 | Explain why a Real Estate Sales Associate needs additional knowledge and experience to become more professional. |
| 03.02 | Describe three types of communication skills that the professional Real Estate Sales Associate must master. |

03.03	List and distinguish the differences between the three types of knowledge a Real Estate Sales Associate needs.
03.04	Describe the five requirements for effective goal setting.
03.05	List at least ten services that an unlicensed personal assistant can perform.
04.0	Demonstrate an understanding of prospecting for listings–The student will be able to:
04.01	List the five principal sources of listings.
04.02	Describe at least three types of properties a licensee should not attempt to list.
04.03	Explain why a listing commission seems much higher than the stated percentage to the seller.
04.04	List at least three circumstances under which FSBO might be ready to list right away.
04.05	Describe the three transactions that can be generated from a call to a For-Rent-By-Owner.
04.06	State the principal reason that listings expire.
04.07	List the five categories in a leads database.
05.0	Demonstrate an understanding of pricing the property to sell–The student will be able to:
05.01	Explain the types of appraisals a real estate licensee may provide for a fee.
05.02	Differentiate between an appraisal and an opinion of value.
05.03	List four conditions that must be met in order to fairly use a comparable sale.
05.04	Describe the three categories of properties shown in a comparative market analysis.
05.05	List at least three sources of information used in compiling a comparative market analysis.
05.06	Explain the adjustment process and direction of adjustment.
06.0	Demonstrate an understanding of making the listing presentation–The student will be able to:
06.01	Enumerate at least four requirements for a Proper Listing presentation.
06.02	List the five major steps in a Listing presentation.
06.03	Describe the steps in explaining a CMA.
06.04	List 2 visual aids for a CMA presentation.

06.05	List the three major sections in a Seller's Net Proceeds form.
06.06	List at least eight costs that a seller may be expected to pay at closing.
06.07	Explain why insurance and escrow amounts usually are not included in the Seller's Net Proceeds Form.
06.08	Explain the reasons for rounding all figures used in the Seller's Net Proceeds form.
06.09	Prepare a Seller's Net Proceeds form.
06.10	Describe the Problems a FSBO may face when selling his or her home.
07.0	Demonstrate an understanding of listing contracts—The student will be able to:
07.01	Explain the wording used to protect both seller and broker from commission disputes caused by a buyer who improperly tries to leave the broker out of the transaction in an open listing.
07.02	State the legally required elements in a listing contract.
07.03	Explain the distinguishing characteristics of the following types of listings: open, exclusive agency, and exclusive-right-of-sale.
07.04	Discuss the purpose of an owner's warranty in a listing contract.
07.05	Discuss the purpose of the latent defects disclosure in the process of listing real property for sale.
07.06	Explain the steps required to complete a residential profile sheet.
07.07	Complete the residential profile sheet.
07.08	Complete a listing contract.
07.09	Explain each paragraph of the listing agreement that applies to your market area.
07.10	Design a listing servicing program for your personal listings.
08.0	Demonstrate an understanding of working with buyers—The student will be able to:
08.01	Explain four different ways to enhance their product knowledge;
08.02	List at least five sources of buyers;
08.03	Give at least three methods to show a buyer why an appointment with you will benefit him or her;
08.04	List two important reasons for qualifying a buyer;
08.05	Explain how prioritizing buyers benefits both the buyers and the sales associate;

08.06	Qualify a buyer using the Fannie Mae/Freddie Mac housing expense ratio and the total obligations ratio;
08.07	Calculate the Total Monthly Payment (PITI) on a mortgage loan;
08.08	Qualify a buyer using the Do-It-Yourself Prequalification form;
08.09	List two benefits in having a buyer prequalify at a mortgage lender's office;
08.10	List the steps between setting up an initial appointment with a buyer and writing a contract for purchase;
08.11	Explain why you would show a limited number of homes to a potential buyer in one day.
09.0	Demonstrate an understanding of sales and option contracts–The student will be able to:
09.01	Explain the exceptions to the statute of frauds that are recognized as valid real estate transactions.
09.02	List at least three transactions that are not suitable for using the Florida Association of Realtors residential sale and purchase contract.
09.03	Describe the legal test for the sufficiency of a legal description.
09.04	Complete a sales contract.
09.05	List the requirements for completing an open contract.
10.0	Demonstrate an understanding of writing and presenting the offer–The student will be able to:
10.01	Prepare and explain a buyer's cost disclosure;
10.02	Write a contract for sale and purchase and explain it in easy to understand language;
10.03	List the steps involved in presenting an offer;
10.04	List the three possible seller responses to an offer;
10.05	Prepare a counteroffer using information given in the problem;
10.06	Describe the process involved when a seller makes a counteroffer.
11.0	Demonstrate an understanding of mortgage alternatives–The student will be able to:
11.01	Describe the components of the lender's required Annual Percentage Rate (APR) disclosures;
11.02	Calculate the effective interest rate on 30-year, fixed-rate loans and on loans for shorter periods;
11.03	Calculate the PITI payment for a borrower;

11.04	Compare the interest savings on a 15-year, fixed-rate mortgage versus a 30-year, fixed-rate mortgage;
11.05	Discuss the pros and cons of an Adjustable-Rate Mortgage (ARM);
11.06	Explain the five components of an ARM;
11.07	Calculate the interest rate adjustments on an ARM loan.
12.0	Demonstrate an understanding of acquiring financing for the property–The student will be able to:
12.01	List three Federal Statutes that control the information a lender may obtain and consider when qualifying an applicant;
12.02	List the four basic loan processing procedures;
12.03	List two of the latest trends in mortgage lending brought about by computer technology;
12.04	Differentiate between qualifying the borrower and qualifying the property;
12.05	Describe how lenders are using credit scoring to assist in the underwriting process;
12.06	Itemize at least three sources of income that will be counted when qualifying a buyer;
12.07	List the components of a full title report;
12.08	Describe the differences between an owner's title insurance policy and a lender's title insurance policy.
13.0	Demonstrate an understanding of closing real estate transactions–The student will be able to:
13.01	Name the steps that a sales associate must follow after writing a contract to ensure a timely closing;
13.02	List the things that a sales associate should do after a closing;
13.03	Describe the reasons why a licensee might not want to personally order repairs on a property and what steps can be taken to protect the sales associate from liability;
13.04	List at least four objectives of a preclosing inspection;
13.05	Describe the reasons a real estate sales associate should provide closing documents to the buyer and seller at least one day in advance of a closing;
13.06	Describe the methods lenders use to set up an escrow account for prepaid taxes, hazard insurance, and private mortgage insurance;
13.07	Calculate prepaid interest for a new loan;
13.08	Calculate the expenses on the closing statement;
13.09	Prepare and review a HUD-1 settlement statement.

14.0	Demonstrate an understanding of analyzing and managing investment property–The student will be able to:
14.01	Categorize the three basic changes and trends in the economy;
14.02	Itemize the four phases of an economic cycle;
14.03	List the major headings of an income property financial statement;
14.04	Enumerate the four major property maintenance categories;
14.05	List at least three different advertising media that help to market rental property;
14.06	Describe the uses and benefits of a show list;
14.07	Specify at least five of the essential elements of a valid lease;
14.08	Identify and explain the purpose of three of the financial reports an apartment building owner needs
14.09	Describe those property managers who are exempt from the provisions of F.S. 475.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

CECF/BPA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access.

Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Certified Residential Appraiser
Program Type: Career Preparatory
Career Cluster: Marketing, Sales and Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

PSAV	
Program Number	M200200
CIP Number	0252150102
Grade Level	30,31
Standard Length	110 hours
Teacher Certification	Florida Licensed Real Estate Appraiser Instructor
CTSO	Collegiate DECA
SOC Codes (all applicable)	13-2021 – Appraisers and Assessors of Real Estate
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: N/A Language: N/A Reading: N/A

Purpose

The purpose of this program is to offer required licensed real estate appraiser trainees the required pre-licensing education for the certified residential appraiser license.

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	REE0185	Real Estate Certified Residential Appraiser	110 hours	13-2021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of market analysis.
- 02.0 Demonstrate an understanding of defining the market.
- 03.0 Demonstrate an understanding of analyzing the market.
- 04.0 Demonstrate an understanding of drawing conclusions from the market.
- 05.0 Demonstrate an understanding of highest and best use analysis.
- 06.0 Demonstrate an understanding of land use restrictions.
- 07.0 Demonstrate an understanding of economic considerations.
- 08.0 Demonstrate an understanding of final highest and best use analysis.
- 09.0 Demonstrate an understanding of basic concepts of land and value.
- 10.0 Demonstrate an understanding of data collection and analysis.
- 11.0 Demonstrate an understanding of site valuation.
- 12.0 Demonstrate an understanding of reasons for separate site valuation.
- 13.0 Demonstrate an understanding of the cost approach to appraisal.
- 14.0 Demonstrate an understanding of calculation costs.
- 15.0 Demonstrate an understanding of figuring depreciation.
- 16.0 Demonstrate an understanding of final cost approach analysis.
- 17.0 Demonstrate an understanding of valuation and sales comparison.
- 18.0 Demonstrate an understanding of assembling and verifying the data.
- 19.0 Demonstrate an understanding of the income approach to appraisal.
- 20.0 Demonstrate an understanding of investor considerations.
- 21.0 Demonstrate an understanding of income capitalization.
- 22.0 Demonstrate an understanding of selecting comparable sales.
- 23.0 Demonstrate an understanding of adjusting comparable sales.
- 24.0 Demonstrate an understanding of additional income approaches.
- 25.0 Demonstrate an understanding of statistics.
- 26.0 Demonstrate an understanding of the measurement of central tendency.
- 27.0 Demonstrate an understanding of gathering data and checking dispersion.
- 28.0 Demonstrate an understanding of using data to draw conclusions.
- 29.0 Demonstrate an understanding of valuation models.
- 30.0 Demonstrate an understanding of real estate finance.
- 31.0 Demonstrate an understanding of the challenging appraisal assignment.
- 32.0 Demonstrate an understanding of complex symptoms.
- 33.0 Demonstrate an understanding of appraising complex sites.

**Florida Department of Education
Student Performance Standards**

Program Title: [Enter program title]
PSAV Number: [Enter PSAV Number]

Course Number: REE0185
Occupational Completion Point: A
Real Estate Certified Residential Appraiser – 110 Hours – SOC Code 13-2021

01.0 Demonstrate an understanding of market analysis–The student will be able to:

01.01 Describe the different types of value.

01.02 Explain value principles.

01.03 Determine market value.

01.04 Explain other value considerations.

01.05 Discuss the uses of market analysis.

02.0 Demonstrate an understanding of defining the market–The student will be able to:

02.01 Explain how real estate markets are defined.

02.02 Identify specific markets and sub-markets.

02.03 Give examples of market segmentation and market disaggregation.

02.04 Explain the value forces that drive the real estate market.

03.0 Demonstrate an understanding of analyzing the market–The student will be able to:

03.01 Explain the four broad forces that affect value.

03.02 Describe the different types of productivity analysis of property.

03.03 Explain the purpose of the productivity analysis of property.

04.0 Demonstrate an understanding of drawing conclusions from the market–The student will be able to:

04.01 Discuss different ways to analyze demand and supply.

04.02	Explain market studies and marketability studies.
04.03	Define a feasibility study.
05.0	Demonstrate an understanding of highest and best use analysis–The student will be able to:
05.01	Detail the four tests for highest and best use.
05.02	Explain the theory of site valuation.
05.03	Give the different reasons for performing a separate site valuation.
06.0	Demonstrate an understanding of land use restrictions–The student will be able to:
06.01	Determine the legally permitted uses of a property.
06.02	Determine the physical possibilities of a property.
07.0	Demonstrate an understanding of economic considerations–The student will be able to:
07.01	Explain how to determine the economic feasibility.
07.02	Determine the most profitable use of a property.
07.03	Explain financial considerations when determining profitable use of a property.
08.0	Demonstrate an understanding of final highest and best use analysis–The student will be able to:
08.01	Explain the process for determining highest and best use.
08.02	Discuss competitive uses versus complimentary use.
08.03	Explain possible recommendations for highest and best use.
09.0	Demonstrate an understanding of basic concepts of land and value–The student will be able to:
09.01	Identify the seven characteristics of real estate.
09.02	Explain the difference between value, price and cost.
10.0	Demonstrate an understanding of data collection and analysis–The student will be able to:
10.01	Identify the general data and specific data resources.
10.02	Define a neighborhood.

10.03	Explain how to identify a site and the property specific factors that affect that site.
11.0	Demonstrate an understanding of site valuation–The student will be able to:
11.01	Identify the basic methods to perform a site valuation.
11.02	Explain the sales comparison method.
11.03	Discuss what might cause an allocation ratio to change.
12.0	Demonstrate an understanding of reasons for separate site valuation–The student will be able to:
12.01	Identify reasons for separate site valuation.
12.02	Define the role of the appraiser in site valuation.
12.03	Discuss making land more valuable.
13.0	Demonstrate an understanding of the cost approach to appraisal–The student will be able to:
13.01	Define the cost approach.
13.02	Discuss when and why to use the cost approach.
13.03	Explain the differences between replacement and reproduction.
13.04	Discuss the theory of substitution and the theory of contribution.
14.0	Demonstrate an understanding of calculation costs–The student will be able to:
14.01	Explain hard costs, soft costs and profit considerations for a structure.
14.02	Calculate costs using the square foot method.
14.03	Discuss other cost methods used in different situations.
15.0	Demonstrate an understanding of figuring depreciation–The student will be able to:
15.01	Explain economic life versus useful life.
15.02	Identify the formula used to calculate effective age-life depreciation.
15.03	Explain market extraction depreciation.
15.04	Discuss methods of estimating accrued depreciation.

15.05	Discuss the impact of depreciation on value.
16.0	Demonstrate an understanding of final cost approach analysis–The student will be able to:
16.01	Perform a cost approach analysis.
16.02	Explain the cost approach section of the URAR appraisal form.
16.03	Discuss advantages and disadvantages of the cost approach.
17.0	Demonstrate an understanding of valuation and sales comparison–The student will be able to:
17.01	Define the sales comparison approach to value.
17.02	Explain the different types of value, value characteristics and value principles.
17.03	Explain P-E-G-S.
18.0	Demonstrate an understanding of assembling and verifying the data–The student will be able to:
18.01	Define general data versus specific data.
18.02	Explain the importance of verifying the data.
18.03	Perform a site analysis and an improvement analysis.
19.0	Demonstrate an understanding of the income approach to appraisal–The student will be able to:
19.01	Define the income approach and explain when and why it is used.
19.02	Discuss the Uniform Standards of Professional Appraisal Practice (USPAP) requirements.
19.03	Explain specific types of leases and their terms.
20.0	Demonstrate an understanding of investor considerations–The student will be able to:
20.01	Define the risks inherent in real estate investments.
20.02	Explain the time value of money, compound interest, and the six functions of \$1.
20.03	Use a financial calculator.
21.0	Demonstrate an understanding of income capitalization–The student will be able to:
21.01	Define capitalization rate and different rates of return.

21.02	Define income.
21.03	Discuss the advantages and disadvantages of using this method.
22.0	Demonstrate an understanding of selecting comparable sales–The student will be able to:
22.01	Discuss selecting the comparable sales.
22.02	Explain the different types of co-ownership.
22.03	Explain what constitutes a typical arm’s length transaction and the appraiser’s role in verification.
23.0	Demonstrate an understanding of adjusting comparable sales–The student will be able to:
23.01	Analyze comparable sales.
23.02	Explain quantitative analysis versus qualitative analysis.
23.03	Explain the process of adjusting properties.
23.04	Determine the value of adjustments.
23.05	Discuss percentage adjustments used for financing concessions.
23.06	Give the sequence of adjustments in order of priority.
23.07	Perform cash equivalency calculations.
24.0	Demonstrate an understanding of additional income approaches–The student will be able to:
24.01	Determine value with Gross Monthly Rent Multiplier (GMRM).
24.02	Define Gross Income Multiplier (GIM).
24.03	Explain the ground rent capitalization method.
24.04	Describe how discounted cash flow differs from capitalization.
25.0	Demonstrate an understanding of statistics–The student will be able to:
25.01	Explain what is statistical analysis.
25.02	Explain why statistics are important to the appraiser.
25.03	Determine when it is appropriate in the appraisal process.

26.0	Demonstrate an understanding of the measurement of central tendency–The student will be able to:
26.01	Explain the differences between mean, median and mode.
26.02	Apply the mean, median, and mode when needed in everyday appraisal assignments.
27.0	Demonstrate an understanding of gathering data and checking dispersion–The student will be able to:
27.01	Discuss the types of data required for performing statistical analysis in the three approaches to value.
27.02	Explain how data is collected and the first steps in verifying its validity.
28.0	Demonstrate an understanding of using data to draw conclusions–The student will be able to:
28.01	Apply statistical techniques.
28.02	Determine whether the statistical calculations are representative of the population of data being studied.
28.03	Draw conclusion based on their calculations.
29.0	Demonstrate an understanding of valuation models–The student will be able to:
29.01	Explain the basic concepts of regression analysis.
29.02	Discuss the difference between several types of regression models, and their application in the appraisal process.
29.03	Discuss the purpose and use of Automated Valuation Models (AVMS), including how and when they should be used.
30.0	Demonstrate an understanding of real estate finance–The student will be able to:
30.01	Explain the interrelationship between real estate values and real estate finance;
30.02	Identify the three macroeconomic indicators that are critical for the appraiser to understand.
30.03	Identify the three fundamental components to the microeconomic conditions that must be considered.
30.04	Discuss the government's participation and its influences on real estate financing.
30.05	Identify the different types of loans and loan terms available to consumers.
30.06	Explain how the type of loan used to purchase property may influence the final transaction.
30.07	Solve problems using both financial tables and financial calculators.
30.08	Apply the six basic formulas of compound interest.

30.09	Calculate the balance of a loan at any point during the loan term.
30.10	Adjust a property's sale price affected by special or creative financing.
31.0	Demonstrate an understanding of the challenging appraisal assignment–The student will be able to:
31.01	Determine the types of properties or conditions that define a challenging assignment in a particular market.
31.02	Discuss the issue of competency on assignment acceptance.
31.03	Identify the key concepts of the challenging appraisal assignment.
31.04	Discuss deriving and supporting adjustments.
31.05	Discuss value conclusions, reconciliation and reporting options for the challenging assignment.
32.0	Demonstrate an understanding of complex symptoms–The student will be able to:
32.01	Identify the client and other intended users.
32.02	Determine the intended use.
32.03	Identify the type and definition of value.
32.04	Determine the effective date of the value estimate.
32.05	Identify the relevant characteristics of the property.
32.06	Discuss issues that lead to a unique or complex scope of work.
33.0	Demonstrate an understanding of appraising complex sites–The student will be able to:
33.01	Discuss sites with unusual characteristics, including public limitations, physical characteristics and uses and users.
33.02	Explain the appropriate approaches to value to use for complex sites.
33.03	Discuss appraising physical segments of a larger parcel.
33.04	Discuss properties having excess site with sell-off potential.
33.05	Discuss appraising sites with non-structural or specialty features.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Home Inspector
Program Type: Career Preparatory
Career Cluster: Marketing, Sales and Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

PSAV	
Program Number	M200300
CIP Number	0246040301
Grade Level	30,31
Standard Length	120 hours
Teacher Certification	Florida Licensed Real Estate Residential or General Appraiser, General Contractor, Real Estate Broker; Three years full time or equivalent part time experience as a home inspector, building inspector, building code inspector or similar background.
CTSO	SkillsUSA
SOC Codes (all applicable)	47-4011 – Construction and Building Inspectors
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: N/A Language: N/A Reading: N/A

Purpose

The purpose of this program is to offer required Florida Home Inspector pre-licensing education. It will develop home inspectors by laying the foundations for a successful career. Included is a course of study that covers all of the following components of a home: structure, electrical system, HVAC system, roof covering, plumbing system, interior components, exterior components, and site conditions that affect the structure.

This program offers a course that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	REE0015	Principles of Home Inspection	120 hours	47-4011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of soils and foundations.
- 02.0 Demonstrate an understanding of wood and construction.
- 03.0 Demonstrate an understanding of roofing.
- 04.0 Demonstrate an understanding of plumbing.
- 05.0 Demonstrate an understanding of electricity.
- 06.0 Demonstrate an understanding of heating and ventilation.
- 07.0 Demonstrate an understanding of air conditioning and heat pumps.
- 08.0 Demonstrate an understanding of appliances.
- 09.0 Demonstrate an understanding of swimming pools and spas.
- 10.0 Demonstrate an understanding of termites and other wood-destroying insects.
- 11.0 Demonstrate mathematics knowledge and skills.
- 12.0 Demonstrate science knowledge and skills.
- 13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 14.0 Demonstrate language arts knowledge and skills.
- 15.0 Solve problems using critical thinking skills, creativity and innovation.
- 16.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 17.0 Use information technology tools.
- 18.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 19.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Describe the importance of professional ethics and legal responsibilities.
- 22.0 Explain the importance of employability and entrepreneurship skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Home Inspector
PSAV Number: M200300

Course Number: REE0015
Occupational Completion Point: A
Principles of Home Inspection – 120 Hours – SOC Code 47-4011

01.0 Demonstrate an understanding of soils and foundations–The student will be able to:

01.01 Name the four soil classifications;

01.02 Name and describe the four basic footing types commonly used in residential construction;

01.03 Define bearing pressure, bearing capacity and structural loads;

01.04 Discuss the different types of foundation inspection techniques;

01.05 Determine when a moisture maintenance program must be implemented;

01.06 Recognize possible foundation problems;

01.07 Explain the various repairs needed for foundation problems;

01.08 Discuss the inspection reporting guidelines for the structural system.

02.0 Demonstrate an understanding of wood and construction–The student will be able to:

02.01 Explain the national grading rule as it applies to structural lumber;

02.02 Recognize registered grade trade markings;

02.03 Detect visible evidence of wood damage;

02.04 Explain why wood is susceptible to fungus attack and how to prevent it;

02.05 Discuss the characteristics of the different types of masonry used in construction;

02.06 Identify materials used for siding on structures;

02.07 Evaluate the quality of a finished residential structure;

02.08	Identify the different types of window and door styles;
02.09	Recognize a properly built fireplace;
02.10	Discuss the inspection reporting guidelines for walls, doors, ceilings, floors and fireplaces.
03.0	Demonstrate an understanding of roofing–The student will be able to:
03.01	Describe the various styles and types of roofs and types of materials;
03.02	Discuss the types of materials and specific roofing practices for their area of practice;
03.03	Explain the associated equipment, such as flashing, roof jacks, vents and chimneys;
03.04	Calculate the measurement of a roof;
03.05	Explain the different types of testing;
03.06	Describe the signs that indicate possible roof problems;
03.07	Discuss the inspection reporting guidelines for roofs.
04.0	Demonstrate an understanding of plumbing–The student will be able to:
04.01	Name the three categories of a house plumbing system;
04.02	Describe aseptic systems and how they work;
04.03	Identify the water supply piping used within residential structures;
04.04	Recognize adequate and inadequate water distribution systems;
04.05	Describe septic systems and how they work;
04.06	Define an On-Site Sewage Facility (OSSF);
04.07	Recognize improperly working septic systems;
04.08	Explain the difference between a class I and class II aerobic treatment plant;
04.09	Describe the various mechanical systems and how they work;
04.10	Name four tips for the safe operation of a water heater;
04.11	Discuss the inspection reporting guidelines for plumbing systems.

05.0	Demonstrate an understanding of electricity–The student will be able to:
05.01	Recognize the use of proper wire size and type within the home;
05.02	Identify the three items that are required for an electrical circuit;
05.03	Define voltage, amperage and watt;
05.04	Explain the Ohm’s Law;
05.05	Explain the difference between Alternating Current and Direct Current;
05.06	Describe circuits and how they work;
05.07	Recognize problems in the electrical service panel;
05.08	Discuss the different types of conduit and their advantages and uses;
05.09	Discuss the inspection reporting guidelines for electrical systems.
06.0	Demonstrate an understanding of heating and ventilation–The student will be able to:
06.01	Describe the six components composing the comfort system;
06.02	Explain how a heating system operates;
06.03	Name the three main forms of heat transfer;
06.04	Discuss the different types of heating systems;
06.05	Identify improperly working heating systems;
06.06	Explain the combustion process;
06.07	Discuss the difference between natural draft and power vents;
06.08	Name three causes of spillage;
06.09	Describe the inspection process for gas and oil furnaces;
06.10	Discuss the different types of vented room and space heaters;
06.11	Discuss the inspection reporting guidelines for heating systems.
07.0	Demonstrate an understanding of air conditioning and heat pumps–The student will be able to:

07.01	Identify the different types of cooling systems;
07.02	Name the two most common residential cooling applications;
07.03	Explain how a cooling system operates;
07.04	Recognize an improperly working cooling system;
07.05	Describe how a heat pump and its components work;
07.06	Explain the differences between the groundwater heat pumps and air-to-air heat pumps;
07.07	Describe the geothermal heat pump and how it works;
07.08	Discuss the inspection reporting guidelines for cooling systems.
08.0	Demonstrate an understanding of appliances–The student will be able to:
08.01	Identify the appliances that must be inspected;
08.02	Recognize an improperly working appliance;
08.03	Explain the proper sequence for checking the elements in an electric cook top;
08.04	Identify the proper refrigerator and freezer temperatures;
08.05	Name the two determining factors that control the operating time of a dishwasher;
08.06	Discuss the inspection reporting guidelines for appliances.
09.0	Demonstrate an understanding of swimming pools and spas–The student will be able to:
09.01	Name the most common construction materials used in permanent swimming pools;
09.02	Determine pool capacity;
09.03	Describe the different types of pool filtration systems;
09.04	Explain the differences between spas, hot tubs and saunas;
09.05	Recognize an improperly working pool, spa, hot tub and sauna;
09.06	Discuss the inspection reporting guidelines for swimming pools and spas.
10.0	Demonstrate an understanding of termites and other wood-destroying insects–The student will be able to:

10.01 Identify the most common termites;

10.02 Recognize the signs of termites and other wood-destroying insects.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Skills USA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

2014 – 2015

**Florida Department of Education
Curriculum Framework**

Program Title: Non Profit Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

PSAV	
Program Number	M200400
CIP Number	0219020301
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	MKTG 1 RETAILING @7 G MKTG MGMT @7 7G ADVR PROM 7 G
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2031 – Public Relations and Fundraising Managers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	MKA0432	Salesperson, Retail	300 hours	41-2031
B	MKA0510	Public Relations Managers	150 hours	11-2031

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate proficiency in applying communication and technology skills.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify economic principles.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify effective selling techniques and procedures.
- 07.0 Select a marketing industry for career planning.
- 08.0 Demonstrate applications of distribution to the selected marketing industry.
- 09.0 Demonstrate applications of financing to the selected marketing industry.
- 10.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 11.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 12.0 Demonstrate pricing applications for the selected marketing industry.
- 13.0 Demonstrate promotion applications for the selected marketing industry.
- 14.0 Demonstrate purchasing applications to the selected marketing industry.
- 15.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 16.0 Demonstrate applications of selling to the selected marketing industry.
- 17.0 Demonstrate an understanding of entrepreneurship.
- 18.0 Identify the uses of technology in marketing.
- 19.0 Apply economic principles to Non-Profit Marketing.
- 20.0 Apply product and service technology.
- 21.0 Demonstrate merchandising skills appropriate for Non-Profit Marketing.
- 22.0 Implement Non-Profit marketing operational techniques.
- 23.0 Demonstrate proficiency in applying higher level mathematical skills unique to Non-Profit Marketing.
- 24.0 Apply promotional planning techniques and procedures to Non-Profit Marketing.
- 25.0 Apply entrepreneurial concepts to Non-Profit marketing.
- 26.0 Apply marketing management principles to a business.
- 27.0 Analyze global trends in Non-Profit marketing.
- 28.0 Demonstrate applications of technology to Non-Profit Marketing.
Apply a career plan to Non-Profit Marketing.

**Florida Department of Education
Student Performance Standards**

Program Title: Non Profit Marketing
PSAV Number: M200400

Course Number: MKA0432
Occupational Completion Point: A
Salesperson, Retail – 300 Hours – SOC Code 41-2031

01.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:

01.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.

01.02 Define and discuss issues involving gender equity, disability, and age.

01.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).

01.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.

01.05 Explain concepts of integrity, credibility, reliability, and perseverance.

01.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).

01.07 Maintain professional personal appearance and attitude.

01.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.

01.09 Demonstrate self-management, initiative, and multi-tasking.

01.10 Explain concepts of self-understanding, self-esteem, and self-image.

01.11 Demonstrate professional behavior and etiquette.

01.12 Demonstrate respect for the opinions, customs, and individual differences of others.

01.13 Set personal and career goals and develop a plan of action to achieve those goals.

01.14 Identify areas where personal and professional change and adjustment may be necessary.

01.15 Demonstrate ability to offer and accept feedback.

01.16 Identify and practice stress management and relaxation techniques.

01.17	Maintain confidentiality of business matters.
01.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
01.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
02.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
02.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
02.03	Demonstrate ability to read and comprehend written communications.
02.04	Identify a variety of forms of written business communications utilized in the workplace.
02.05	Prepare a business letter, memorandum, fax, and e-mail.
02.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
02.07	Discuss importance of developing networking skills to expand business contacts.
02.08	Prepare and deliver a business-related presentation.
02.09	Demonstrate active listening strategies that improve understanding and performance.
02.10	Describe positive customer relations.
02.11	Demonstrate conflict and dispute resolution techniques.
02.12	Identify means of nonverbal communication.
02.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
02.14	Discuss methods of resolving customer complaints.
02.15	Interpret business policies to customers/clients.
02.16	Discuss importance of providing clear directions, descriptions, and explanations.
02.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
02.18	Identify types of technology/equipment used in the workplace.
02.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.

03.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
03.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
03.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate ability to make change correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
03.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
03.08	Apply standard industry formula to determine markup and markdown on merchandise.
03.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
03.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
03.11	Identify components of a break-even analysis.
03.12	Compute and analyze a break-even point.
04.0	Identify economic principles--The student will be able to:
04.01	Explain concept of economics and economic activities.
04.02	Explain concept of economic goods and services.
04.03	Explain concept of economic resources.
04.04	Explain concept of utility (form, place, time, possession, information).
04.05	Explain concept of "supply and demand."
04.06	Explain concept of price.
04.07	Identify, compare, and contrast major types of economic systems.
04.08	Explain relationship between government and business.
04.09	Explain concept of private enterprise and business ownership.

04.10	Explain role of profit motive.
04.11	Explain concept of risk.
04.12	Explain concept of competition.
04.13	Explain concept of productivity.
04.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
04.15	Explain function of the Federal Reserve Board.
05.0	Identify marketing and business fundamentals--The student will be able to:
05.01	Define marketing and its role.
05.02	Explain purpose of marketing in the free enterprise system.
05.03	Identify and explain the four foundations of marketing.
05.04	Identify and explain differences between indirect and direct marketing.
05.05	Identify and explain the functions of and differences between marketing and merchandising.
05.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
05.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc
05.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
05.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
05.10	Explain concept of marketing strategies.
05.11	Explain concept of market segmentation and demographics.
05.12	Explain importance and techniques of offering the right merchandising blend.
05.13	Explain nature of channels of distribution.
05.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
05.15	Explain factors affecting pricing decisions.
05.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).

05.17	Discuss role e-commerce and social networking will play in the marketing of goods and services.
05.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
05.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
06.0	Identify effective selling techniques and procedures--The student will be able to:
06.01	Explain purpose, principles, and importance of selling.
06.02	Identify qualities of a professional sales associate.
06.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
06.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
06.05	Discuss importance of meeting specialized sales needs.
06.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
06.07	Discuss reasons for maintaining a client file.
07.0	Select a marketing industry for career planning--The student will be able to:
07.01	Identify current employment opportunities in marketing related fields.
07.02	Identify sources of information for career planning including the Internet.
07.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
07.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
07.05	Identify advantages and disadvantages of a particular career
07.06	Complete self-assessments and analysis of life-style goals and career aspirations.
07.07	Develop an individualized education and career plan related to a major marketing field.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:

08.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
08.02	Explain concepts of physical distribution and transportation systems related to the industry.
08.03	Identify and analyze appropriate transportation services for the industry.
08.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
08.05	Demonstrate skills required for materials and service management.
08.06	Analyze information related to routing and tracking merchandise
08.07	Explain the relationship between customer service and distribution.
09.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:
09.01	Explain financial concepts used in making business decisions.
09.02	Explain concept of financial administration.
09.03	Explain difference between income (credit) and expense (debit).
09.04	Describe and prepare a cash-flow statement.
09.05	Identify various types of credit policies and procedures.
09.06	Explain purposes and importance of credit.
09.07	Identify the positive and negative impacts of using credit in marketing situations.
09.08	Compare and contrast the use of different credit applications.
09.09	Analyze industry concepts of price, profit, competition, and productivity.
09.10	Calculate exchange rates.
10.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
10.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
10.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
10.03	Explain importance of product and service technology as it relates to customer satisfaction.
10.04	Identify sources of product knowledge.

10.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
10.06	Explain product and service quality as applicable to grades and industry standards.
10.07	Discuss product-liability risks
10.08	Explain warranties and guarantees.
10.09	Develop a product/service plan for a marketing area.
10.10	Describe factors used by marketers to position products/business.
10.11	Identify stages of and discuss impact of product life cycle.
11.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
11.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
11.02	Explain process of marketing-information management.
11.03	Explain nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for gathering information using technology.
11.06	Utilize appropriate marketing-information management forms.
12.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
12.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
12.02	Explain pricing objectives, policies, and strategies.
12.03	Explain price-marking techniques.
12.04	Explain procedures for changing prices.
12.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
12.06	Demonstrate problem-solving skills required when considering profit and price.
13.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
13.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

13.02	Identify types of promotion used in the industry.
13.03	Discuss importance of advertising media.
13.04	Explain purposes and elements of advertising and display as related to the industry.
13.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
13.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
13.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.
13.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
13.09	Write a promotional message to appeal to a target market.
13.10	Develop a sales promotion plan for a marketing organization
13.11	Demonstrate public relations techniques as used in the marketing industry.
13.12	Design a web site to promote a product/service.
14.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
14.01	Explain relationship between stock turnover and purchasing.
14.02	Demonstrate proper purchasing procedures.
14.03	Explain types of purchasing situations.
14.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
14.05	Demonstrate use of forms required for purchasing
14.06	Evaluate merchandise or services using industry standards or company assessments.
15.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
15.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
15.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
15.03	Describe actions that various agencies take to prevent accidents on the job.
15.04	Demonstrate an understanding of environmental problems that impact health and safety.

15.05	Explain procedures for handling and reporting accidents.
15.06	Identify security procedures for the marketing industry
15.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
15.08	Identify procedures used by industry to prevent internal theft and embezzlement.
16.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
16.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
16.02	Describe the appropriate relationship between buyer and seller.
16.03	Demonstrate sales knowledge of industry, company, products, and competition.
16.04	Analyze potential prospects and customer buying behavior.
16.05	Analyze importance of communication and listening in creating a positive buying climate.
16.06	Identify sales techniques to aid customers/clients in making buying decisions.
16.07	Prepare a list of skills necessary to maintain sales accounts
16.08	Create a sales presentation using presentation software
16.09	Identify strategies to build and maintain a clientele.
17.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
17.01	Define "entrepreneurship."
17.02	Discuss role of the entrepreneur in the domestic and global economy.
17.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
17.04	Identify economic principles of entrepreneurship
17.05	Discuss the four parts of a business (production, finance, marketing, customer service).
17.06	Analyze current entrepreneurial trends in the marketplace.
17.07	Discuss importance of ethics in business.
17.08	Identify strategies and methods for generating a business idea.

17.09	Outline steps in planning a new business.
17.10	Identify types and sources of government regulations and taxation that may affect a business.
18.0	Identify the use of technology in marketing--The student will be able to:
18.01	Explain importance and uses of computers and the internet in marketing.
18.02	Utilize word processing software to create a career/industry related document.
18.03	Perform data entry procedures, i.e., payroll, inventory control, etc
18.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
18.05	Demonstrate marketing spreadsheet data entry and output procedures.
18.06	Utilize spreadsheet software to enhance decision-making skills.
18.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
18.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
18.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

Course Number: MKA0510
Occupational Completion Point: B
Public Relations Managers – 150 Hours – SOC Code 11-2031

19.0	Apply economic principles to Non-Profit Marketing--The student will be able to:
19.01	Explain economic trends as they relate to Non-Profit Marketing.
19.02	Explain role of the non-profit motive in the marketing of products.
19.03	Explain role of Non-Profit Marketing in a free enterprise system.1
19.04	Apply economic concepts to Non-Profit Marketing including pricing, risk, productivity, competition, and cycles.
19.05	Explain the operation of a Non-Profit, 501C3 Corporation.
19.06	Explain the roles of the Board of Directors for a Non-Profit Corporation.
19.07	Explain the organization of a Non-Profit, 501C3 Corporation.
19.08	Define Non-profit constituents and their needs.

19.09	Design programs to meet the needs of constituents.
20.0	Apply product and service technology--The student will be able to:
20.01	Demonstrate principles in the marketing of products for a non-profit.
20.02	Discuss inventors and entrepreneurs who have had a major influence on the non-profit marketing industry.
21.0	Demonstrate merchandising skills appropriate for Non-Profit Marketing--The student will be able to:
21.01	Define a target market for a non-profit.
21.02	Research and develop branding processes for a non-profit.
21.03	Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.
21.04	Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.
21.05	Demonstrate techniques to perform a merchandise inventory.
21.06	Assist in preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
21.07	Plan a promotional campaign for a non-profit to include types of media, promotional mix, and evaluation of effectiveness.
21.08	Demonstrate ability to follow a floor plan.
22.0	Implement Non-Profit Marketing operational techniques--The student will be able to:
22.01	Implement accident prevention techniques in work situations.
22.02	Demonstrate receiving and checking techniques.
22.03	Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.
22.04	Demonstrate procedures relative to employees' role in preventing internal loss.
22.05	Implement guidelines that address concerns and issues that relate to the operation of a business including safety practices.
22.06	Conduct an orientation for new employees.
23.0	Demonstrate proficiency in applying higher level mathematical skills unique to Non-Profit Marketing--The student will be able to:
23.01	Collect and analyze marketing information.
23.02	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice

24.0	Apply promotional planning techniques and procedures to Non-Profit Marketing--The student will be able to:
24.01	Analyze role of promotion in marketing for non profits.
24.02	Develop a promotion plan for a given situation.
24.03	Identify target market(s) for a non-profit.
24.04	Prepare a promotional calendar of events.
24.05	Prepare a written advertisement layout.
24.06	Select and evaluate a variety of advertising media to carry the advertising message.
24.07	Apply steps involved in planning and setting up displays.
24.08	Identify factors to consider when evaluating completed displays.
24.09	Differentiate between promotional displays and institutional displays.
24.10	Implement strategies to be used for public relations.
24.11	Establish promotion plan sales quotas and incentives.
24.12	Evaluate the overall promotion plan.
24.13	Determine effective fund raising through customer data bases to evaluate effective market segmentation.
25.0	Apply entrepreneurial concepts to Non-Profit Marketing--The student will be able to:
25.01	Describe importance of entrepreneurship to non-profits.
25.02	Analyze advantages and disadvantages of self-employment.
25.03	Analyze risks involved in ownership of a business.
25.04	Analyze advantages and disadvantages of the primary forms of business ownership.
25.05	Discuss future prospects for entrepreneurship and intrapreneurship in non-profit marketing.
25.06	Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.
25.07	Assess personal potential to become an entrepreneur and/or intrapreneur.
25.08	Develop a plan to establish and open a non-profit business.

26.0	Apply marketing management principles to a business--The student will be able to do:
26.01	Explain marketing management functions.
26.02	Explain how a marketing manager manages people, ideas, time, money, and materials.
26.03	Explain why effective communication is critical to the marketing manager.
26.04	Apply the steps in the management problem-solving process.
26.05	Demonstrate strategies the marketing manager can use to motivate employees.
26.06	Evaluate how the marketing concept influences Non-Profit Marketing.
26.07	Develop a marketing plan.
27.0	Analyze global trends in Non-Profit Marketing--The student will be able to:
27.01	Compare and contrast global marketing trends in selected industries
27.02	Analyze impact of global marketing.
27.03	Identify foreign markets and distributors.
27.04	Analyze multicultural influences on global marketing trends.
27.05	Demonstrate methods of researching specific global markets.
27.06	Discuss the role of the Internet in facilitating global marketing.
28.0	Demonstrate applications of technology to Non-Profit Marketing--The student will be able to:
28.01	Demonstrate mastery of computers and technology currently used in Non-Profit Marketing.
28.02	Demonstrate use of the computer and information networks in Non-Profit Marketing.
29.0	Apply a career plan to Non-Profit Marketing--The student will be able to:
29.01	Develop a plan for pursuing a specific career in Non-Profit Marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.
29.02	Demonstrate competencies required for career sustaining and mid-level management positions in a chosen Non-Profit Marketing field.
29.03	Demonstrate specific technology applications related to the student's Non-Profit Marketing career plan.
29.04	Develop forms of documentation for inclusion in a Non-Profit Marketing career portfolio.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing, Management and Entrepreneurial Principles PSAV
Program Type: Career Preparatory
Career Cluster: Marketing, Sales and Service

PSAV	
Program Number	M200500
CIP Number	0252140104
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G ADVR PROM 7 G
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2021 – Marketing Managers 11-1021 – General and Operations Managers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides

technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MKA0432	Salesperson, Retail	300 hours	41-2031
B	MKA0010	Marketing Managers	150 hours	11-2021
C	MKA0091	(Entrepreneur) General Manager	150 hours	11-1021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate proficiency in applying communication and technology skills.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify economic principles.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify effective selling techniques and procedures.
- 07.0 Select a marketing industry for career planning.
- 08.0 Demonstrate applications of distribution to the selected marketing industry.
- 09.0 Demonstrate applications of financing to the selected marketing industry.
- 10.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 11.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 12.0 Demonstrate pricing applications for the selected marketing industry.
- 13.0 Demonstrate promotion applications for the selected marketing industry.
- 14.0 Demonstrate purchasing applications to the selected marketing industry.
- 15.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 16.0 Demonstrate applications of selling to the selected marketing industry.
- 17.0 Demonstrate an understanding of entrepreneurship.
- 18.0 Identify the uses of technology in marketing.
- 19.0 Apply economic principles to marketing.
- 20.0 Apply product and service technology.
- 21.0 Demonstrate merchandising skills appropriate for marketing.
- 22.0 Implement marketing operational techniques.
- 23.0 Demonstrate proficiency in applying higher level mathematical skills unique to marketing.
- 24.0 Apply promotional planning techniques and procedures to product marketing.
- 25.0 Apply entrepreneurial concepts to marketing.
- 26.0 Apply marketing management principles to a business.
- 27.0 Analyze global trends in marketing.
- 28.0 Demonstrate applications of technology to marketing.
- 29.0 Apply a career plan to marketing.
- 30.0 Analyze changing role of entrepreneurship in the global marketplace.
- 31.0 Compare and contrast management theories.
- 32.0 Explain role of management in operation of an enterprise.
- 33.0 List components of a business plan and explain how such a plan contributes to small business success.
- 34.0 Prepare an introduction for a business plan.
- 35.0 Prepare a self-analysis.
- 36.0 Prepare an analysis of the trading area.
- 37.0 Prepare a market segment analysis.

- 38.0 Prepare an analysis of potential location.
- 39.0 Prepare a description of proposed organization.
- 40.0 Prepare a description of proposed product/service.
- 41.0 Prepare a proposed pricing policy.
- 42.0 Prepare a marketing strategy.
- 43.0 Develop a financial plan for a small business.
- 44.0 Demonstrate uses of marketing related software.
- 45.0 Apply a career plan to entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing, Management and Entrepreneurial Principles
PSAV Number: M200500

Course Number: MKA0432
Occupational Completion Point: A
Salesperson, Retail – 300 Hours – SOC Code 41-2031

01.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:

01.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.

01.02 Define and discuss issues involving gender equity, disability, and age.

01.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).

01.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.

01.05 Explain concepts of integrity, credibility, reliability, and perseverance.

01.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).

01.07 Maintain professional personal appearance and attitude.

01.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.

01.09 Demonstrate self-management, initiative, and multi-tasking.

01.10 Explain concepts of self-understanding, self-esteem, and self-image.

01.11 Demonstrate professional behavior and etiquette.

01.12 Demonstrate respect for the opinions, customs, and individual differences of others.

01.13 Set personal and career goals and develop a plan of action to achieve those goals.

01.14 Identify areas where personal and professional change and adjustment may be necessary.

01.15 Demonstrate ability to offer and accept feedback.

01.16 Identify and practice stress management and relaxation techniques.

01.17	Maintain confidentiality of business matters.
01.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
01.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
02.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
02.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
02.03	Demonstrate ability to read and comprehend written communications.
02.04	Identify a variety of forms of written business communications utilized in the workplace.
02.05	Prepare a business letter, memorandum, fax, and e-mail.
02.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
02.07	Discuss importance of developing networking skills to expand business contacts.
02.08	Prepare and deliver a business-related presentation.
02.09	Demonstrate active listening strategies that improve understanding and performance.
02.10	Describe positive customer relations.
02.11	Demonstrate conflict and dispute resolution techniques.
02.12	Identify means of nonverbal communication.
02.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
02.14	Discuss methods of resolving customer complaints.
02.15	Interpret business policies to customers/clients.
02.16	Discuss importance of providing clear directions, descriptions, and explanations.
02.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
02.18	Identify types of technology/equipment used in the workplace.
02.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.

03.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
03.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
03.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate ability to make change correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
03.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
03.08	Apply standard industry formula to determine markup and markdown on merchandise.
03.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
03.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
03.11	Identify components of a break-even analysis.
03.12	Compute and analyze a break-even point.
04.0	Identify economic principles--The student will be able to:
04.01	Explain concept of economics and economic activities.
04.02	Explain concept of economic goods and services.
04.03	Explain concept of economic resources.
04.04	Explain concept of utility (form, place, time, possession, information).
04.05	Explain concept of "supply and demand."
04.06	Explain concept of price.
04.07	Identify, compare, and contrast major types of economic systems.
04.08	Explain relationship between government and business.
04.09	Explain concept of private enterprise and business ownership.

04.10	Explain role of profit motive.
04.11	Explain concept of risk.
04.12	Explain concept of competition.
04.13	Explain concept of productivity.
04.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
04.15	Explain function of the Federal Reserve Board.
05.0	Identify marketing and business fundamentals--The student will be able to:
05.01	Define marketing and its role.
05.02	Explain purpose of marketing in the free enterprise system.
05.03	Identify and explain the four foundations of marketing.
05.04	Identify and explain differences between indirect and direct marketing.
05.05	Identify and explain the functions of and differences between marketing and merchandising.
05.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
05.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc)
05.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
05.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
05.10	Explain concept of marketing strategies.
05.11	Explain concept of market segmentation and demographics.
05.12	Explain importance and techniques of offering the right merchandising blend.
05.13	Explain nature of channels of distribution.
05.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
05.15	Explain factors affecting pricing decisions.
05.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).

05.17	Discuss role e-commerce and social networking will play in the marketing of goods and services.
05.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
05.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
06.0	Identify effective selling techniques and procedures--The student will be able to:
06.01	Explain purpose, principles, and importance of selling.
06.02	Identify qualities of a professional sales associate.
06.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
06.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
06.05	Discuss importance of meeting specialized sales needs.
06.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
06.07	Discuss reasons for maintaining a client file.
07.0	Select a marketing industry for career planning--The student will be able to:
07.01	Identify current employment opportunities in marketing related fields.
07.02	Identify sources of information for career planning including the Internet.
07.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
07.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
07.05	Identify advantages and disadvantages of a particular career
07.06	Complete self-assessments and analysis of life-style goals and career aspirations.
07.07	Develop an individualized education and career plan related to a major marketing field.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:

08.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
08.02	Explain concepts of physical distribution and transportation systems related to the industry.
08.03	Identify and analyze appropriate transportation services for the industry.
08.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
08.05	Demonstrate skills required for materials and service management.
08.06	Analyze information related to routing and tracking merchandise
08.07	Explain the relationship between customer service and distribution.
09.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:
09.01	Explain financial concepts used in making business decisions.
09.02	Explain concept of financial administration.
09.03	Explain difference between income (credit) and expense (debit).
09.04	Describe and prepare a cash-flow statement.
09.05	Identify various types of credit policies and procedures.
09.06	Explain purposes and importance of credit.
09.07	Identify the positive and negative impacts of using credit in marketing situations.
09.08	Compare and contrast the use of different credit applications.
09.09	Analyze industry concepts of price, profit, competition, and productivity.
09.10	Calculate exchange rates.
10.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
10.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
10.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
10.03	Explain importance of product and service technology as it relates to customer satisfaction.
10.04	Identify sources of product knowledge.

10.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
10.06	Explain product and service quality as applicable to grades and industry standards.
10.07	Discuss product-liability risks
10.08	Explain warranties and guarantees.
10.09	Develop a product/service plan for a marketing area.
10.10	Describe factors used by marketers to position products/business.
10.11	Identify stages of and discuss impact of product life cycle.
11.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
11.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
11.02	Explain process of marketing-information management.
11.03	Explain nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for gathering information using technology.
11.06	Utilize appropriate marketing-information management forms.
12.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
12.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
12.02	Explain pricing objectives, policies, and strategies.
12.03	Explain price-marking techniques.
12.04	Explain procedures for changing prices.
12.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
12.06	Demonstrate problem-solving skills required when considering profit and price.
13.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
13.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

13.02	Identify types of promotion used in the industry.
13.03	Discuss importance of advertising media.
13.04	Explain purposes and elements of advertising and display as related to the industry.
13.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
13.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
13.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.
13.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
13.09	Write a promotional message to appeal to a target market.
13.10	Develop a sales promotion plan for a marketing organization
13.11	Demonstrate public relations techniques as used in the marketing industry.
13.12	Design a web site to promote a product/service.
14.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
14.01	Explain relationship between stock turnover and purchasing.
14.02	Demonstrate proper purchasing procedures.
14.03	Explain types of purchasing situations.
14.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
14.05	Demonstrate use of forms required for purchasing
14.06	Evaluate merchandise or services using industry standards or company assessments.
15.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
15.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
15.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
15.03	Describe actions that various agencies take to prevent accidents on the job.
15.04	Demonstrate an understanding of environmental problems that impact health and safety.

15.05	Explain procedures for handling and reporting accidents.
15.06	Identify security procedures for the marketing industry
15.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
15.08	Identify procedures used by industry to prevent internal theft and embezzlement.
16.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
16.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
16.02	Describe the appropriate relationship between buyer and seller.
16.03	Demonstrate sales knowledge of industry, company, products, and competition.
16.04	Analyze potential prospects and customer buying behavior.
16.05	Analyze importance of communication and listening in creating a positive buying climate.
16.06	Identify sales techniques to aid customers/clients in making buying decisions.
16.07	Prepare a list of skills necessary to maintain sales accounts
16.08	Create a sales presentation using presentation software
16.09	Identify strategies to build and maintain a clientele.
17.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
17.01	Define "entrepreneurship."
17.02	Discuss role of the entrepreneur in the domestic and global economy.
17.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
17.04	Identify economic principles of entrepreneurship
17.05	Discuss the four parts of a business (production, finance, marketing, customer service).
17.06	Analyze current entrepreneurial trends in the marketplace.
17.07	Discuss importance of ethics in business.
17.08	Identify strategies and methods for generating a business idea.

17.09	Outline steps in planning a new business.
17.10	Identify types and sources of government regulations and taxation that may affect a business.
18.0	Identify the use of technology in marketing--The student will be able to:
18.01	Explain importance and uses of computers and the internet in marketing.
18.02	Utilize word processing software to create a career/industry related document.
18.03	Perform data entry procedures, i.e., payroll, inventory control, etc
18.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
18.05	Demonstrate marketing spreadsheet data entry and output procedures.
18.06	Utilize spreadsheet software to enhance decision-making skills.
18.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
18.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
18.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

Course Number: MKA0010
Occupational Completion Point: B
Marketing Managers – 150 Hours – SOC Code 11-2021

19.0	Apply economic principles to marketing--The student will be able to:
19.01	Explain economic trends as they relate to marketing.
19.02	Explain role of the profit motive in the marketing of products.
19.03	Explain role of marketing in a free enterprise system.
19.04	Describe channels of distribution for marketing.
19.05	Apply economic concepts to marketing including pricing, risk, productivity, competition, and cycles.
20.0	Apply product and service technology--The student will be able to:
20.01	Demonstrate appropriate techniques and terminology for selling.
20.02	Demonstrate principles in the marketing of products

20.03	Discuss inventors and entrepreneurs who have had a major influence on the marketing industry.
20.04	Identify past, present, and future marketing products, styles, and services.
21.0	Demonstrate merchandising skills appropriate for marketing--The student will be able to:
21.01	Supervise basic stock keeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.
21.02	Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.
21.03	Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.
21.04	Demonstrate techniques to perform a merchandise inventory.
21.05	Assist in preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
21.06	Plan a promotional campaign for a product or line to include types of media, promotional mix, and evaluation of effectiveness.
21.07	Demonstrate ability to follow a floor plan.
22.0	Implement marketing operational techniques--The student will be able to:
22.01	Implement accident prevention techniques in work situations.
22.02	Demonstrate receiving and checking techniques.
22.03	Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.
22.04	Demonstrate procedures relative to employees' role in preventing internal loss.
22.05	Implement guidelines that address concerns and issues that relate to the operation of a business including safety practices.
22.06	Conduct an orientation for new employees.
23.0	Demonstrate proficiency in applying higher level mathematical skills unique to marketing--The student will be able to:
23.01	Collect and analyze sales information to determine stock turnover and stock-sales ratio for merchandise.
23.02	Apply standard industry formula to determine markup and markdown on merchandise or service.
23.03	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice
23.04	Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
23.05	Complete pricing problem involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.

23.06	Calculate sales productivity.
23.07	Calculate sales per hour.
23.08	Calculate average items and average dollars per transaction.
24.0	Apply promotional planning techniques and procedures to product marketing--The student will be able to:
24.01	Analyze role of promotion in marketing and merchandising.
24.02	Develop a promotion plan for a given product or situation.
24.03	Develop a promotional mix for a product.
24.04	Identify the market(s) for the promotion plan.
24.05	Prepare a promotional calendar of events.
24.06	Prepare a written advertisement layout.
24.07	Select and evaluate a variety of advertising media to carry the advertising message.
24.08	Apply steps involved in planning and setting up displays.
24.09	Identify factors to consider when evaluating completed displays.
24.10	Differentiate between promotional displays and institutional displays.
24.11	Implement strategies to be used for public relations.
24.12	Establish promotion plan sales quotas and incentives.
24.13	Evaluate the overall promotion plan.
25.0	Apply entrepreneurial concepts to marketing--The student will be able to:
25.01	Describe importance of entrepreneurship to related industries.
25.02	Analyze advantages and disadvantages of self-employment.
25.03	Analyze risks involved in ownership of a business.
25.04	Analyze advantages and disadvantages of the primary forms of business ownership.
25.05	Discuss future prospects for entrepreneurship and intrapreneurship in marketing.

25.06	Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.
25.07	Assess personal potential to become an entrepreneur and/or intrapreneur.
25.08	Develop a plan to establish and open a business.
26.0	Apply marketing management principles to a business--The student will be able to do:
26.01	Explain marketing management functions.
26.02	Explain how a marketing manager manages people, ideas, time, money, and materials.
26.03	Explain why effective communication is critical to the marketing manager.
26.04	Apply the steps in the management problem-solving process.
26.05	Demonstrate strategies the marketing manager can use to motivate employees.
26.06	Evaluate how the marketing concept influences marketing.
26.07	Develop a marketing plan.
27.0	Analyze global trends in marketing--The student will be able to:
27.01	Compare and contrast global marketing trends in selected industries
27.02	Analyze impact of global marketing.
27.03	Identify foreign markets and distributors.
27.04	Analyze multicultural influences on global marketing trends.
27.05	Demonstrate methods of researching specific global markets.
27.06	Discuss the role of the Internet in facilitating global marketing.
28.0	Demonstrate applications of technology to marketing--The student will be able to:
28.01	Demonstrate mastery of computers and technology currently used in marketing.
28.02	Identify use of satellite transmissions in marketing training.
28.03	Demonstrate use of the computer and information networks in marketing.
29.0	Apply a career plan to marketing--The student will be able to:

29.01	Develop a plan for pursuing a specific career in marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.
29.02	Demonstrate competencies required for career sustaining and mid-level management positions in a chosen marketing field.
29.03	Demonstrate specific technology applications related to the student's marketing career plan.
29.04	Develop forms of documentation for inclusion in a marketing career portfolio.

Course Number: MKA0091
Occupational Completion Point: C
(Entrepreneur) General Manager – 150 Hours – SOC Code 11-1021

30.0	Analyze changing role of entrepreneurship in the global marketplace--The student will be able to:
30.01	Evaluate importance of entrepreneurship to the American economy.
30.02	Analyze business trends created by changes in technology.
30.03	Summarize factors that have led to increased interdependence within the global marketplace.
30.04	Analyze the impact of international law on sales transactions.
31.0	Compare and contrast management theories--The student will be able to:
31.01	Identify motivational theories that impact management (e.g., Maslow, Herzberg).
31.02	Identify an appropriate motivational strategy after determining the wants, needs, and motives of a particular audience.
31.03	Discuss reward and punishment theories as they relate to the business setting.
31.04	Compare and contrast Theory X, Theory Y, and Theory Z.
31.05	Define and discuss the impact of Total Quality Management (TQM) in the global marketplace.
32.0	Explain role of management in operation of an enterprise--The student will be able to:
32.01	Evaluate possibility of and procedure for buying an existing business or franchise.
32.02	Analyze and explain the functions of management.
32.03	Prepare an organization chart and explain its importance.
32.04	Discuss various aspects of supervising employees.
32.05	Interpret the term "control" and explain its importance in operating a business.

32.06	Analyze the relationship of government (federal, state, and local) to a small business.
32.07	Provide examples of regulations that affect a small business.
32.08	Prepare calculations for various types of taxes levied on a small business.
32.09	Compare sources of technical assistance for the small business owner.
33.0	List components of a business plan and explain how such a plan contributes to small business success--The student will be able to:
33.01	Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, and Planned Financing).
33.02	Analyze importance of a business plan in developing a business idea and evaluating success.
33.03	Select data/graphics, maps, and diagrams to be included in the business plan.
33.04	Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).
34.0	Prepare an introduction for a business plan--The student will be able to:
34.01	Identify and describe type of business.
34.02	Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.
34.03	Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.
34.04	Compose a description of product/service and advantages and benefits product/service will provide for customers.
34.05	Substantiate why the business will be successful.
35.0	Prepare a self-analysis--The student will be able to:
35.01	Describe personal education, training, strengths, and weaknesses relevant to operation of business.
35.02	Outline personal development in field of business including obtaining special licenses and/or skills.
35.03	Describe personality traits and work habits relevant to operation of the business.
36.0	Prepare an analysis of the trading area--The student will be able to:
36.01	Analyze trading area with respect to geographic, demographic, and economic data.
36.02	Assess competition and affect of seasonal fluctuations.
36.03	Analyze projected growth of trading area.

37.0	Prepare a market segment analysis--The student will be able to:
37.01	Analyze target market by geographics, demographics, lifestyle, and product benefits.
37.02	Explain importance of market segmentation.
37.03	Describe customer buying behavior related to proposed business.
37.04	Profile potential customers.
38.0	Prepare an analysis of potential location--The student will be able to:
38.01	Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition of appropriate business location.
38.02	Research cultural, income, career and technical, age, and mobility characteristics of inhabitants of potential location.
38.03	Describe market trends affecting potential location.
38.04	Determine advantages and disadvantages of different types of business locations.
38.05	Determine steps involved in selecting a specific business site.
39.0	Prepare a description of proposed organization--The student will be able to:
39.01	Determine type of ownership best suited to business situation.
39.02	Identify steps in starting to form business.
39.03	Outline steps in hiring of employees.
39.04	Prepare an organization chart.
39.05	Compose job descriptions of identified positions.
40.0	Prepare a description of proposed product/service--The student will be able to:
40.01	Summarize details of product(s)/service(s) to be offered.
40.02	Identify potential suppliers/manufacturers.
40.03	Develop an inventory policy, if applicable.
40.04	Identify supplies necessary for operation of the business.
40.05	Compose and develop a customer profile.

40.06	Evaluate importance of determining a product policy.
41.0	Prepare a proposed pricing policy--The student will be able to:
41.01	Identify costs and proposed markups.
41.02	Explain relationship to competitors.
41.03	Evaluate importance of determining a price line.
41.04	Describe profit margin.
41.05	Determine how to compute profit margin.
41.06	Identify pricing incentive options.
41.07	Describe pricing strategy choices.
42.0	Prepare a marketing strategy--The student will be able to:
42.01	Determine and describe appropriate store image.
42.02	Select a promotional mix for the business.
42.03	Establish promotional objectives for the business.
42.04	Identify methods of promotion to be used by comparing and contrasting costs versus benefits.
42.05	Develop an advertising plan identifying types and costs of media to be used.
42.06	Develop a promotional plan including sales promotion.
42.07	Develop ideas for obtaining publicity for the business.
42.08	Write a press release.
42.09	Plan a web site for the business.
42.10	Identify the role of customer service.
43.0	Develop a financial plan for a small business--The student will be able to:
43.01	Estimate dollar amount needed to open a business.
43.02	Compare available funding sources, identifying amount of personal financial commitment.

43.03	Complete a loan application.
43.04	Prepare plan to repay borrowed funds or provide return on investment to equity funds.
43.05	Project monthly and annual business income for the first year of operation.
43.06	Estimate monthly and annual cash flow for the first year of operation.
43.07	Calculate sales volume required for first year of operation to be profitable.
43.08	Prepare a statement of opening assets, liabilities, and net worth (balance sheet).
43.09	Prepare a cash flow projection for simulated business.
43.10	Prepare a five-year financial plan.
43.11	Develop summary of key points for supporting financial requests.
44.0	Demonstrate uses of marketing related software--The student will be able to:
44.01	Perform data entry procedures.
44.02	Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).
44.03	Perform marketing spreadsheet data entry and output procedures.
44.04	Analyze a marketing spreadsheet in a decision-making situation.
44.05	Design and prepare an advertising brochure.
44.06	Discuss the importance of e-mail, fax, and an on-line service to a small business.
45.0	Apply a career plan to entrepreneurship--The student will be able to:
45.01	Develop a plan for pursuing a career as an entrepreneur including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
45.02	Demonstrate specific technology applications related to career plan.
45.03	Develop forms of documentation for inclusion in a career portfolio, i.e., Entrepreneurship Written Event (see DECA Guide).

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Customer Service Representative 1
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M600100
CIP Number	0252041102
Grade Level	30, 31
Standard Length	300 hours
Teacher Certification	RETAILING @7 7G MKTG 1 ADVR PROM 7 G BANK FINC @7 7G HOTEL TRNG 7 G INSURANCE 7 G MKTG MGMT @7 7G TRANSPORT @4 @7 7G WHOLESALE 7 G BUS ED 1 @2
CTSO	College DECA
SOC Codes (all applicable)	43-2011 – Switchboard Operators, Including Answering Service 41-9041 – Telemarketers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: N/A Language: N/A Reading: N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry level positions involving customer service activities.

The content includes interpersonal skills, customer service and selling concepts, math, keyboarding, communication skills, and employability skills.

Instruction is structured to meet the requirements for gainful entry level employment in any customer service industry areas such as Fashion Marketing, Finance and Credit, Food, Import/Export Marketing, Insurance, Telecommunications, Hospitality, and virtually all other industry categories.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MNA0135	Telecommunications Clerk	150 hours	43-2011
B	MNA0136	Telesales Representative	150 hours	41-9041

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of identification and classification of customer services.
- 02.0 Demonstrate technology literacy appropriate to customer service.
- 03.0 Describe and demonstrate human relations skills necessary for success in customer service.
- 04.0 Demonstrate communication skills necessary for success in customer service.
- 05.0 Identify terminology unique to customer service operations.
- 06.0 Describe call center representative duties and responsibilities.
- 07.0 Explain and perform telephone activities unique to customer service.
- 08.0 Identify customer service activities.
- 09.0 Demonstrate job seeking and employability skills.
- 10.0 Develop a plan for a career in customer service.
- 11.0 Demonstrate technology literacy appropriate to customer service.
- 12.0 Demonstrate communication skills necessary for success in customer service.
- 13.0 Describe call center representative duties and responsibilities.
- 14.0 Explain and perform telephone activities unique to customer service.
- 15.0 Identify customer service activities.
- 16.0 Demonstrate job seeking and employability skills.
- 17.0 Describe leadership and organizational skills necessary for success in customer service.
- 18.0 Utilize effective techniques and procedures for selling customer services.
- 19.0 Demonstrate basic math operations relevant to customer services.
- 20.0 Demonstrate an understanding of a client's business, policies, and procedures.

**Florida Department of Education
Student Performance Standards**

Program Title: Customer Service Representative 1
PSAV Number: M600100

Course Number: MNA0135
Occupational Completion Point: A
Telecommunications Clerk – 150 Hours – SOC Code 43-2011

01.0 Demonstrate knowledge of identification and classification of customer services--The student will be able to:

01.01 Define customer, customer service, and quality.

01.02 Explain the nature of quality customer/client relations.

01.03 Demonstrate ability to handle customer inquiries/complaints.

01.04 Demonstrate ability to handle difficult customers.

01.05 Interpret company policies to customer/clients.

01.06 Classify customer services according to nature and characteristics of the activity.

01.07 Demonstrate competence in resolving customer problems through clarifying, explaining policy/procedure, and coming to a consensus.

01.08 Explain the importance of stress management as it relates to job performance.

02.0 Demonstrate technology literacy appropriate to customer service--The student will be able to:

02.01 Identify types of technology, systems, and software used in customer service.

02.02 Describe applications of technology in customer service (e.g., file management, e-mail management).

02.03 Discuss ethical issues involving the use of technology, employer/employee relationships, and customers.

02.04 Demonstrate proficiency with touch keyboarding skills to enter and manipulate text and data.

02.05 Demonstrate computer literacy by producing documents generated by word processing software.

02.06 Explain relationship between database management and call centers.

02.07 Employ current and emerging computer technology and software to perform customer service related tasks.

02.08	Demonstrate use of electronic communication and networking systems (e.g., fax, e-mail, voice mail, Internet).
02.09	Research current and emerging telecommunications systems.
02.10	Analyze situations in which technology can positively and negatively impact customer service.
03.0	Describe and demonstrate human relations skills necessary for success in customer service--The student will be able to:
03.01	Model punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.
03.02	List acceptable health and grooming habits.
03.03	Explain importance of adhering to absentee and tardy policy.
03.04	Exhibit the ability to work as a team player.
03.05	Discuss and develop the human relations skills essential for successful entry and progress in the customer service field.
03.06	Model empathy, compassion, caring, enthusiasm, integrity, positive attitude, self motivation, and responsible behavior.
03.07	Demonstrate orderly and systematic behavior (follow chain of command).
03.08	Explain the importance of working effectively with persons from diverse backgrounds.
03.09	Demonstrate ability to maintain professional respect for co-workers and customers without prejudice.
03.10	Demonstrate conflict and dispute resolution techniques for effective teamwork.
03.11	Demonstrate techniques to persuade and convince others.
03.12	Explain importance of self-management when minimum direction and supervision are given.
03.13	Describe ethical situations in the customer service field.
03.14	Describe importance and benefits of time management, both professional and personal.
03.15	Prepare a time management analysis.
03.16	Use a personality inventory for personal improvement.
03.17	Employ feedback for personal and professional growth.
03.18	Demonstrate ability to adjust to change.
03.19	Exhibit corporate and professional etiquette.

04.0	Demonstrate communication skills necessary for success in customer service--The student will be able to:
04.01	Role-play greeting and assisting visitors and clients in a professional manner.
04.02	Demonstrate appropriate use of grammar, vocabulary, diction, and body language for delivering professional customer service.
04.03	Identify appropriate conversation for work-related settings.
04.04	Model professional vocabulary appropriate for the work environment.
04.05	Demonstrate ability to communicate in a multi-cultural setting.
04.06	Demonstrate ability to interact with customers, co-workers, and supervisors in a logical, clear, understandable, and effective manner.
04.07	Describe and demonstrate listening, speaking, and non-verbal skills necessary to determine customer needs.
04.08	Identify major barriers to listening and demonstrate techniques to overcome those barriers.
04.09	Explain the importance of using a pleasant tone of voice, smiling, making eye contact, maintaining proper posture, listening, being prepared to answer questions, using customer's name, handling customer complaints, and thanking the customer.
04.10	Demonstrate ability to focus on problem, not person, so as to avoid becoming defensive.
04.11	Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.
05.0	Identify terminology unique to customer service operations--The student will be able to:
05.01	Identify and define commonly used customer service terms such as credit, adjustments, complaints, delivery service, and internal and external customers.
05.02	Identify and record customer service data using current terminology.
06.0	Describe call center representative duties and responsibilities--The student will be able to:
06.01	Identify different types of call centers.
06.02	Discuss the role of the customer service specialist.
06.03	Identify benefits of customer service.
06.04	Identify reasons for providing customer service.
06.05	Describe the customer-service mindset.
06.06	Identify factors to be considered when deciding which customer services to provide.
06.07	Compare various types of customer service (e.g., mass market, department store, specialty).

06.08	Explain the importance of good customer service relations to a business.
06.09	Describe importance of possessing adequate knowledge of services and products to perform the customer service job competently.
06.10	Demonstrate methods of communicating with customers to identify their needs and expectations.
06.11	Discuss importance of accuracy, efficiency, and follow through when dealing with customers.
06.12	Demonstrate methods of communicating with customers to identify their problems and expectations.
06.13	Identify major areas of customer complaints (e.g., product, personnel, business).
06.14	List the costs, tangible and intangible, of complaints to both the salesperson and business.
06.15	Explain how to handle customer inquiries/complaints including appropriate documentation.
06.16	Identify types of resources to be used in resolving the problems and satisfying the needs of customers.
06.17	Identify types of difficult customers (e.g., disagreeable, domineering/superior, suspicious, slow/methodical, dishonest).
06.18	Explain procedures for handling difficult internal and external customers.
06.19	Identify possible actions that lead to customer satisfaction.
06.20	Identify the ways that the level of customer service may affect company success.
06.21	Identify the ways that the reputation of a business is influenced by customer satisfaction.
06.22	Recognize the importance of stress management as it relates to job performance.
06.23	Demonstrate an understanding of gender, age, disability, and cultural courtesy.
07.0	Explain and perform telephone activities unique to customer service--The student will be able to:
07.01	Demonstrate techniques for making a positive first impression or continue a positive relationship using the telephone (e.g., vocabulary, voice quality and tone, grammar, courteousness, rapport).
07.02	Identify and demonstrate techniques of placing, answering, screening, placing on hold, and directing telephone calls.
07.03	Identify and demonstrate procedures for recording and relaying accurate messages.
07.04	Explain procedures for dealing with an obscene telephone call.
07.05	Identify components of a customer service call.
07.06	Demonstrate use of the telephone as a customer service tool to gather, receive, record, and convey accurate and complete information in a professional and courteous manner.

07.07	Demonstrate active listening skills.
07.08	Demonstrate ability to organize ideas and communicate oral messages appropriate to listener and situation.
07.09	Review guidelines to inform customers of order receipt, prices, shipping date, and delays.
07.10	Describe a positive and caring telephone voice.
07.11	Demonstrate techniques for dealing with an irate or upset caller, remembering that "the customer is always right."
07.12	Model the impact of facial expression on tone of voice.
07.13	Explain importance of maintaining a telephone log.
07.14	Demonstrate ability to maintain a telephone log accurately and in accordance with organization procedures.
07.15	Demonstrate ability to access voice mail and record information accurately and neatly and note if response is required.
07.16	Demonstrate ability to retrieve messages from an answering machine and record information accurately and neatly and note if response is required.
07.17	Practice logging in and out of telephone systems.
08.0	Identify customer service activities--The student will be able to:
08.01	Role-play appropriate customer greetings.
08.02	Describe how an employee represents the firm to customers.
08.03	Explain techniques to balance responsive telephone service with in-store service.
08.04	Demonstrate ability to determine the individual customer's need for specific types of product support and customer services.
08.05	Discuss the importance of suggestive selling of complimentary goods/services.
08.06	Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
08.07	Demonstrate ability to overcome objections.
08.08	Explain role of customer mailing lists in the customer service industry.
08.09	Role-play thanking the customer using appropriate English.
08.10	Explain methods of observation that can be used to obtain customer's surname.
08.11	Discuss importance of customer follow-up including those instances when writing a thank you note could be appropriate.

08.12	Describe techniques for identifying and satisfying customer needs/wants/problems.
08.13	Explain techniques for determining customer merchandise/ service interests.
08.14	Discuss techniques for recognizing and responding to customer preference(s).
08.15	Explain importance of listening to customer needs/wants/ problems.
08.16	Explain importance of product knowledge, features, and benefits to successful cross selling.
08.17	Demonstrate ability to obtain customer commitment.
08.18	Model methods of resolving customer complaints.
08.19	Discuss importance of assisting customer in location of desired item(s).
08.20	List abilities and qualities customers expect.
09.0	Demonstrate job seeking and employability skills--The student will be able to:
09.01	Identify resources used in a customer service job search.
09.02	Identify steps of the job application process including researching the company prior to an interview and obtaining proper documentation (e.g., green card).
09.03	Locate company site on the Internet.
09.04	Identify documentation needed prior to seeking employment.
09.05	Discuss importance of drug tests and criminal background checks in identifying possible customer service employment opportunities.
09.06	Demonstrate appropriate dress and grooming for employment.
09.07	List documents an employer is required to have completed by an employee for payroll and eligibility purposes.
09.08	Arrange for personal references.
09.09	Prepare a neat, legible resume (traditional and electronic).
09.10	Prepare a job application letter for a customer service position.
09.11	Read and accurately complete job application forms for customer service positions.
09.12	Participate in a behavioral job interview by role playing as an interviewer and an applicant.
09.13	Demonstrate methods for handling illegal interview and application form questions.

09.14	Compose a set of questions to ask of an interviewer.
09.15	Participate in pre-employment testing (e.g., simulations, telephone interview, telephone screening).
09.16	Conduct an interview follow-up.
09.17	List procedures to follow when accepting an employment offer.
09.18	Illustrate an understanding of the appropriate techniques to use when changing jobs.
09.19	Describe appropriate methods for resigning from a position.
09.20	Identify reasons for termination.
09.21	Prepare a letter of resignation.
09.22	Identify and demonstrate appropriate responses to feedback from supervisors.
09.23	Identify and demonstrate acceptable work habits.
09.24	Demonstrate acceptable health and hygiene habits.
09.25	Discuss examples of company standards, policies, and procedures.
09.26	Explain importance of following accepted rules, regulations, policies, and workplace safety guidelines.
09.27	Describe importance of producing quality work and meeting performance standards.
09.28	Describe implications of racial, ethnic, regional, educational, social, and age differences.
09.29	Demonstrate attitudes and behaviors that eliminate stereotyping, gender bias, and recognize the value of cultural diversity.
09.30	Demonstrate ability to work as a team member.
09.31	Demonstrate a strong work ethic and a positive attitude both personally and professionally.
09.32	Recognize the importance of the efficient use of materials and space on the job.
09.33	Demonstrate an understanding of ethical business practices.
09.34	Explain the importance of confidentiality in the workplace concerning any written, oral, or technically transmitted information pertaining to personnel, customers, or materials.
09.35	Obtain letters of reference summarizing work/volunteer experiences.
10.0	Develop a plan for a career in customer service--The student will be able to:

10.01	Discuss the advantages and disadvantages of working in the customer service field.
10.02	Identify personal qualities necessary to be successful as a customer service representative.
10.03	Research a customer service occupation.
10.04	Diagram a career path for the customer service associate.
10.05	Write a job description for a customer service associate.
10.06	Identify the educational requirements and work experience needed for a customer service associate.
10.07	Identify personal qualities and skills necessary for job enhancement and career development in the customer service field.
10.08	Develop forms of documentation for inclusion in a career portfolio.

Course Number: MNA0136
Occupational Completion Point: B
Telesales Representative – 150 Hours – SOC Code 41-9041

11.0	Demonstrate technology literacy appropriate to customer service--The student will be able to:
11.01	Demonstrate computer literacy by producing documents generated by database and spreadsheet software.
11.02	Employ reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
11.03	Employ computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.
12.0	Demonstrate communication skills necessary for success in customer service--The student will be able to:
12.01	Demonstrate techniques for writing letters and memorandums appropriate to the particular audience (e.g., management, customers, co-workers, manufacturers).
12.02	Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.
12.03	Compose e-mail and business letters.
12.04	Demonstrate effective probing skills.
13.0	Describe call center representative duties and responsibilities--The student will be able to:
13.01	Identify potentially difficult customers and strategies to meet their needs.
13.02	Explain differences between consumer rights and business responsibilities.
13.03	Explain differences between internal and external customers (e.g., productivity, motivation, commitment, and stress management vs. order taking, handling routine inquiries and application questions, and problem solving).

13.04	Exhibit how to interpret policies to internal and external customers.
13.05	Exhibit sensitivity to internal and external customer needs.
13.06	Classify customer services according to nature and characteristics of the activity.
13.07	Classify customer services considered primary or essential and those considered secondary or optional.
13.08	Review methods to resolve customer problems through clarifying, explaining policy/procedure, and coming to a consensus.
13.09	Analyze the relationship between public relations and marketing.
13.10	Demonstrate methods to initiate and maintain client account records.
13.11	Prepare statements for clients.
14.0	Explain and perform telephone activities unique to customer service--The student will be able to:
14.01	Assume accountability for the technical and customer services provided during service calls.
14.02	Demonstrate ability to maintain a file of addresses and telephone numbers.
15.0	Identify customer service activities--The student will be able to:
15.01	Discuss importance of changing displays to maintain customer interest.
15.02	Explain the concepts of market segmentation and niche marketing.
16.0	Demonstrate job seeking and employability skills--The student will be able to:
16.01	Create and maintain an employability portfolio demonstrating awareness of personal abilities, interests, and skills as they relate to seeking employment.
16.02	Identify qualities typically required for promotion and job advancement (e.g., productivity, dependability, initiative, responsibility).
16.03	Practice providing direction and assistance to other team members by acting as a role model, coach, and motivator.
16.04	Illustrate working independently with little supervision.
16.05	Identify how to prepare for job separation and reemployment.
16.06	Relate the importance of quality control in job performance (TQM).
16.07	Participate in a job shadowing experience.
16.08	Demonstrate knowledge of how to make job changes appropriately.

17.0	Describe leadership and organizational skills necessary for success in customer service--The student will be able to:
17.01	Describe qualities of an effective leader.
17.02	Describe different types of leadership.
17.03	Identify and utilize the planning process.
17.04	Outline steps utilized in problem resolution when dealing with customers.
17.05	Outline and apply steps used in decision-making when dealing with customers.
17.06	Work cooperatively within a group to achieve organizational goals.
17.07	Describe the role of the vision and mission statement in a customer service organization.
17.08	Explain how innovation and efficiency impact the customer service organization.
17.09	Display the ability to adjust behavior as appropriate to the situation, listening and responding with appropriate manners.
17.10	Model personal responsibility for the welfare of others.
17.11	Model appropriate technique for shaking hands as a professional.
18.0	Utilize effective techniques and procedures for selling customer services--The student will be able to:
18.01	Demonstrate how to increase total sales volume by selling complementary services to the main product(s).
18.02	Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
18.03	Demonstrate the ability to determine the individual customer's need for specific types of product support customer services.
18.04	Explain the "value added" concept as it applies to customer services.
18.05	Evaluate ability to overcome objections.
18.06	Demonstrate ability to identify and satisfy customer needs/wants/problems.
18.07	Evaluate ability to obtain customer commitment.
18.08	Identify and demonstrate cross-selling techniques.
18.09	Explain concept of "product" as an ingredient in the marketing mix.
18.10	Explain the relationship of economic utilities and customer services.

19.0	Demonstrate basic math operations relevant to customer service--The student will be able to:
19.01	Perform basic computational operations.
19.02	Solve work-related problems using whole numbers, fractions, decimals, ratios, and percentages.
19.03	Operate a 10-key keypad.
20.0	Demonstrate an understanding of a client's business, policies, and procedures--The student will be able to:
20.01	Identify client's mission and objectives.
20.02	Identify the type of business in which the client is engaged.
20.03	Identify customer service guidelines.
20.04	Identify procedure for logging in and out of client's system.
20.05	Identify correct screen management techniques.
20.06	Identify codes for different procedures.
20.07	Identify data entry guidelines including procedure for error editing and correction.
20.08	Identify procedure to obtain assistance (i.e., help desk, on-line help).
20.09	Demonstrate ability to receive and process calls per client's guidelines.
20.10	Practice taking orders, requests, etc., as required by client.
21.0	Demonstrate technology literacy appropriate to customer service--The student will be able to:
21.01	Demonstrate computer literacy by producing documents generated by database and spreadsheet software.
21.02	Employ reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
21.03	Employ computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.
22.0	Demonstrate communication skills necessary for success in customer service--The student will be able to:
22.01	Demonstrate techniques for writing letters and memorandums appropriate to the particular audience (e.g., management, customers, co-workers, manufacturers).
22.02	Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.
22.03	Compose e-mail and business letters.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

College DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with

their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Customer Service Representative 2
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M600200
CIP Number	0252041103
Grade Level	30, 31
Standard Length	300 hours
Teacher Certification	RETAILING @7 7G MKTG 1 ADVR PROM 7 G BANK FINC @7 7G HOTEL TRNG 7 G INSURANCE 7 G MKTG MGMT @7 7G TRANSPORT @4 @7 7G WHOLESALE 7 G BUS ED 1 @2
CTSO	Collegiate DECA
SOC Codes (all applicable)	43-4051 – Customer Service Representatives 43-1011 – First-Line Supervisors of Office and Administrative Workers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry level positions involving customer service activities.

The content includes interpersonal skills, customer service and selling concepts, math, keyboarding, communication skills, and employability skills.

Instruction is structured to meet the requirements for gainful entry level employment in any customer service industry areas such as Fashion Marketing, Finance and Credit, Food, Import/Export Marketing, Insurance, Telecommunications, Hospitality, and virtually all other industry categories.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 2 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MNA0084	Customer Service Representative	150 hours	43-4051
B	MNA0085	Customer Service Manager	150 hours	43-1011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate basic math operations and budget operations relevant to customer services.
- 02.0 Demonstrate higher order human relations skills necessary for hiring individuals in customer service occupations.
- 03.0 Demonstrate higher order ability to communicate skillfully.
- 04.0 Demonstrate an awareness of management functions and organizational structures.
- 05.0 Demonstrate an understanding of basic contractual obligations.
- 06.0 Perform higher order keyboarding activities and use of office equipment in order to train others in these skills.
- 07.0 Demonstrate performance of supervisory/management functions
- 08.0 Develop a plan for a career in management.
- 09.0 Analyze impact and relationship of government regulations and community involvement of management decisions.
- 10.0 Demonstrate an advanced ability to communicate skillfully.
- 11.0 Utilize higher order effective techniques and procedures for motivating others selling customer services.
- 12.0 Demonstrate higher order math operations relevant to customer services.
- 13.0 Demonstrate performance of supervisory/management functions.
- 14.0 Demonstrate an understanding of business ownership.
- 15.0 Operate computers and other equipment appropriate to marketing and managing customer services.
- 16.0 Demonstrate an understanding of business ownership.
- 17.0 Demonstrate management level job seeking and employability skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Customer Service Representative 2
PSAV Number: M600200

Course Number: MNA0084
Occupational Completion Point: A
Customer Service Representative – 150 Hours – SOC Code 43-4051

01.0	Demonstrate basic math operations and budget operations relevant to customer services--The student will be able to:
01.01	Demonstrate correct procedures for handling major types of sales transactions.
01.02	Reconcile a customer account.
01.03	Develop a group work schedule and calculate the necessary budget to implement it for a week, a month and a year.
01.04	Adjust monthly and yearly schedules and budgets to reflect business variations such as seasonal, increase in sales and decrease in sales.
02.0	Demonstrate higher order human relations skills necessary for hiring individuals in customer service occupations--The student will be able to:
02.01	Identify benefits of professional staff development (e.g., workshops, conferences, course work, and membership in professional associations).
02.02	Explain the need for employee evaluations, describe the procedures used in the evaluation process, and identify the consequences of positive or negative performance appraisals.
02.03	Describe methods used to compensate employees (e.g., wages, salary, commission).
02.04	Practice accurately answering call center representative questions on policies, procedures, and systems.
02.05	Practice guiding call center representatives through reference materials.
02.06	Practice monitoring and providing coaching and feedback to call center representatives.
02.07	Identify a variety of action plans to educate new hires.
03.0	Demonstrate higher order ability to communicate skillfully--The student will be able to:
03.01	Give oral reports to demonstrate the ability to express oneself in a concise, timely, and professional manner.
03.02	Demonstrate effective probing skills.

03.03	Demonstrate effective communication of impact of a business decision.
04.0	Demonstrate an awareness of management functions and organizational structures--The student will be able to:
04.01	Identify the different levels of management.
04.02	Identify, compare, and contrast the various forms of business ownership (e.g., sole proprietorship, partnership, corporation, franchise) and other organizational structures (nonprofit organizations, government agencies).
04.03	Compare and contrast the legal procedures and processes involved when establishing business ownership (e.g., sole proprietorship, partnership, limited partnership, joint ventures, limited partnership associations, registered partnerships with limited liability, Limited Liability Corporation, corporation, franchise).
04.04	Compare and contrast the advantages and disadvantages of each type of business ownership based upon complexity and risk of legal procedures and processes.
04.05	Demonstrate knowledge of procedures, systems, and reference materials.
05.0	Demonstrate an understanding of basic contractual obligations--The student will be able to:
05.01	Demonstrate an understanding of contractual relationships.
05.02	Explain how an offer and acceptance can create contractual rights and duties.
05.03	Identify people who lack contractual capacity.
05.04	Describe breach of contract and the remedies available when a contract is breached.
05.05	Define an agency relationship and list the ways that agency relationships may be created.
05.06	Identify which applicants may be asked to participate in testing (e.g., aptitude, psychological, polygraph, drug, etc).
06.0	Perform higher order keyboarding activities and use of office equipment in order to train others in these skills--The student will be able to:
06.01	Key and apply formatting principles.
06.02	Obtain and transmit credit information.
06.03	Perform basic computer operations.
07.0	Demonstrate performance of supervisory/management functions--The student will be able to:
07.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how functions are interrelated.
07.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.

07.03	Demonstrate project management skills.
07.04	Prepare training materials or update existing material.
07.05	Dramatize handling elevated customer calls.
07.06	Demonstrate ways to support team members to achieve personal and team goals.
07.07	Identify relevant management information based on business' existing records.
07.08	Identify appropriate information at various management decision making levels.
07.09	Identify appropriate applications for computer usage.
07.10	Identify administrative tasks that would be the responsibility of the customer care coach.
08.0	Develop a plan for a career in management--The student will be able to:
08.01	Discuss the advantages and disadvantages of working in the management field.
08.02	Identify personal qualities necessary to be successful as a management.
08.03	Research a management occupation.
08.04	Diagram a career path for the management.
08.05	Write a job description for a management.
08.06	Identify the educational requirements and work experience needed for a manager.
08.07	Identify personal qualities and skills necessary for job enhancement and career development in the management field.
08.08	Develop forms of documentation for inclusion in a career portfolio

Course Number: MNA0085
Occupational Completion Point: B
Customer Service Manager - 150Hours – SOC Code 43-1011

09.0	Analyze impact and relationship of government regulations and community involvement on management decisions--The student will be able to:
09.01	Understand anti-trust laws and how they affect corporate behavior.
09.02	Describe the pros and cons of various levels of community involvement by a business.
09.03	Describe how tax policies affect a business.

09.04	Describe how licensure requirements affect a business.
09.05	Describe how government regulations affect a business.
09.06	Identify and evaluate various ways in which government affects business.
10.0	Demonstrate an advanced ability to communicate skillfully--The student will be able to:
10.01	Prepare a variety of categories/structures of messages.
10.02	Practice providing written/verbal feedback that is clear, concise, and professional.
11.0	Utilize higher order effective techniques and procedures for selling customer services--The student will be able to:
11.01	Develop a written feature-benefit analysis sheet for a specified customer service.
11.02	Effectively critique a sales demonstration involving customer services.
11.03	Demonstrate effective suggestion selling techniques to solve client problems.
11.04	Develop an action plan to improve call center representative sales performance.
12.0	Demonstrate higher order math operations relevant to customer services--The student will be able to:
12.01	Complete an invoice and purchase order return.
12.02	Calculate discount dates, due dates, and amount of payment.
12.03	Read charts and graphs.
12.04	Post debits and credits.
12.05	Calculate basis points.
13.0	Perform higher order keyboarding activities and use of office equipment appropriate to customer service--The students will be able to:
13.01	Obtain information, schedule, place orders, and route using e-mail, telephone, fax, Internet, and other communication and calculating devices.
14.0	Demonstrate performance of supervisory/management functions--The student will be able to:
14.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how functions are interrelated.
14.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.
14.03	Demonstrate project management skills.

14.04	Prepare training materials or update existing material.
14.05	Dramatize handling elevated customer calls.
14.06	Demonstrate ways to support team members to achieve personal and team goals.
14.07	Identify relevant management information based on business' existing records.
14.08	Identify appropriate information at various management decision making levels.
14.09	Identify appropriate applications for computer usage.
14.10	Identify administrative tasks that would be the responsibility of the customer care coach.
15.0	Operate computers and other equipment appropriate to marketing and managing customer services--The student will be able to:
15.01	Obtain and transmit credit information.
15.02	Obtain information, schedule, place orders, and route using telephone, fax, CPU, cash register, and other communications and calculating devices.
15.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.
16.0	Demonstrate an understanding of business ownership--The student will be able to:
16.01	Define entrepreneurship.
16.02	List advantages and disadvantages of business ownership.
16.03	Identify risks involved in ownership of a business.
16.04	Identify the personal characteristics necessary to be a successful entrepreneur.
16.05	Identify the business skills needed to operate a business efficiently and effectively.
16.06	Define the purpose and identify and describe the major components of a business plan.
16.07	Identify pros and cons of a home-based business.
17.0	Demonstrate management level job seeking and employability skills--The student will be able to:
17.01	Create and maintain an employability portfolio demonstrating awareness of personal abilities, interests, and skills as they relate to seeking employment.
17.02	Identify qualities typically required for promotion and job advancement (e.g., productivity, dependability, initiative, responsibility).

17.03 Practice providing direction and assistance to other team members by acting as a role model, coach, and motivator.

17.04 Illustrate working independently with little supervision.

17.05 Identify how to prepare for job separation and reemployment.

17.06 Relate the importance of quality control in job performance (TQM).

17.07 Participate in a job shadowing experience.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Business Ownership
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M618020
CIP Number	0252070101
Grade Level	30, 31
Standard Length	150 hours
Teacher Certification	RETAILING @7 7G BUS ED 1 MKTG 1 WHOLESALE 7 G MKTG MGMT @7 7G
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-1021 – General and Operations Managers
Facility Code	220 http://www.fl DOE.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labor market info.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fl DOE.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fl DOE.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: N/A Language: N/A Reading: N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

To prepare students as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

The content includes the essential competencies required to operate a small business.

The planning and operation of a simulated business are an important part of the instruction of this course.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MKA0092	Business Owner	150 hours	11-1021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Analyze changing role of entrepreneurship in the global marketplace.
- 02.0 Compare and contrast management theories.
- 03.0 Explain role of management in operation of an entrepreneurship.
- 04.0 List components of a business plan and explain how such a plan contributes to small business success.
- 05.0 Prepare an introduction for a business plan.
- 06.0 Prepare a self-analysis.
- 07.0 Prepare an analysis of the trading area.
- 08.0 Prepare a market segment analysis.
- 09.0 Prepare an analysis of potential location.
- 10.0 Prepare a description of proposed organization.
- 11.0 Prepare a description of proposed product/service.
- 12.0 Prepare a proposed pricing policy.
- 13.0 Prepare a marketing strategy.
- 14.0 Develop a financial plan for a small business.
- 15.0 Demonstrate uses of marketing related software.
- 16.0 Apply a career plan to entrepreneurship

**Florida Department of Education
Student Performance Standards**

Program Title: Business Ownership
PSAV Number: M618020

Course Number: MKA0092
Occupational Completion Point: A
Business Owner – 150 Hours – SOC Code 11-1021

01.0 Analyze changing role of entrepreneurship in the global marketplace--The student will be able to:

01.01 Evaluate importance of entrepreneurship to the American economy.

01.02 Analyze business trends created by changes in technology.

01.03 Summarize factors that have led to increased interdependence within the global marketplace.

01.04 Analyze the impact of international law on sales transactions.

02.0 Compare and contrast management theories--The student will be able to:

02.01 Identify motivational theories that impact management (e.g., Maslow, Herzberg).

02.02 Identify an appropriate motivational strategy after determining the wants, needs, and motives of a particular audience.

02.03 Discuss reward and punishment theories as they relate to the business setting.

02.04 Compare and contrast Theory X, Theory Y, and Theory Z.

02.05 Define and discuss the impact of Total Quality Management (TQM) in the global marketplace.

03.0 Explain role of management in operation of an enterprise--The student will be able to:

03.01 Evaluate possibility of and procedure for buying an existing business or franchise.

03.02 Analyze and explain the functions of management.

03.03 Prepare an organization chart and explain its importance.

03.04 Discuss various aspects of supervising employees.

03.05 Interpret the term "control" and explain its importance in operating a business.

03.06	Analyze the relationship of government (federal, state, and local) to a small business.
03.07	Provide examples of regulations that affect a small business.
03.08	Prepare calculations for various types of taxes levied on a small business.
03.09	Compare sources of technical assistance for the small business owner.
04.0	List components of a business plan and explain how such a plan contributes to small business success--The student will be able to:
04.01	Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, and Planned Financing).
04.02	Analyze importance of a business plan in developing a business idea and evaluating success.
04.03	Select data/graphics, maps, and diagrams to be included in the business plan.
04.04	Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).
05.0	Prepare an introduction for a business plan--The student will be able to:
05.01	Identify and describe type of business.
05.02	Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.
05.03	Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.
05.04	Compose a description of product/service and advantages and benefits product/service will provide for customers.
05.05	Substantiate why the business will be successful.
06.0	Prepare a self-analysis--The student will be able to:
06.01	Describe personal education, training, strengths, and weaknesses relevant to operation of business.
06.02	Outline personal development in field of business including obtaining special licenses and/or skills.
06.03	Describe personality traits and work habits relevant to operation of the business.
07.0	Prepare an analysis of the trading area--The student will be able to:
07.01	Analyze trading area with respect to geographic, demographic, and economic data.
07.02	Assess competition and affect of seasonal fluctuations.
07.03	Analyze projected growth of trading area.

08.0	Prepare a market segment analysis--The student will be able to:
08.01	Analyze target market by geographic, demographics, lifestyle, and product benefits.
08.02	Explain importance of market segmentation.
08.03	Describe customer buying behavior related to proposed business.
08.04	Profile potential customers.
09.0	Prepare an analysis of potential location--The student will be able to:
09.01	Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition of appropriate business location.
09.02	Research cultural, income, vocation, age, and mobility characteristics of inhabitants of potential location.
09.03	Describe market trends affecting potential location.
09.04	Determine advantages and disadvantages of different types of business locations.
09.05	Determine steps involved in selecting a specific business site.
10.0	Prepare a description of proposed organization--The student will be able to:
10.01	Determine type of ownership best suited to business situation.
10.02	Identify steps in starting to form business.
10.03	Outline steps in hiring of employees.
10.04	Prepare an organization chart.
10.05	Compose job descriptions of identified positions.
11.0	Prepare a description of proposed product/service--The student will be able to:
11.01	Summarize details of product(s)/service(s) to be offered.
11.02	Identify potential suppliers/manufacturers.
11.03	Develop an inventory policy, if applicable.
11.04	Identify supplies necessary for operation of the business.
11.05	Compose and develop a customer profile.

11.06	Evaluate importance of determining a product policy.
12.0	Prepare a proposed pricing policy--The student will be able to:
12.01	Identify costs and proposed markups.
12.02	Explain relationship to competitors.
12.03	Evaluate importance of determining a price line.
12.04	Describe profit margin.
12.05	Determine how to compute profit margin.
12.06	Identify pricing incentive options.
12.07	Describe pricing strategy choices.
13.0	Prepare a marketing strategy--The student will be able to:
13.01	Determine and describe appropriate store image.
13.02	Select a promotional mix for the business.
13.03	Establish promotional objectives for the business.
13.04	Identify methods of promotion to be used by comparing and contrasting costs versus benefits.
13.05	Develop an advertising plan identifying types and costs of media to be used.
13.06	Develop a promotional plan including sales promotion.
13.07	Develop ideas for obtaining publicity for the business.
13.08	Write a press release.
13.09	Plan a web site for the business.
13.10	Identify the role of customer service.
14.0	Develop a financial plan for a small business--The student will be able to:
14.01	Estimate dollar amount needed to open a business.
14.02	Compare available funding sources, identifying amount of personal financial commitment.

14.03	Complete a loan application.
14.04	Prepare plan to repay borrowed funds or provide return on investment to equity funds.
14.05	Project monthly and annual business income for the first year of operation.
14.06	Estimate monthly and annual cash flow for the first year of operation.
14.07	Calculate sales volume required for first year of operation to be profitable.
14.08	Prepare a statement of opening assets, liabilities, and net worth (balance sheet).
14.09	Prepare a cash flow projection for simulated business.
14.10	Prepare a five-year financial plan.
14.11	Develop summary of key points for supporting financial requests.
15.0	Demonstrate uses of marketing related software--The student will be able to:
15.01	Perform data entry procedures.
15.02	Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).
15.03	Perform marketing spreadsheet data entry and output procedures.
15.04	Analyze a marketing spreadsheet in a decision-making situation.
15.05	Design and prepare an advertising brochure.
15.06	Discuss the importance of e-mail, fax, and an on-line service to a small business.
16.0	Apply a career plan to entrepreneurship--The student will be able to:
16.01	Develop a plan for pursuing a career as an entrepreneur including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
16.02	Demonstrate specific technology applications related to career plan.
16.03	Develop forms of documentation for inclusion in a career portfolio, i.e., Entrepreneurship Written Event (see DECA Guide).

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics n/a, Language n/a, and Reading n/a. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with

their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing, Merchandising and Parts Operations 1
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M700100
CIP Number	0252040903
Grade Level	30, 31
Standard Length	675 hours
Teacher Certification	RETAILING @7 7G MKTG 1 WHOLESALE 7 G MKTG MGMT @7 7G
CTSO	College DECA
SOC Codes (all applicable)	43-5081 – Stock Clerks and Order Fillers 43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting and Auditing Clerks 43-3061 – Procurement Clerks 11-3071 – Transportation, Storage, and Distribution Managers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this nine credit program is to prepare students for employment in parts operations, marketing, sales, and service occupations such as salesperson, delivery specialist, stock clerk, billing clerk, bookkeeping, parts specialist, inventory control clerk, purchasing agent, and manager.

The content includes, but is not limited to, risk management, marketing math, equipment operations, marketing and business fundamentals, communications, human relations, advertising, sales promotion, sales, customer relations, obtaining and maintaining employment, delivery operations, warehouse operations, billing operations, accounts receivable and payable, cataloging, parts systems, components and their functions, automotive systems parts sales, inventory control, purchasing, and management.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of six occupational completion points

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	MKA0640	Sales Representative	150 hours	43-5081
B	MKA0643	Billing, Cost and Rate Clerks	75 hours	43-3021
C	MKA0644	Parts Accounting Clerk	150 hours	43-3031
D	MKA0647	Stock Room Clerk	75 hours	43-5081
E	MKA0648	Purchasing Agent	75 hours	43-3061
F	MKA0649	Distribution Manager	150 hours	11-3071

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate risk management skills.
- 02.0 Demonstrate basic marketing math skills.
- 03.0 Demonstrate basic marketing equipment operations.
- 04.0 Identify marketing and business fundamentals.
- 05.0 Demonstrate communication and human relations skills.
- 06.0 Demonstrate principles of advertising and sales promotion.
- 07.0 Demonstrate sales and customer relation's techniques.
- 08.0 Explain the importance of employability and entrepreneurship skills.
- 09.0 Demonstrate billing operations skills.
- 10.0 Demonstrate accounts receivable skills.
- 11.0 Demonstrate accounts payable skills.
- 12.0 Demonstrate inventory control operations.
- 13.0 Demonstrate purchasing operations skills.
- 14.0 Demonstrate management and supervision techniques.
- 15.0 Research career opportunities in the industry.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing, Merchandising, and Parts Operations 1
PSAV Number: M700100

Course Number: MKA0640
Occupational Completion Point: A
Sales Representative – 150 Hours – SOC Code 43-5081

01.0 Demonstrate risk management skills--The student will be able to:

01.01 Identify school rules and policies (e.g., fire evacuation plans, code of conduct, financial aid opportunities).

01.02 Identify program objectives and requirements to reach occupational completion points and certificate prerequisites.

01.03 Discuss the importance of testing and grading procedures.

01.04 Identify, discuss, and demonstrate safe lifting procedures.

01.05 Identify and discuss the laws and procedures for disposing of hazardous wastes.

01.06 Identify safety and accident prevention procedures.

01.07 Identify and discuss clean and orderly storing techniques.

01.08 Identify and discuss appropriate dress and grooming for employment.

01.09 Identify and discuss the purpose and importance of an accident prevention plan.

01.10 Identify and discuss workplace safety and health guidelines.

01.11 Demonstrate safety and accident prevention techniques.

01.12 Discuss state and federal labor laws regulating the workplace.

02.0 Demonstrate basic marketing math skills--The student will be able to:

02.01 Calculate mark-ups, mark-downs, and discounts.

02.02 Read and interpret charts and graphs.

02.03 Identify the importance and purpose of product codes.

02.04	Write and communicate product codes according to industry standards.
02.05	Calculate county and state sales taxes.
02.06	Demonstrate mastery of the 10-key keyboard.
02.07	Discuss sales terminal opening and closing procedures.
02.08	Demonstrate ability to provide customer with proper change.
02.09	Identify check, credit card, and debit card payments and procedures.
02.10	Demonstrate sales calculations (e.g., cash, discount, COD, returns).
02.11	Interpret sales receipts.
02.12	Discuss refund procedures and policies.
03.0	Demonstrate basic marketing equipment operations--The student will be able to:
03.01	Demonstrate techniques for making a positive first impression.
03.02	Identify techniques for placing, answering, holding, and transferring telephone calls.
03.03	Identify and demonstrate procedures for recording and relaying accurate messages.
03.04	Demonstrate ability to use telephone to gather information.
03.05	Demonstrate ability to use telephone book as a resource.
03.06	Discuss uses of a fax machine.
03.07	Demonstrate ability to send and receive fax documents.
03.08	Identify procedures for operating and maintaining imaging equipment.
03.09	Identify and discuss imaging feeder, sorter, and collating procedures.
03.10	Process single and multiple copies using manual and automated methods.
03.11	Identify and discuss imaging maintenance procedures.
03.12	Identify labeling applications and fonts.
03.13	Identify characteristics of labeling ribbon.

03.14	Identify single and multi-line labeling applications.
03.15	Demonstrate ability to change labeling ribbon.
03.16	Enter and proofread typed labeling data.
03.17	Demonstrate use of labeling machine.
04.0	Identify marketing and business fundamentals--The student will be able to:
04.01	Discuss concept of economic goods and services.
04.02	Discuss concept of economic resources and activities.
04.03	Discuss concept of utility and supply and demand.
04.04	Identify and discuss relationship of government and business.
04.05	Identify and discuss concepts of private enterprise, business ownership, profit, risk, competition, and productivity.
04.06	Identify major components of gross national product.
04.07	Identify and explain major types of economic systems.
04.08	Identify and explain functions of business and relationship between business and society.
04.09	Identify categories of business activity (e.g., extractive, agriculture, manufacturing, processing, construction, distribution, and service).
04.10	Identify types of business ownership and compare and contrast their advantages and disadvantages.
04.11	Identify and discuss ethics in business.
04.12	Identify and discuss functions of business and channels of distribution.
04.13	Identify and discuss elements of the marketing mix.
05.0	Demonstrate communication and human relations skills--The student will be able to:
05.01	Identify and apply effective communication: verbal, nonverbal, written, and electronic.
05.02	Describe effective staff communication and its uses: inter-personal, departmental, inter-departmental, and company.
05.03	Demonstrate ability to read and comprehend written communications.
05.04	Identify a variety of forms of written business communications utilized in the workplace.

05.05	Prepare a business letter, memorandum, fax, and e-mail.
05.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using proper grammar and terminology.
05.07	Discuss importance of developing networking skills to expand business contacts.
05.08	Prepare and deliver a business-related presentation.
05.09	Demonstrate active listening strategies that improve understanding and performance.
05.10	Describe positive customer relations.
05.11	Demonstrate conflict resolution techniques.
05.12	Identify means of nonverbal communication.
05.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
05.14	Discuss methods of resolving customer complaints.
05.15	Interpret business policies to customers/clients.
05.16	Discuss importance of providing clear directions, descriptions, and explanations.
05.17	Demonstrate ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
05.18	Identify types of technology and equipment used in the workplace.
06.0	Demonstrate principles of advertising and sales promotions--The student will be able to:
06.01	Identify purpose, importance, and techniques of advertising.
06.02	Identify purpose, importance, and techniques of sales promotions.
06.03	Identify and discuss the nine elements of design (e.g., color, materials, interior architecture, illusion, landscaping, music, signage, attention to detail, general exterior).
06.04	Identify and discuss the elements of an advertisement (e.g., headline, copy, illustration).
06.05	Discuss target markets and their importance in advertising and sales promotions.
06.06	Identify advertising design techniques and their applications.
06.07	Create sales, holiday, and seasonal advertisements using accepted computer design techniques.
06.08	Identify the purpose and importance of displays.

06.09	Identify and discuss effective display techniques.
06.10	Discuss the importance and purpose of cleaning and maintaining displays.
06.11	Plan and construct an effective sales display.
07.0	Demonstrate sales and customer relation's techniques--The student will be able to:
07.01	Identify the purpose and importance of selling.
07.02	Identify qualities of a professional sales associate.
07.03	Identify, discuss, and demonstrate the steps in the selling process.
07.04	Identify and discuss the roles of sales associates and customers.
07.05	Describe techniques for identifying customer needs, wants, and/or problems.
07.06	Explain techniques for determining customer merchandise and/or service interests.
07.07	Explain methods of observation that can be used to obtain customers' surname.
07.08	Discuss importance and methods of customer follow-up (e.g., client file).
07.09	Model methods of resolving customer complaints.
07.10	List abilities and qualities customers expect from sales associates.
07.11	Demonstrate ability to create accessory sales.
07.12	Identify and discuss importance and purpose of store policies as they relate to customer service.
07.13	Role-play appropriate customer greetings.
07.14	Describe how an employee represents the firm to customers.
07.15	Explain techniques to balance responsive telephone service with in-store service.

Course Number: MKA0643
Occupational Completion Point: B
Billing, Cost and Rate Clerks – 75 Hours – SOC Code 43-3021

08.0	Demonstrate billing operations skills--The student will be able to:
08.01	Identify and discuss importance, purpose, and characteristics of billing operations.

08.02	Identify, discuss, and demonstrate bill filing methods and procedures according to industry standard.
08.03	Explain requirements for opening work orders.
08.04	Open work orders using customer given information.
08.05	Maintain work orders accounting information.
08.06	Close work orders using parts department and technician information.
08.07	Verify, audit, and file work order documents.

Course Number: MKA0644
Occupational Completion Point: C
Parts Accounting Clerk – 150 Hours – SOC Code 43-3031

09.0	Demonstrate accounts receivable skills--The student will be able to:
09.01	Identify and discuss characteristics of a career in accounts receivable.
09.02	Identify and discuss importance and purpose of accounts receivable.
09.03	Identify and list documents used in the accounts receivable department.
09.04	Verify and process pricing documents.
09.05	Create and process computerized invoices and credit memos.
09.06	Explain accounts receivable filing methods and procedures.
09.07	Verify and file accounts receivable records.
09.08	Run and analyze accounts receivable reports.
09.09	Run and analyze customer statement reports.
09.10	Perform customer statements functions.
10.0	Demonstrate accounts payable skills--The student will be able to:
10.01	Identify and discuss characteristics of a career in accounts payable.
10.02	Identify and discuss importance and purpose of accounts payable.
10.03	Identify and list documents used in accounts payable department.

10.04	Identify methods to maintain a clean and orderly work area.
10.05	Identify, discuss, and demonstrate manual general ledger procedures.
10.06	Identify, discuss, and demonstrate computerized general ledger procedures.
10.07	Identify and discuss methods to reconcile computerized daily accounts payable.
10.08	Demonstrate reconciling computerized daily accounts payable.
10.09	Identify and discuss methods to reconcile computerized monthly accounts payable.
10.10	Demonstrate reconciling computerized monthly accounts payable.

Course Number: MKA0647
Occupational Completion Point: D
Stock Room Clerk – 75 Hours – SOC Code 43-5081

11.0	Demonstrate inventory control operations--The student will be able to:
11.01	Identify the purpose and importance of inventory control.
11.02	Identify characteristics of inventory control operations.
11.03	Identify inventory fast paths and their purposes.
11.04	Identify and explain various inventory reports.
11.05	Prepare and analyze various inventory reports.
11.06	Discuss inventory control equipment maintenance procedures.
11.07	Enter product and vendor data using a computer system.
11.08	Run and analyze product line and vendor's reports using a computer system.
11.09	Maintain automated inventory file and parts data.
11.10	Describe importance of maintaining current price sheet information.
11.11	Describe process to obtain current price sheets.
11.12	Verify current manufacturer pricing and price sheets.
11.13	Maintain automated pricing data.

11.14 Read and interpret price sheets.

11.15 Demonstrate periodic inventory procedures using an automated system.

Course Number: MKA0648
Occupational Completion Point: E
Purchasing Agent – 75 Hours – SOC Code 43-3061

12.0 Demonstrate purchasing operations skills--The student will be able to:

12.01 Identify the purpose and importance of purchasing procedures.

12.02 Describe characteristics of purchasing operations.

12.03 Discuss the purpose and importance of analyzing sales potential.

12.04 Identify life span and demand for individual parts.

12.05 Analyze sales potential of parts and supplies using historical data.

12.06 Identify and discuss steps to conduct an Internet search for parts information.

12.07 Conduct an Internet research project involving the parts industry.

12.08 Identify and discuss specific purchase order control reports.

12.09 Generate and control computerized purchase orders.

12.10 Demonstrate ability to buy parts and supplies using an automated system.

12.11 Identify responsibilities of a back office supervisor.

12.12 Evaluate new products for sales potential.

12.13 Identify and use inventory classifications.

12.14 Maintain effective business communications with supervisors, co-workers, and industry representatives.

12.15 Recommend solutions to inventory control and purchasing problems.

12.16 Demonstrate ability to supervise inventory management.

Course Number: MKA0649
Occupational Completion Point: F
Distribution Manager – 150 Hours – SOC Code 11-3071

13.0 Demonstrate management and supervision techniques--The student will be able to:

13.01 Identify and discuss managerial/supervisory functions.

13.02 Identify and discuss the roles and responsibilities of a manager/supervisor.

13.03 Identify and discuss qualities of effective leaders.

13.04 Identify and demonstrate employee motivational techniques.

13.05 Identify and demonstrate leadership skills.

13.06 Identify and demonstrate time management techniques.

13.07 Identify and demonstrate training techniques.

13.08 Identify and demonstrate team-building techniques.

13.09 Conduct a training session.

13.10 Identify and demonstrate management communication techniques.

13.11 Conduct a business meeting.

13.12 Identify and demonstrate problem-solving techniques.

13.13 Identify project planning and implementation techniques.

13.14 Demonstrate the ability to develop and implement a project plan.

13.15 Identify and demonstrate effective human resource management techniques.

13.16 Identify and demonstrate management techniques to promote a productive workforce.

13.17 Demonstrate ability to manage employee functions.

13.18 Demonstrate ability to manage business operations.

13.19 Demonstrate ability to supervise sales functions.

13.20 Demonstrate ability to manage a business enterprise.

13.21 Demonstrate ability to manage employees.

13.22	Evaluate business problems and implement solutions.
13.23	Analyze business performance and profit/loss statement.
14.0	Research career opportunities in the industry--The student will be able to:
14.01	Describe purpose and importance of career objectives.
14.02	Identify individual interests, strengths, and weaknesses in relation to a career.
14.03	Identify characteristics of selected careers (e.g., salary, working conditions, education requirements, career ladders, technology requirements).
14.04	Identify steps to research, gather, and analyze career data.
14.05	Prepare a career research plan for a selected career.
14.06	Establish realistic career employment goals.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with

their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing, Merchandising, and Parts Operations 2
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M700200
CIP Number	0252040904
Grade Level	30, 31
Standard Length	675 hours
Teacher Certification	RETAILING @7 7G MKTG 1 WHOLESALE 7 G MKTG MGMT @7 7G
CTSO	College DECA
SOC Codes (all applicable)	53-3031 – Driver/Sales Workers 43-5071 – Shipping, Receiving, and Traffic Clerks 43-4151 – Order Clerks 41-2022 – Parts Salespersons
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this nine credit program is to prepare students for employment in parts operations, marketing, sales, and service occupations such as salesperson, delivery specialist, stock clerk, billing clerk, bookkeeping, parts specialist, inventory control clerk, purchasing agent, and manager.

The content includes, but is not limited to, risk management, marketing math, equipment operations, marketing and business fundamentals, communications, human relations, advertising, sales promotion, sales, customer relations, obtaining and maintaining employment, delivery operations, warehouse operations, billing operations, accounts receivable and payable, cataloging, parts systems, components and their functions, automotive systems parts sales, inventory control, purchasing, and management.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	MKA0641	Driver/Sales Workers	75 hours	53-3031
B	MKA0642	Warehouseman	150 hours	43-5071
C	MKA0645	Order Clerk	75 hours	43-4151
D	MKA0646	Parts Specialist	375 hours	41-2022

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate delivery operations skills.
- 02.0 Demonstrate warehouse operations.
- 03.0 Research parts data and technical information.
- 04.0 Demonstrate automotive specialty parts sales skills.
- 05.0 Demonstrate parts service skills.
- 06.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 07.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 08.0 Identify parts systems, components, and their functions.
- 09.0 Research automotive systems parts.
- 10.0 Demonstrate automotive systems parts sales.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing, Merchandising, and Parts Operations 2
(Distribution Specialist)
PSAV Number: M700200

Course Number: MKA0641
Occupational Completion Point: A
Driver/Sales Workers – 75 Hours – SOC Code 53-3031

- | | |
|-------|---|
| 01.0 | Demonstrate delivery operations skills--The student will be able to: |
| 01.01 | Identify and discuss importance, purpose, and characteristics of delivery operations. |
| 01.02 | Identify delivery documents (e.g., packing slips, invoices, freight bills, return forms, pick-up tickets). |
| 01.03 | List procedures for processing delivery documents. |
| 01.04 | Identify delivery vehicle maintenance requirements and limitations. |
| 01.05 | Inspect vehicle, perform minor maintenance, report maintenance problems, and maintain delivery vehicle according to industry standards. |
| 01.06 | Plan, prepare, and perform daily pick-up and delivery activities. |
| 01.07 | Verify ordered merchandise. |
| 01.08 | Process merchandise for return to supplier. |
| 01.09 | Identify and discuss cores and their importance. |
| 01.10 | Identify and discuss keyboarding techniques necessary for the delivery process. |

Course Number: MKA0642
Occupational Completion Point: B
Warehouseman – 150 Hours – SOC Code 43-5071

- | | |
|-------|---|
| 02.0 | Demonstrate warehouse operations--The student will be able to: |
| 02.01 | Identify and discuss the characteristics of stock keeping and warehouse operations. |
| 02.02 | Identify and discuss the importance and purpose of warehouse operations. |

02.03	Identify warehouse documents (e.g., pick tickets, special orders, inventory forms).
02.04	Discuss and analyze computerized warehouse data.
02.05	Describe procedures for using computerized warehouse data.
02.06	Identify and discuss stock keeping methods and fundamentals.
02.07	Receive, inspect, price, and stock incoming merchandise.
02.08	Verify packing slips and rotate stock.
02.09	Perform a physical inventory.
02.10	Apply basic computer systems operations.
02.11	Explain channels of distribution.
02.12	Display and interpret inventory screens.
02.13	Send and receive e-mail.
02.14	Create a computerized document.
02.15	Analyze computerized warehouse data.
02.16	Describe delivery and warehouse operations supervisory skills.

Course Number: MKA0645
Occupational Completion Point: C
Order Clerk – 75 Hours – SOC Code 43-4151

03.0	Research parts data and technical information--The student will be able to:
03.01	Identify the purpose and importance of cataloging systems.
03.02	Identify product manufacturers and their types of catalogs.
03.03	Identify procedures for setting up and maintaining a catalog rack.
03.04	Identify manual, systematic procedures for locating specific part numbers.
03.05	Demonstrate ability to use manual catalogs and interchanges to locate specific part numbers.
03.06	Identify computerized, systematic procedures for locating specific part numbers.

03.07	Demonstrate ability to use an automated cataloging system to locate specific part numbers.
03.08	Demonstrate use of interchange lists and line cards.
03.09	Identify computerized cataloging system maintenance and update procedures.
03.10	Identify methods to call in special orders and stock orders.
03.11	List steps to identify manufacturer and supplier for specific parts.
03.12	Articulate quantities, numbers, and manufacturers of parts according to numerical language.
03.13	Demonstrate ability to call in and fax special and stock orders.
04.0	Demonstrate automotive specialty parts sales skills--The student will be able to:
04.01	Identify types of automotive basic tools.
04.02	Identify types of automotive fasteners.
04.03	Identify and discuss appropriate applications for specific tools.
04.04	Identify and discuss appropriate applications for specific automotive fasteners.
05.0	Demonstrate parts service skills--The student will be able to:
05.01	Identify standard and metric measurements.
05.02	Identify procedures for using metric devices.
05.03	Identify inside and outside diameters.
05.04	Read standard and metric measurements.
05.05	Measure automotive belts using an industry approved belt measurer.
05.06	Measure inside and outside diameters of hoses.
05.07	Demonstrate use of a micrometer, t-bar, and ruler.
05.08	Identify automotive component testing operational procedures.
05.09	Identify types of testing equipment.
05.10	Demonstrate operation of testing equipment (e.g., battery tester, alternator testor, starter testor, voltage regulator testor).

05.11 Identify, discuss, and demonstrate procedures for refinishing brake drums.

05.12 Identify, discuss, and demonstrate procedures for refinishing rotors.

Course Number: MKA0646
Occupational Completion Point: D
Parts Specialist – 375 Hours – SOC Code 41-2022

06.0 Identify parts systems, components, and their functions--The student will be able to:

06.01 Identify operating fundamentals of fuel systems, their parts, and their function.

06.02 Identify operating fundamentals of emission control systems, their parts, and their function.

06.03 Identify operating fundamentals of exhaust systems, their parts, and their function.

06.04 Identify operating fundamentals of heating and cooling systems, their parts, and their function.

06.05 Identify operating fundamentals of air conditioning systems, their parts, and their function.

06.06 Identify operating fundamentals of electrical systems, their parts, and their function.

06.07 Identify operating fundamentals of electrical accessory systems, their parts, and their function.

06.08 Identify operating fundamentals of ignition systems, their parts, and their function.

06.09 Identify operating fundamentals of engine systems, their parts, and their function.

06.10 Identify operating fundamentals of brake systems, their parts, and their function.

06.11 Identify operating fundamentals of steering and suspension systems, their parts, and their function.

06.12 Identify operating fundamentals of power train systems, their parts, and their function.

07.0 Research automotive systems parts--The student will be able to:

07.01 Analyze customer parts requests.

07.02 Identify steps to research part numbers using manual and computerized cataloging, interchanges, and price sheets.

07.03 Research fuel systems part numbers.

07.04 Research emission control systems part numbers.

07.05 Research exhaust systems part numbers.

07.06	Research heating and cooling systems part numbers.
07.07	Research air conditioning systems part numbers.
07.08	Research electrical systems part numbers.
07.09	Research electrical accessory systems part numbers.
07.10	Research ignition systems part numbers.
07.11	Research engine systems part numbers.
07.12	Research brake systems part numbers.
07.13	Research steering and suspension systems part numbers.
07.14	Research power train systems part numbers.
08.0	Demonstrate automotive systems parts sales--The student will be able to:
08.01	Demonstrate fuel systems parts, using suggestive selling.
08.02	Demonstrate emission control systems parts, using suggestive selling.
08.03	Demonstrate exhaust systems parts using suggestive selling.
08.04	Demonstrate heating and cooling systems using suggestive selling.
08.05	Demonstrate air conditioning systems using suggestive selling.
08.06	Demonstrate electrical systems using suggestive selling.
08.07	Demonstrate electrical accessory systems using suggestive selling.
08.08	Demonstrate ignition systems using suggestive selling.
08.09	Demonstrate engine systems using suggestive selling.
08.10	Demonstrate brake systems using suggestive selling.
08.11	Demonstrate steering and suspension systems using suggestive selling.
08.12	Demonstrate power train systems using suggestive selling.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with

their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Fashion Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M801020
CIP Number	0252190200
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	RETAILING @7 7G MKTG 1 MKTG MGMT @7 7G
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 41-1011 – First-Line Supervisors of Retail Sales Workers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the

Marketing, Sales and Service career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MKA0432	Salesperson, Retail	300 hours	41-2031
B	MKA0433	Retail Manager	150 hours	41-1011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in fashion occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Demonstrate proficiency in applying math skills unique to fashion marketing
- 05.0 Identify economic principles
- 06.0 Identify marketing and business fundamentals
- 07.0 Identify effective selling techniques and procedures
- 08.0 Discuss the history of fashion
- 09.0 Discuss the use of design in fashion
- 10.0 Select a fashion marketing industry for career planning
- 11.0 Demonstrate applications of distribution to the fashion marketing industry
- 12.0 Demonstrate applications of financing to the selected fashion marketing industry
- 13.0 Demonstrate applications of product/service planning to the fashion marketing industry
- 14.0 Demonstrate applications of marketing information management to the fashion marketing industry
- 15.0 Demonstrate pricing applications for the fashion marketing industry
- 16.0 Demonstrate promotion applications for the fashion marketing industry
- 17.0 Demonstrate purchasing applications to the fashion marketing industry
- 18.0 Demonstrate applications of safety and risk-management to the fashion marketing industry
- 19.0 Demonstrate applications of selling to the fashion marketing industry
- 20.0 Identify the use of technology in fashion marketing
- 21.0 Discuss the fashion design segment
- 22.0 Identify characteristics of textiles and yarns used in fashion related industries
- 23.0 Discuss fabric design and construction
- 24.0 Discuss the steps involved in planning a fashion show
- 25.0 Apply economic principles to fashion.
- 26.0 Apply fashion product and service technology.
- 27.0 Demonstrate merchandising skills appropriate for fashion marketing.
- 28.0 Implement fashion marketing operational techniques.
- 29.0 Demonstrate proficiency in applying higher level mathematical skills unique to fashion marketing.
- 30.0 Apply promotional planning techniques and procedures to fashion marketing.
- 31.0 Apply entrepreneurial concepts to fashion marketing.
- 32.0 Apply marketing management principles to a fashion related business.
- 33.0 Analyze global fashion trends in fashion marketing.
- 34.0 Demonstrate applications of technology to fashion marketing.
- 35.0 Apply a career plan to fashion marketing.

**Florida Department of Education
Student Performance Standards**

Program Title: Fashion Marketing
PSAV Number: M801020

Course Number: MKA0432
Occupational Completion Point: A
Salesperson, Retail (Fashion Essentials, Fashion Applications) – 300 Hours –
SOC Code 41-2031

01.0	Demonstrate employability skills--The student will be able to:
01.01	Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
01.02	Discuss importance of drug tests and criminal background checks in identifying possible employment options.
01.03	Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
01.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
01.05	Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
01.06	Identify and demonstrate appropriate dress and grooming for employment.
01.07	Identify and demonstrate effective interviewing skills (e.g., behavioral).
01.08	Describe methods for handling illegal interview and application questions.
01.09	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA).
01.10	Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
01.11	Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
01.12	Describe importance of producing quality work and meeting performance standards.
01.13	Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
01.14	Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
01.15	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).

01.16	Identify how to prepare for job separation and re-employment.
01.17	Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
01.18	Identify and practice stress management and relaxation techniques.
01.19	Discuss importance of practicing positive customer service skills.
02.0	Demonstrate human relations skills necessary for success in fashion occupations--The student will be able to:
02.01	Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
02.02	Define and discuss issues involving gender equity, disability, and age
02.03	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
02.04	Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
02.05	Explain concepts of integrity, credibility, reliability, and perseverance.
02.06	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
02.07	Maintain professional personal appearance and attitude.
02.08	Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
02.09	Demonstrate self-management, initiative, and multi-tasking.
02.10	Explain concepts of self-understanding, self-esteem, and self-image.
02.11	Demonstrate professional behavior and etiquette.
02.12	Demonstrate respect for the opinions, customs, and individual differences of others.
02.13	Set personal and career goals and develop a plan of action to achieve those goals.
02.14	Identify areas where personal and professional change and adjustment may be necessary.
02.15	Demonstrate ability to offer and accept feedback.
02.16	Identify and practice stress management and relaxation techniques.
02.17	Maintain confidentiality of business matters.
02.18	Support and follow company policies and procedures (e.g., attendance, tardiness, returns).

02.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
03.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
03.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
03.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
03.03	Demonstrate ability to read and comprehend written communications.
03.04	Identify a variety of forms of written business communications utilized in the workplace.
03.05	Prepare a business letter, memorandum, fax, and e-mail.
03.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
03.07	Discuss importance of developing networking skills to expand business contacts.
03.08	Prepare and deliver a business-related presentation.
03.09	Demonstrate active listening strategies that improve understanding and performance.
03.10	Describe positive customer relations.
03.11	Demonstrate conflict and dispute resolution techniques.
03.12	Identify means of nonverbal communication.
03.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
03.14	Discuss methods of resolving customer complaints.
03.15	Interpret business policies to customers/clients.
03.16	Discuss importance of providing clear directions, descriptions, and explanations.
03.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
03.18	Identify types of technology/equipment used in the workplace.
03.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.
04.0	Demonstrate proficiency in applying math skills unique to fashion marketing--The student will be able to:
04.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.

04.02	Apply problem-solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
04.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
04.04	Demonstrate ability to make change correctly.
04.05	Calculate tax, gratuity, commission, and miscellaneous charges.
04.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
04.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
04.08	Apply standard industry formula to determine markup and markdown on merchandise.
04.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
04.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
04.11	Identify components of a break-even analysis.
04.12	Compute and analyze a break-even point.
04.13	Operate 10-key keypad.
04.14	Read and interpret a lease agreement.
04.15	Read and interpret a contract for purchase of real estate.
04.16	Read and complete an application for a bank loan.
04.17	Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
04.18	Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
05.0	Identify economic principles--The student will be able to:
05.01	Explain concept of economics and economic activities.
05.02	Explain concept of economic goods and services.
05.03	Explain concept of economic resources.
05.04	Explain concept of utility (form, place, time, possession, information).
05.05	Explain concept of "supply and demand."

05.06	Explain concept of price.
05.07	Identify, compare, and contrast major types of economic systems.
05.08	Explain relationship between government and business.
05.09	Explain concept of private enterprise and business ownership.
05.10	Explain role of profit motive.
05.11	Explain concept of risk.
05.12	Explain concept of competition.
05.13	Explain concept of productivity.
05.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
05.15	Explain function of Federal Reserve Board.
06.0	Identify marketing and business fundamentals--The student will be able to:
06.01	Define marketing and its role.
06.02	Explain purpose of marketing in the free enterprise system.
06.03	Identify and explain the four foundations of marketing.
06.04	Identify and explain differences between indirect and direct marketing.
06.05	Identify and explain the functions of and differences between marketing and merchandising.
06.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
06.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).
06.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
06.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
06.10	Explain concept of marketing strategies.
06.11	Explain concept of market segmentation and demographics.
06.12	Explain importance and techniques of offering the right merchandising blend.

06.13	Explain nature of channels of distribution.
06.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
06.15	Explain factors affecting pricing decisions.
06.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
06.17	Discuss role e-commerce will play in the marketing of goods and services.
06.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
06.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
07.0	Identify effective selling techniques and procedures--The student will be able to:
07.01	Explain purpose, principles, and importance of selling.
07.02	Identify qualities of a professional sales associate.
07.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
07.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
07.05	Discuss importance of meeting specialized sales needs.
07.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
07.07	Discuss reasons for maintaining a client file.
08.0	Discuss the history of fashion--The student will be able to:
08.01	Describe the theories of the origin of fashion.
08.02	Describe the influences of historical events on American and global fashion.
08.03	Explain economic, demographic, social, and political influences on fashion.
08.04	Explain how the trickle-down and trickle-up theories apply to the fashion industry.
08.05	Discuss the stages and length of the fashion cycle.

08.06	Discuss impact of technology on the fashion industry.
08.07	Identify the major fashion designers and their impact on the industry.
08.08	Differentiate between fashion trends and fads.
08.09	Discuss evolution of national and local fashion retailers.
08.10	Discuss the influence of electronic media on the fashion industry.
09.0	Discuss the use of design in fashion--The student will be able to:
09.01	Identify and discuss the elements of design (e.g., color, shape, line, and texture).
09.02	Identify and discuss the principles of design (e.g., balance, proportion, emphasis, and rhythm).
09.03	Discuss the impact and dimensions of color in fashion.
09.04	Explain the principles of color psychology and symbolism.
09.05	Identify purpose/use of color wheel.
09.06	Identify a variety of color schemes (e.g., monochromatic, analogous, complimentary, triad).
09.07	Discuss the use of shape, line, and texture in fashion and visual merchandising.
09.08	Discuss the importance of balance in garment design.
09.09	Discuss the role of proportion, emphasis, rhythm, and harmony in garment design.
10.0	Select a fashion marketing industry for career planning--The student will be able to:
10.01	Identify current employment opportunities in the fashion marketing field.
10.02	Identify sources of information for career planning including the Internet.
10.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the fashion marketing field.
10.04	Explain duties, responsibilities, and needed skills and knowledge of a particular fashion marketing career.
10.05	Identify advantages and disadvantages of a particular fashion-marketing career.
10.06	Complete self-assessments and analysis of life-style goals and career aspirations.
10.07	Develop an individualized education and career plan related to a major fashion marketing field.

10.08	Write a job description for a selected fashion marketing occupation.
11.0	Demonstrate applications of distribution to the fashion marketing industry--The student will be able to:
11.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of fashion goods and services.
11.02	Explain concepts of physical distribution and transportation systems related to the fashion industry.
11.03	Identify and analyze appropriate transportation services for the fashion industry.
11.04	Develop appropriate plans utilizing the channels of distribution for the fashion industry.
11.05	Demonstrate skills required for fashion materials and service management.
11.06	Analyze information related to routing and tracking merchandise.
11.07	Explain the relationship between customer service and distribution.
12.0	Demonstrate applications of financing to the selected fashion marketing industry--The student will be able to:
12.01	Explain financial concepts used in making fashion marketing decisions.
12.02	Explain concept of financial administration.
12.03	Explain difference between income (credit) and expense (debit).
12.04	Describe and prepare a cash-flow statement.
12.05	Identify various types of credit policies and procedures.
12.06	Explain purposes and importance of credit.
12.07	Identify the positive and negative impacts of using credit in fashion marketing situations.
12.08	Compare and contrast the use of different credit applications.
12.09	Discuss industry concepts of price, profit, competition, and productivity.
12.10	Calculate exchange rates.
13.0	Demonstrate applications of product/service planning to the fashion marketing industry--The student will be able to:
13.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to fashion market opportunities.
13.02	Explain the steps involved in decision making (e.g., market research, assessment, planning, implementation design, and evaluation).

13.03	Explain importance of product and service technology as it relates to customer satisfaction.
13.04	Identify sources of fashion product knowledge.
13.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and fashion marketing occupations.
13.06	Explain product and service quality as applicable grades and industry standards.
13.07	Discuss product-liability risks.
13.08	Explain warranties and guarantees.
13.09	Develop a product/service plan for an area of fashion marketing.
13.10	Describe factors used by marketers to position products/business.
13.11	Identify stages of and discuss importance of product life cycle.
14.0	Demonstrate applications of marketing information management to the fashion marketing industry--The student will be able to:
14.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to fashion market opportunities.
14.02	Explain process of marketing information management.
14.03	Explain nature and scope of fashion marketing operations.
14.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
14.05	Identify procedures for gathering information using technology.
14.06	Utilize appropriate marketing information management forms.
15.0	Demonstrate pricing applications for the fashion marketing industry--The student will be able to:
15.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
15.02	Explain pricing objectives, policies, and strategies.
15.03	Explain price marking techniques.
15.04	Explain procedures for changing prices.
15.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
15.06	Demonstrate problem-solving skills required when considering profit and price.

16.0	Demonstrate promotion applications for the fashion marketing industry--The student will be able to:
16.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
16.02	Identify types of promotion used in the fashion industry.
16.03	Discuss importance of advertising media and branding.
16.04	Explain purposes and elements of advertising and display as related to the fashion marketing industry.
16.05	Explain the impact on and uses of the Internet and Intranet in marketing fashion products and services.
16.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, Internet, and others.
16.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point-of-sale.
16.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
16.09	Write a promotional message to appeal to a target market.
16.10	Develop a sales promotion plan for a fashion marketing organization.
16.11	Demonstrate public relations techniques as used in the fashion marketing industry.
16.12	Design a web site for the fashion marketing industry.
17.0	Demonstrate purchasing applications to the fashion marketing industry--The student will be able to:
17.01	Explain relationship between stock turnover and purchasing.
17.02	Demonstrate proper purchasing procedures.
17.03	Explain types of purchasing situations.
17.04	Demonstrate the techniques used to obtain the best terms when negotiating a purchase.
17.05	Demonstrate use of forms required for purchasing.
17.06	Evaluate merchandise or services using industry standards or company assessments.
18.0	Demonstrate applications of safety and risk-management to the fashion marketing industry--The student will be able to:
18.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
18.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.

18.03	Describe actions that various agencies take to prevent accidents on the job.
18.04	Demonstrate understanding of environmental problems that impact health and safety.
18.05	Explain procedures for handling and reporting accidents.
18.06	Identify security procedures for the fashion marketing industry.
18.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
18.08	Identify procedures used by industry to prevent internal loss and embezzlement.
19.0	Demonstrate applications of selling to the fashion marketing industry--The student will be able to:
19.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
19.02	Describe the appropriate relationship between buyer and seller.
19.03	Demonstrate sales knowledge of industry, company, products, and competition.
19.04	Analyze potential prospects and customer buying behavior.
19.05	Analyze importance of communication and listening in creating a positive buying climate.
19.06	Identify sales techniques to aid customers/clients in making buying decisions.
19.07	Prepare a list of skills necessary to maintain sales accounts.
19.08	Create a sales presentation using presentation software.
19.09	Identify strategies to build and maintain a clientele.
20.0	Identify the use of technology in fashion marketing--The student will be able to:
20.01	Explain importance and uses of computers and the Internet in fashion marketing.
20.02	Utilize word processing software to create a career/industry related document.
20.03	Perform data entry procedures (e.g., payroll, inventory control).
20.04	Perform merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
20.05	Demonstrate marketing spreadsheet data entry and output procedures.
20.06	Utilize spreadsheet software to enhance decision making skills.

20.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
20.08	Identify technology appropriate for marketing functions and practices related to a fashion marketing career field.
20.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.
21.0	Discuss the fashion design segment--The student will be able to:
21.01	Describe standard sizing of the fashion industry.
21.02	Identify clothing details that are most flattering to a variety of body proportions.
21.03	Identify clothing styles as they relate to line and design.
21.04	Discuss the importance of name recognition for fashion designers.
21.05	Explain the designing process for ready-to-wear designers.
21.06	Identify domestic fashion market centers.
21.07	Identify international fashion market centers.
22.0	Identify characteristics of textiles and yarns used in fashion related industries--The student will be able to:
22.01	Identify types, uses, characteristics, advantages, and disadvantages of natural fibers.
22.02	Identify types, uses, characteristics, advantages, and disadvantages of manufactured fibers.
22.03	Identify types, uses, characteristics, advantages, and disadvantages of leather and fur.
22.04	Discuss innovations and trends in the fiber trade.
22.05	Discuss types and role of yarn blends and textures.
22.06	Describe fabric construction and finishes commonly used in the fashion industry.
23.0	Discuss fabric design and construction--The student will be able to:
23.01	Identify and discuss the major forms of fabric design (e.g., structural, applied).
23.02	Identify types of weaving.
23.03	Identify types of knitting.
23.04	Identify other methods of fabric construction (e.g., nonwovens, quilted).

23.05	Discuss the impact of fabric finishing on fabrics.
23.06	Identify types of fabric finishing (e.g., bleaching, dyeing, printing).
23.07	Discuss differences between mechanical and chemical finishes.
23.08	Discuss differences between quality and performance standards.
23.09	Discuss impact of Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) on fabric design and construction.
24.0	Discuss the steps involved in planning a fashion show--The student will be able to:
24.01	Explain the purposes of fashion shows.
24.02	Identify the main types of fashion shows.
24.03	Identify the steps involved in planning a fashion show.
24.04	Explain the importance of coordinating merchandise and models.
24.05	Describe the coordination of the physical layout, music, choreography, and commentary of fashion shows.
24.06	Explain the details involved with promoting and presenting a fashion show.
24.07	Describe the follow-up and evaluation procedures for a fashion show.

Course Number: MKA0433
Occupational Completion Point: B
Retail Manager (Fashion Marketing Management) – 150 Hours – SOC Code 41-1011

25.0	Apply economic principles to fashion--The student will be able to:
25.01	Explain economic trends as they relate to fashion marketing.
25.02	Explain role of the profit motive in the marketing of fashion products.
25.03	Explain role of fashion marketing in the free enterprise system. Describe channels of distribution for fashion marketing.
25.04	Apply economic concepts to fashion marketing including pricing, risk, productivity, competition, and cycles.
26.0	Apply fashion product and service technology--The student will be able to:
26.01	Demonstrate appropriate techniques and terminology for selling apparel and accessories, house furnishings, and other fashion merchandise.
26.02	Demonstrate principles in the merchandising of fashion products.

26.03	Compare different types of fabric construction.
26.04	Compare natural and man-made materials utilized in fashion products including finishes and care techniques.
26.05	Assess designers who have had a major influence on fashion.
26.06	Compare past, present, and future styles of apparel and accessories.
26.07	Demonstrate the relationship between fabric characteristics and product use.
26.08	Apply textile knowledge to a sales position.
26.09	Analyze the unique fashion needs of infants and young children, older people, people with disabilities, pregnant women, and frequent travelers.
27.0	Demonstrate merchandising skills appropriate for fashion marketing--The student will be able to:
27.01	Supervise basic stock keeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.
27.02	Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.
27.03	Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.
27.04	Demonstrate techniques to perform a fashion merchandise inventory.
27.05	Organize the planning and presentation of fashion shows; include steps, purposes, and types of shows.
27.06	Assist in the preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
27.07	Plan a promotional campaign for a fashion product or line to include types of media, promotional mix, and evaluation of effectiveness.
27.08	Demonstrate ability to follow a floor plan.
28.0	Implement fashion marketing operational techniques--The student will be able to:
28.01	Implement accident prevention techniques in fashion marketing situations.
28.02	Demonstrate receiving and checking techniques.
28.03	Demonstrate techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
28.04	Demonstrate procedures relative to employees' role in preventing internal loss.
28.05	Implement guidelines that address concerns and issues that relate to the operation of a fashion marketing business including safety practices.
28.06	Conduct an orientation for new employees.

29.0	Demonstrate proficiency in applying higher level mathematical skills unique to fashion marketing--The student will be able to:
29.01	Collect and analyze sales information to determine stock turnover and stock-sales ratio for fashion and related lines.
29.02	Apply standard industry formula to determine markup and markdown for fashion merchandise.
29.03	Analyze standard industry formulas relative to discount date and due date to determine amount of payment due on an invoice.
29.04	Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
29.05	Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.
29.06	Calculate sales productivity.
29.07	Calculate sales per hour.
29.08	Calculate average items and average dollars per transaction.
30.0	Apply promotional planning techniques and procedures to fashion marketing--The student will be able to:
30.01	Analyze role of promotion in fashion marketing.
30.02	Develop a fashion promotion plan for a given product or situation.
30.03	Develop a promotional mix for a fashion related product.
30.04	Identify the market(s) for the promotion plan.
30.05	Prepare a promotional calendar of events.
30.06	Prepare a written advertisement layout.
30.07	Select and evaluate a variety of advertising media to carry the advertising message.
30.08	Apply steps involved in planning and setting up fashion displays.
30.09	Identify factors to consider when evaluating completed fashion displays.
30.10	Differentiate between promotional displays and institutional displays.
30.11	Implement strategies to be used for public relations.
30.12	Establish promotion plan sales quotas and incentives.
30.13	Evaluate the overall fashion promotion plan.

31.0	Apply entrepreneurial concepts to fashion marketing--The student will be able to:
31.01	Describe importance of entrepreneurship to the fashion industry.
31.02	Analyze advantages and disadvantages of self-employment.
31.03	Analyze risks involved in ownership of a fashion business.
31.04	Assess advantages and disadvantages of the primary forms of fashion business ownership.
31.05	Discuss future prospects for entrepreneurship and intrapreneurship in the fashion industry.
31.06	Identify education, aptitudes, attitudes, and skills recommended for fashion entrepreneurs and intrapreneurs.
31.07	Assess personal potential to become a fashion entrepreneur and/or intrapreneur.
31.08	Develop a plan to establish and open a fashion business.
32.0	Apply marketing management principles to a fashion related business--The student will be able to do:
32.01	Explain fashion marketing management functions.
32.02	Explain how a fashion marketing manager manages people, ideas, time, money, and materials.
32.03	Explain why effective communication is critical to the fashion marketing manager.
32.04	Apply the steps in the fashion marketing management problem-solving process.
32.05	Demonstrate strategies the fashion marketing manager can use to motivate employees.
32.06	Evaluate how the marketing concept influences fashion marketing.
32.07	Develop a fashion marketing plan.
33.0	Analyze global fashion trends in fashion marketing--The student will be able to:
33.01	Forecast global marketing trends in selected fashion industries.
33.02	Analyze impact of global marketing in the fashion industry.
33.03	Compare global markets and distributors for fashion products.
33.04	Analyze multicultural influences on global fashion marketing.
33.05	Evaluate sources of fashion import/export information.

33.06	Evaluate how a product/market evaluation can help identify attitudes and preferences among consumers of various cultures.
33.07	Research the role of the Internet in facilitating global fashion marketing.
34.0	Demonstrate applications of technology to fashion marketing--The student will be able to:
34.01	Demonstrate mastery of computers and technology currently used in fashion marketing.
34.02	Discuss use of satellite transmissions in fashion marketing training.
34.03	Demonstrate use of the computer and information networks in fashion marketing.
35.0	Apply a career plan to fashion marketing--The student will be able to:
35.01	Develop a plan for pursuing a specific career in fashion marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
35.02	Demonstrate competencies required for career sustaining and mid-level management positions in the fashion marketing field.
35.03	Demonstrate specific technology applications related to the student's selected fashion marketing career plan.
35.04	Develop forms of documentation for inclusion in a fashion marketing career portfolio.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Entrepreneurship
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M803010
CIP Number	0252070102
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	BUS ED 1 MKTG 1 VOE @7 RETAILING @7 7G MKTG MGMT @7 7G WHOLESALE 7 G TC COOP ED @7
CTSO	Collegiate DECA
SOC Codes (all applicable)	11-2021 – Marketing Managers 11-1021 – General and Operations Managers
Facility Code	212 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

The purpose of this program is to introduce students to the concept of entrepreneurship, present entrepreneurship as a viable career option, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 2 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

A simulated business or a school-based enterprise (on or off site) is an integral part of the instruction of this program.

OCP	Course Number	Course Title	Course Length	SOC Code
A	MKA0090	Business Development Manager	300 hours	11-2021
B	MKA0091	(Entrepreneur) General Manager	150 hours	11-1021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Discuss role of the entrepreneur.
- 02.0 Discuss entrepreneurship as a career choice.
- 03.0 Identify basic economic principles of entrepreneurship.
- 04.0 Discuss importance of ethics in business.
- 05.0 Identify strategies and methods for generating a business idea.
- 06.0 Outline steps in planning a new business.
- 07.0 Identify principles of marketing.
- 08.0 Identify principles of selling.
- 09.0 Identify principles of financing.
- 10.0 Identify principles of pricing.
- 11.0 Identify types and sources of government regulations and taxation that may affect a business.
- 12.0 Identify communication and technology skills used in entrepreneurship.
- 13.0 Identify and demonstrate employability and human relations skills.
- 14.0 Identify and demonstrate personal financial skills.
- 15.0 Identify principles of management.
- 16.0 Demonstrate an understanding of entrepreneurship and the free enterprise system.
- 17.0 Demonstrate knowledge of the global economy.
- 18.0 Demonstrate knowledge of the importance of the business plan.
- 19.0 Investigate and analyze components of financial management.
- 20.0 Demonstrate the knowledge of merchandising and inventory.
- 21.0 Identify the elements of manufacturing and production.
- 22.0 Demonstrate knowledge of management of customer credit and collection.
- 23.0 Describe risk/shrinkage management.
- 24.0 Demonstrate knowledge of government regulation of business.
- 25.0 Demonstrate knowledge of business law.
- 26.0 Investigate and analyze components of human resources management.
- 27.0 Analyze changing role of entrepreneurship in the global marketplace.
- 28.0 Compare and contrast management theories.
- 29.0 Explain role of management in operation of an enterprise.
- 30.0 List components of a business plan and explain how such a plan contributes to small business success.
- 31.0 Prepare an introduction for a business plan.
- 32.0 Prepare a self-analysis.
- 33.0 Prepare an analysis of the trading area.
- 34.0 Prepare a market segment analysis.
- 35.0 Prepare an analysis of potential location.
- 36.0 Prepare a description of proposed organization.
- 37.0 Prepare a description of proposed product/service.

- 38.0 Prepare a proposed pricing policy.
- 39.0 Prepare a marketing strategy.
- 40.0 Develop a financial plan for a small business.
- 41.0 Demonstrate uses of marketing related software.
- 42.0 Apply a career plan to entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Program Title: Entrepreneurship
PSAV Number: M803010

Course Number: MKA0090
Occupational Completion Point: A
Business Development Manager – 300 Hours – SOC Code 11-2021

01.0 Discuss role of the entrepreneur--The student will be able to:

01.01 Define "entrepreneurship."

01.02 Discuss evolution of entrepreneurship.

01.03 Describe the differences between a product-based business and a service-based business.

01.04 Identify contributions of entrepreneurs to the economic growth of the United States.

01.05 Discuss future prospects for entrepreneurship and its anticipated impact on the economy.

01.06 Discuss the role of the entrepreneur in his/her local community (mentoring, philanthropy).

02.0 Discuss entrepreneurship as a career choice--The student will be able to:

02.01 Describe reasons for becoming an entrepreneur.

02.02 Identify characteristics common to successful entrepreneurs.

02.03 Identify education, aptitudes, and skills recommended for entrepreneurs.

02.04 Discuss advantages and disadvantages of self-employment.

02.05 Discuss entrepreneurship as a personal goal.

02.06 Assess personal potential to become an entrepreneur.

02.07 Identify career paths in supervisory, management, and small business environments.

03.0 Identify basic economic principles of entrepreneurship--The student will be able to:

03.01 Identify role of small business in the global economy.

03.02	Discuss profit motive and its impact on business.
03.03	Identify the different types of competition and explain their impact on business (e.g., direct, indirect, price, non-price, competitive position).
03.04	Describe differences between industrial and consumer goods.
03.05	Define land, labor, capital, and entrepreneurship as factors of production.
03.06	Discuss form, place, time, possession, and information utility.
03.07	Explain meaning and causes of scarcity.
03.08	Identify components of the Law of Supply and Demand in a free enterprise system.
03.09	Identify the stages of the product life cycle and the characteristics of each.
03.10	Identify role and types of producers, distributors, and services in today's business economy.
03.11	Discuss major fields of business activity (e.g., extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
03.12	Discuss the four parts of a business (production, finance, marketing, customer service).
03.13	Identify factors that contribute to success of a small business.
03.14	Describe the process of starting a small business.
03.15	Explain procedure for registering a sole proprietorship and obtaining a sales tax identification number.
03.16	Discuss reasons for small business failure.
03.17	Recognize opportunities for small business in the global marketplace.
04.0	Discuss importance of ethics in business--The student will be able to:
04.01	Define "ethics" and "ethical behavior."
04.02	Identify examples of ethical business practices.
04.03	Discuss role of the entrepreneur in promoting ethical business practices and relationships.
04.04	Identify social responsibilities and/or legal issues involved in making ethical choices in business.
05.0	Identify strategies and methods for generating a business idea--The student will be able to:
05.01	Identify current publications and websites available to assist with determining what type of business to start.

05.02	Discuss importance of personality and ability when selecting type of business to open.
05.03	Identify changes and trends as a source of new enterprise ideas (e.g., outsourcing).
05.04	Discuss how brainstorming, creative thinking, and observations can be used to develop new enterprise ideas.
05.05	Explain how personal goals, life style, background, hobbies, interests, experience, abilities, and financial resources will impact ones' choice of business.
06.0	Outline steps in planning a new business--The student will be able to:
06.01	Discuss importance of "defining" a prospective business.
06.02	List reasons for writing a business plan.
06.03	Identify and describe components of a business plan.
06.04	Describe importance of a vision/mission statement in identifying direction and objectives of a business.
06.05	Discuss importance of determining what products and services will be offered by the business.
06.06	Identify how scope of products and services will vary based upon type of business (e.g., wholesale, retail, service).
06.07	Explain importance of and the factors influencing a business' image.
06.08	Identify and discuss the legal forms of business ownership (sole proprietorship, partnership, corporation, franchise, licensing).
06.09	Identify and discuss different types of corporations (subchapter S, limited liability, nonprofit).
06.10	Identify factors that influence choice of ownership type.
06.11	Describe legal implications and taxes for each type of business structure.
06.12	Discuss the internal organization of a business and assignment of tasks to be performed.
06.13	Discuss the different types of organization charts (e.g., line and staff).
06.14	Describe different types of records needed by small businesses.
06.15	Identify factors that affect purchasing.
06.16	Explain importance and types of inventory control.
06.17	Identify procedures to be followed in shipping and receiving (channels of distribution).
06.18	Describe role of selling in small business.

06.19	Identify sources of assistance when planning a business [e.g., Small Business Development Center (SBDC), Small Business Administration (SBA), Chamber of Commerce, Service Corp of Retired Executives (SCORE)].
07.0	Identify principles of marketing--The student will be able to:
07.01	Define and explain market, market research, market mix, market positioning, market penetration strategy, market segmentation, market share, target market, and customer profile survey.
07.02	Identify and explain the marketing functions (e.g., financing, risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution).
07.03	Discuss methods of forecasting sales.
07.04	Discuss importance of the five (5) P's of the marketing mix: product, place, price, promotion, and people.
07.05	Discuss methods, costs, and importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet).
07.06	Describe factors that should be evaluated in a promotion (e.g., source, message, media, budget).
07.07	Distinguish between institutional and promotional advertising.
07.08	Identify types of advertising media and describe the strengths and weaknesses of each.
07.09	Identify components of a marketing plan.
07.10	Describe the importance of coordinating promotional activities.
07.11	Explain the differences between selling direct and going through external sales representatives.
07.12	Identify and describe examples of diverse marketing activities.
08.0	Identify principles of selling--The student will be able to:
08.01	Identify ways to satisfy consumer needs.
08.02	Identify features/benefits of selling.
08.03	Discuss the principles of selling.
08.04	Identify the steps of a sale.
08.05	Identify the stages of selling (e.g., attention, interest, desire, and action).
08.06	Discuss the advantages and disadvantages of establishing sales quotas/commissions.
08.07	Discuss importance of customer service.
08.08	Discuss telemarketing as a sales tool.

08.09	Discuss the role of selling via the Internet.
08.10	Discuss network marketing (multilevel marketing).
08.11	Discuss selling opportunities at flea markets and trade shows.
09.0	Identify principles of financing--The student will be able to:
09.01	Explain difference between income (credit) and expense (debit).
09.02	Discuss the importance of maintaining an accounting journal.
09.03	Discuss personal risks involved in financing a business.
09.04	Define invoice, balance sheet, equity capital, debt capital, income statement, financial ratios, line of credit, collateral, factoring, income (earned and unearned), cash flow analysis statement, return on investment (ROI), return on equity, and chart of accounts.
09.05	Explain the importance of financial accounting and management to the entrepreneur.
09.06	Identify start-up costs and operating expenses (fixed and variable) for a new business.
09.07	Identify sources of funds for financing a new business.
09.08	Discuss impact of interest rates on short and long term financing.
09.09	Describe methods for establishing credit and obtaining a credit card.
09.10	Identify sources of credit and list steps in applying for a loan.
09.11	Discuss importance of maintaining a favorable credit rating.
09.12	Describe differences between short-term and long-term capital needs.
09.13	Identify circumstances that could require additional financing.
09.14	Describe differences between cash basis and accrual basis accounting.
09.15	Identify differences between bookkeeping, tax accounting, and managerial accountants.
10.0	Identify principles of pricing--The student will be able to:
10.01	Define selling price, fixed costs, variable costs, elastic demand, inelastic demand, price fixing, bait-and-switch advertising.
10.02	Identify factors that affect selling price (e.g., target market, competition, government regulations, economic conditions, supply and demand).
10.03	Describe how cost of goods sold influences selling price.

10.04	Define break-even point, fixed expenses, and variable expenses.
10.05	Explain the difference between markup based on cost and markup based on retail.
10.06	Identify types of adjustments to selling price.
10.07	Define pricing policy, psychological pricing, unit pricing, product line pricing, and promotional pricing.
10.08	Define pricing strategy, penetration pricing, and price skimming.
11.0	Identify types and sources of government regulations and taxation that may affect a business--The student will be able to:
11.01	Define license, permit, contract, patent, copyright, trademark, and logo.
11.02	Identify major state laws affecting the operation of a business.
11.03	Identify major federal laws affecting the operation of a business, (e.g., OSHA, Social Security, EEOC, Affirmative Action, ADA, and FMLA).
11.04	Discuss role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC)].
11.05	Identify types of federal, state, and local taxes that are the responsibility of the entrepreneur (e.g., sales, income, self-employment).
11.06	Discuss importance of obtaining outside professional counsel to ensure compliance with government regulations and taxation (i.e., accountant, lawyer).
12.0	Identify communication and technology skills used in entrepreneurship--The student will be able to:
12.01	Identify and demonstrate effective workplace communication skills: verbal, nonverbal, written, and electronic.
12.02	Describe effective staff communication and its uses: inter-personal, departmental, inter-departmental, and company.
12.03	Demonstrate ability to read and comprehend written communications.
12.04	Identify a variety of forms of written business communications utilized in the workplace.
12.05	Prepare a business letter, memorandum, fax, and e-mail.
12.06	Demonstrate ability to speak effectively with customers, co-workers, supervisors, and vendors, using appropriate grammar and terminology.
12.07	Discuss importance of developing networking skills to expand business contacts.
12.08	Explain and demonstrate the art of negotiation.
12.09	Prepare and deliver a business-related presentation.
12.10	Demonstrate active listening strategies that improve understanding and performance.

12.11	Demonstrate dispute resolution techniques.
12.12	Identify means of nonverbal communication.
12.13	Identify types of technology/equipment used in the workplace.
12.14	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, and flames.
13.0	Identify and demonstrate employability and human relations skills--The student will be able to:
13.01	Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
13.02	Discuss importance of drug tests and criminal background checks in identifying possible employment options.
13.03	Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
13.04	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
13.05	Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
13.06	Identify and demonstrate appropriate dress and grooming for employment.
13.07	Identify and demonstrate effective interviewing skills (e.g., behavioral).
13.08	Describe methods for handling illegal interview and application questions.
13.09	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA).
13.10	Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
13.11	Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
13.12	Describe importance of producing quality work and meeting performance standards.
13.13	Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
13.14	Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
13.15	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
13.16	Identify how to prepare for job separation and re-employment.
13.17	Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
13.18	Identify and practice stress management and relaxation techniques.

13.19	Maintain confidentiality of business matters.
13.20	Discuss importance of practicing positive customer service skills.
14.0	Identify and demonstrate personal financial skills--The student will be able to:
14.01	Identify and prioritize personal financial goals.
14.02	Create and maintain a budget that supports financial goals.
14.03	Describe importance of long-range financial planning.
14.04	Evaluate various investment opportunities for financial growth.
14.05	Compare and evaluate banking services (checking and savings accounts, ATM/check cashing cards, on-line banking).
14.06	Demonstrate ability to manage a checking and savings account.
14.07	Complete a 1040EZ income tax form.
15.0	Identify principles of management--The student will be able to:
15.01	Discuss the evolution of management as a science and as an art.
15.02	Explain role of management in small business.
15.03	Define five (5) functions of management: planning, organizing, staffing, directing, and controlling.
15.04	Discuss different types of leadership styles.
15.05	Identify characteristics of effective leaders.
15.06	Explain the steps in decision making and problem solving.
15.07	Discuss strategies for dealing with conflict.
15.08	Identify procedures for recruiting employees.
15.09	Identify criteria for selecting prospective employees.
15.10	Review methods utilized in training employees.
15.11	Discuss reasons for promoting and transferring employees.
15.12	Identify various types of wage and salary plans.

15.13	Identify the most frequently offered fringe benefits.
15.14	Describe obligations employers have to employees.
16.0	Demonstrate an understanding of entrepreneurship and the free enterprise system--The student will be able to:
16.01	Research role of entrepreneurship in the free enterprise system.
16.02	Compare and contrast different types of business ownership.
16.03	Assess advantages and disadvantages of business ownership.
16.04	Analyze risks and responsibilities involved in ownership of a business.
16.05	Examine the obligations of business ownership.
16.06	Diagram the economic/business cycle.
16.07	Interpret concepts of Law of Supply and Demand in relation to a specific product and/or service.
16.08	Investigate current trends contributing to economic change.
17.0	Demonstrate knowledge of the global economy--The student will be able to:
17.01	Identify the role of an Internet site in generating international interest.
17.02	Define and explain exchange rate, letter of credit (L/C), and freight forwarder.
17.03	Analyze characteristics of the global economy.
17.04	Discuss impact of international trade on small business (e.g., balance of trade).
17.05	Compare and contrast global business opportunities.
17.06	Describe methods of researching specific international markets.
17.07	Identify potential barriers to international trade.
17.08	Identify differences between importing and exporting.
17.09	Examine impact of changes in trade barriers and technology.
18.0	Demonstrate knowledge of the importance of the business plan--The student will be able to:
18.01	Discuss how a business plan contributes to the success of a business.

18.02	Describe the circumstances for conducting a feasibility study.
18.03	Analyze examples of business plans.
18.04	Explain importance of the presentation of the business plan.
18.05	Express importance of reviewing and updating the business plan.
19.0	Investigate and analyze components of financial management--The student will be able to:
19.01	Demonstrate the importance of financial and accounting management to the entrepreneur.
19.02	Demonstrate and calculate how to determine start-up costs for a business in a given situation.
19.03	Compare and contrast the three means of obtaining equity funding (e.g., private corporation, public corporation, venture capitalists).
19.04	Compare and contrast sources of start-up and operating capital.
19.05	Explain components and importance of a profit and loss statement.
19.06	Create a balance sheet, income statement, and cash flow projection.
19.07	Identify records necessary for effective inventory control.
19.08	Discuss the use of computers in financial analysis.
20.0	Demonstrate the knowledge of merchandising and inventory—The student will be able to:
20.01	Define planned sales, planned stock levels, estimated markdowns, and shrinkage.
20.02	Analyze options for inventory control (cost vs. retail).
20.03	Explain the purchasing procedures for a small business by defining model stock.
20.04	Describe factors to consider when selecting vendors (e.g., terms of sale, cash discount, quantity discount, seasonal discount, future dating, free on board destination, consignment buying).
20.05	Define and calculate basic business measurements (e.g., break-even point, stock turnover, cost of goods sold, markup, markdown, and discounts/terms).
20.06	Explain methods that businesses use to authorize payments for goods and services.
20.07	Identify use of computer systems in managing merchandise and inventory.
21.0	Identify the elements of manufacturing and production--The student will be able to:
21.01	Identify different types of manufacturing (e.g., custom, mass, continuous, repetitive, and intermittent).

21.02	Identify the elements of product production planning (e.g., inventory, human resources, and production scheduling).
21.03	Identify factors that influence the location of a manufacturing business.
21.04	Discuss the principles of quality management.
22.0	Demonstrate knowledge of management of customer credit and collection--The student will be able to:
22.01	Define credit policy, credit bureau, credit limits, accounts receivable, and aging of accounts.
22.02	Discuss the advantages and disadvantages of offering customer credit.
22.03	Analyze credit options for a small business.
22.04	Examine criteria for granting customer credit.
22.05	Identify costs to a business of offering credit card service to its customers.
22.06	Identify agencies providing credit information on customers.
22.07	Describe use of credit records or reports.
22.08	Analyze procedures used for credit collections.
22.09	Explain the purpose of an accounts receivable aging report.
22.10	Identify the role of small claims court and collection agencies in debt collection.
23.0	Describe risk/shrinkage management--The student will be able to:
23.01	Identify methods to minimize shoplifting.
23.02	Determine procedures that can be used to reduce amount of loss from internal theft.
23.03	Identify procedures that can be used to reduce amount of loss from bad checks.
23.04	Discuss security procedures to discourage burglary and robbery.
23.05	Discuss how accidents and lawsuits can be prevented.
23.06	Identify different types of business insurance policies required for a variety of types of businesses.
23.07	Identify procedures for handling cash transactions.
23.08	Compare and contrast different store policies concerning shrinkage (e.g., returns, mark out of stocks, charge backs).

23.09	Identify procedures for maintaining quality customer service.
24.0	Demonstrate knowledge of government regulation of business--The student will be able to:
24.01	Analyze government regulations and agencies that impact a business venture (e.g., OSHA, FTC, FCC, UCC).
24.02	Investigate the role of government regulations in dealing with customers and employees.
24.03	Explain differences between a license and permit and identify issuing agencies.
24.04	Discuss importance of evaluating environmental impact of business.
24.05	Describe health and safety issues that should be considered by an entrepreneur.
24.06	Describe facility/equipment maintenance records.
24.07	Discuss consumer product safety laws.
25.0	Demonstrate knowledge of business law--The student will be able to:
25.01	Explain evolution of business law.
25.02	Explain and analyze the elements of a contractual relationship (e.g., power of attorney, limited power of attorney).
25.03	Analyze elements of an enforceable contract.
25.04	Identify essential information to maintain compliance with statutes of frauds.
25.05	Analyze various breaches of contract and available remedies.
25.06	Identify enforceable or non-enforceable elements of a case study.
25.07	Identify requirements of negotiability.
26.0	Investigate and analyze components of human resources management--The student will be able to:
26.01	Compare and contrast using independent contractors, temporary help agencies, co-op programs, interns, and permanent employees.
26.02	Create a job description.
26.03	Role-play an interview using appropriate, legal questions.
26.04	Evaluate appropriate work habits (e.g., punctuality, initiative, self-management, reliability).
26.05	Analyze traits that promote human relations and increase job productivity.

26.06	Discuss components and functions of a company policy manual (e.g., drinking and smoking, tardiness and absenteeism, sexual harassment, medical insurance, holidays, vacation and sick time).
26.07	Select and develop written solutions to behavior problems affecting job performance.
26.08	Describe procedures for training and promoting employees.
26.09	Describe methods for supervising and motivating employees.
26.10	Discuss alternative methods for evaluating employee performance.
26.11	Examine and critique a performance appraisal of an employee.
26.12	Identify steps in developing a comprehensive employee compensation package.
26.13	Identify records necessary for payroll taxes.
26.14	Describe components of employee contracts (e.g., non-compete clause, non-solicitation clause).
26.15	Identify records used for effective human resource management.
26.16	Describe the legal implications of using performance appraisals to terminate or demote employees.

Course Number: MKA0091
Occupational Completion Point: B
(Entrepreneur) General Manager – 150 Hours – SOC Code 11-1021

27.0	Analyze changing role of entrepreneurship in the global marketplace--The student will be able to:
27.01	Evaluate importance of entrepreneurship to the American economy.
27.02	Analyze business trends created by changes in technology.
27.03	Summarize factors that have led to increased interdependence within the global marketplace.
27.04	Analyze the impact of international law on sales transactions.
28.0	Compare and contrast management theories--The student will be able to:
28.01	Identify motivational theories that impact management (e.g., Maslow, Herzberg).
28.02	Identify an appropriate motivational strategy after determining the wants, needs, and motives of a particular audience.
28.03	Discuss reward and punishment theories as they relate to the business setting.
28.04	Compare and contrast Theory X, Theory Y, and Theory Z.

28.05	Define and discuss the impact of Total Quality Management (TQM) in the global marketplace.
29.0	Explain role of management in operation of an enterprise--The student will be able to:
29.01	Evaluate possibility of and procedure for buying an existing business or franchise.
29.02	Analyze and explain the functions of management.
29.03	Prepare an organization chart and explain its importance.
29.04	Discuss various aspects of supervising employees.
29.05	Interpret the term "control" and explain its importance in operating a business.
29.06	Analyze the relationship of government (federal, state, and local) to a small business.
29.07	Provide examples of regulations that affect a small business.
29.08	Prepare calculations for various types of taxes levied on a small business.
29.09	Compare sources of technical assistance for the small business owner.
30.0	List components of a business plan and explain how such a plan contributes to small business success--The student will be able to:
30.01	Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, and Planned Financing).
30.02	Analyze importance of a business plan in developing a business idea and evaluating success.
30.03	Select data/graphics, maps, and diagrams to be included in the business plan.
30.04	Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).
31.0	Prepare an introduction for a business plan--The student will be able to:
31.01	Identify and describe type of business.
31.02	Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.
31.03	Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.
31.04	Compose a description of product/service and advantages and benefits product/service will provide for customers.
31.05	Substantiate why the business will be successful.
32.0	Prepare a self-analysis--The student will be able to:

32.01	Describe personal education, training, strengths, and weaknesses relevant to operation of business.
32.02	Outline personal development in field of business including obtaining special licenses and/or skills.
32.03	Describe personality traits and work habits relevant to operation of the business.
33.0	Prepare an analysis of the trading area--The student will be able to:
33.01	Analyze trading area with respect to geographic, demographic, and economic data.
33.02	Assess competition and effect of seasonal fluctuations.
33.03	Analyze projected growth of trading area.
34.0	Prepare a market segment analysis--The student will be able to:
34.01	Analyze target market by geographic, demographics, lifestyle, and product benefits.
34.02	Explain importance of market segmentation.
34.03	Describe customer buying behavior related to proposed business.
34.04	Profile potential customers.
35.0	Prepare an analysis of potential location--The student will be able to:
35.01	Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition of appropriate business location.
35.02	Research cultural, income, career and technical, age, and mobility characteristics of inhabitants of potential location.
35.03	Describe market trends affecting potential location.
35.04	Determine advantages and disadvantages of different types of business locations.
35.05	Determine steps involved in selecting a specific business site.
36.0	Prepare a description of proposed organization--The student will be able to:
36.01	Determine type of ownership best suited to business situation.
36.02	Identify steps in starting to form business.
36.03	Outline steps in hiring of employees.
36.04	Prepare an organization chart.

36.05	Compose job descriptions of identified positions.
37.0	Prepare a description of proposed product/service--The student will be able to:
37.01	Summarize details of product(s)/service(s) to be offered.
37.02	Identify potential suppliers/manufacturers.
37.03	Develop an inventory policy, if applicable.
37.04	Identify supplies necessary for operation of the business.
37.05	Compose and develop a customer profile.
37.06	Evaluate importance of determining a product policy.
38.0	Prepare a proposed pricing policy--The student will be able to:
38.01	Identify costs and proposed markups.
38.02	Explain relationship to competitors.
38.03	Evaluate importance of determining a price line.
38.04	Describe profit margin.
38.05	Determine how to compute profit margin.
38.06	Identify pricing incentive options.
38.07	Describe pricing strategy choices.
39.0	Prepare a marketing strategy--The student will be able to:
39.01	Determine and describe appropriate store image.
39.02	Select a promotional mix for the business.
39.03	Establish promotional objectives for the business.
39.04	Identify methods of promotion to be used by comparing and contrasting costs versus benefits.
39.05	Develop an advertising plan identifying types and costs of media to be used.
39.06	Develop a promotional plan including sales promotion.

39.07	Develop ideas for obtaining publicity for the business.
39.08	Write a press release.
39.09	Plan a web site for the business.
39.10	Identify the role of customer service.
40.0	Develop a financial plan for a small business--The student will be able to:
40.01	Estimate dollar amount needed to open a business.
40.02	Compare available funding sources, identifying amount of personal financial commitment.
40.03	Complete a loan application.
40.04	Prepare plan to repay borrowed funds or provide return on investment to equity funds.
40.05	Project monthly and annual business income for the first year of operation.
40.06	Estimate monthly and annual cash flow for the first year of operation.
40.07	Calculate sales volume required for first year of operation to be profitable.
40.08	Prepare a statement of opening assets, liabilities, and net worth (balance sheet).
40.09	Prepare a cash flow projection for simulated business.
40.10	Prepare a five-year financial plan.
40.11	Develop summary of key points for supporting financial requests.
41.0	Demonstrate uses of marketing related software--The student will be able to:
41.01	Perform data entry procedures.
41.02	Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open to buy, pricing, invoicing).
41.03	Perform marketing spreadsheet data entry and output procedures.
41.04	Analyze a marketing spreadsheet in a decision-making situation.
41.05	Design and prepare an advertising brochure.
41.06	Discuss the importance of e-mail, fax, and an on-line service to a small business.

42.0	Apply a career plan to entrepreneurship--The student will be able to:
42.01	Develop a plan for pursuing a career as an entrepreneur including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
42.02	Demonstrate specific technology applications related to career plan.
42.03	Develop forms of documentation for inclusion in a career portfolio, i.e., Entrepreneurship Written Event (see DECA Guide).

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

2014 – 2015

**Florida Department of Education
Curriculum Framework**

Program Title: Retail Food Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

PSAV	
Program Number	M806010
CIP Number	0252180100
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	RETAILING @7 7G MKTG 1 MKTG MGMT @7 7G
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 41-1011 – First-Line Supervisors of Retail Sales Workers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	MKA0432	Salesperson, Retail	300 hours	41-2031
B	MKA0433	Retail Manager	150 hours	41-1011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate proficiency in applying communication and technology skills.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify economic principles.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify effective selling techniques and procedures.
- 07.0 Select a marketing industry for career planning.
- 08.0 Demonstrate applications of distribution to the selected marketing industry.
- 09.0 Demonstrate applications of financing to the selected marketing industry.
- 10.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 11.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 12.0 Demonstrate pricing applications for the selected marketing industry.
- 13.0 Demonstrate promotion applications for the selected marketing industry.
- 14.0 Demonstrate purchasing applications to the selected marketing industry.
- 15.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 16.0 Demonstrate applications of selling to the selected marketing industry.
- 17.0 Demonstrate an understanding of entrepreneurship.
- 18.0 Identify the uses of technology in marketing.
- 19.0 Apply economic principles to retail food marketing.
- 20.0 Apply retail food product and service technology.
- 21.0 Demonstrate merchandising skills appropriate for retail food marketing.
- 22.0 Implement retail food marketing operational techniques.
- 23.0 Demonstrate proficiency in applying higher level mathematical skills unique to retail food marketing.
- 24.0 Apply promotional planning techniques and procedures to retail food marketing.
- 25.0 Apply entrepreneurial concepts to retail food marketing.
- 26.0 Apply marketing management principles to a retail food marketing related business.
- 27.0 Analyze global trends in retail food marketing.
- 28.0 Demonstrate applications of technology to retail food marketing.
- 29.0 Apply a career plan to retail food marketing.

**Florida Department of Education
Student Performance Standards**

Program Title: Retail Food Marketing
PSAV Number: M806010

Course Number: MKA0432
Occupational Completion Point: A
Salesperson, Retail – 300 Hours – SOC Code 41-2031

01.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:

01.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.

01.02 Define and discuss issues involving gender equity, disability, and age.

01.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).

01.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.

01.05 Explain concepts of integrity, credibility, reliability, and perseverance.

01.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).

01.07 Maintain professional personal appearance and attitude.

01.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.

01.09 Demonstrate self-management, initiative, and multi-tasking.

01.10 Explain concepts of self-understanding, self-esteem, and self-image.

01.11 Demonstrate professional behavior and etiquette.

01.12 Demonstrate respect for the opinions, customs, and individual differences of others.

01.13 Set personal and career goals and develop a plan of action to achieve those goals.

01.14 Identify areas where personal and professional change and adjustment may be necessary.

01.15 Demonstrate ability to offer and accept feedback.

01.16 Identify and practice stress management and relaxation techniques.

01.17	Maintain confidentiality of business matters.
01.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
01.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
02.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
02.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
02.03	Demonstrate ability to read and comprehend written communications.
02.04	Identify a variety of forms of written business communications utilized in the workplace.
02.05	Prepare a business letter, memorandum, fax, and e-mail.
02.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
02.07	Discuss importance of developing networking skills to expand business contacts.
02.08	Prepare and deliver a business-related presentation.
02.09	Demonstrate active listening strategies that improve understanding and performance.
02.10	Describe positive customer relations.
02.11	Demonstrate conflict and dispute resolution techniques.
02.12	Identify means of nonverbal communication.
02.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
02.14	Discuss methods of resolving customer complaints.
02.15	Interpret business policies to customers/clients.
02.16	Discuss importance of providing clear directions, descriptions, and explanations.
02.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
02.18	Identify types of technology/equipment used in the workplace.
02.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.

03.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
03.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
03.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate ability to make change correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
03.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
03.08	Apply standard industry formula to determine markup and markdown on merchandise.
03.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
03.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
03.11	Identify components of a break-even analysis.
03.12	Compute and analyze a break-even point.
04.0	Identify economic principles--The student will be able to:
04.01	Explain concept of economics and economic activities.
04.02	Explain concept of economic goods and services.
04.03	Explain concept of economic resources.
04.04	Explain concept of utility (form, place, time, possession, information).
04.05	Explain concept of "supply and demand."
04.06	Explain concept of price.
04.07	Identify, compare, and contrast major types of economic systems.
04.08	Explain relationship between government and business.
04.09	Explain concept of private enterprise and business ownership.

04.10	Explain role of profit motive.
04.11	Explain concept of risk.
04.12	Explain concept of competition.
04.13	Explain concept of productivity.
04.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
04.15	Explain function of the Federal Reserve Board.
05.0	Identify marketing and business fundamentals--The student will be able to:
05.01	Define marketing and its role.
05.02	Explain purpose of marketing in the free enterprise system.
05.03	Identify and explain the four foundations of marketing.
05.04	Identify and explain differences between indirect and direct marketing.
05.05	Identify and explain the functions of and differences between marketing and merchandising.
05.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
05.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc
05.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
05.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
05.10	Explain concept of marketing strategies.
05.11	Explain concept of market segmentation and demographics.
05.12	Explain importance and techniques of offering the right merchandising blend.
05.13	Explain nature of channels of distribution.
05.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
05.15	Explain factors affecting pricing decisions.
05.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).

05.17	Discuss role e-commerce and social networking will play in the marketing of goods and services.
05.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
05.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
06.0	Identify effective selling techniques and procedures--The student will be able to:
06.01	Explain purpose, principles, and importance of selling.
06.02	Identify qualities of a professional sales associate.
06.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
06.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
06.05	Discuss importance of meeting specialized sales needs.
06.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
06.07	Discuss reasons for maintaining a client file.
07.0	Select a marketing industry for career planning--The student will be able to:
07.01	Identify current employment opportunities in marketing related fields.
07.02	Identify sources of information for career planning including the Internet.
07.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
07.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
07.05	Identify advantages and disadvantages of a particular career
07.06	Complete self-assessments and analysis of life-style goals and career aspirations.
07.07	Develop an individualized education and career plan related to a major marketing field.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:

08.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
08.02	Explain concepts of physical distribution and transportation systems related to the industry.
08.03	Identify and analyze appropriate transportation services for the industry.
08.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
08.05	Demonstrate skills required for materials and service management.
08.06	Analyze information related to routing and tracking merchandise
08.07	Explain the relationship between customer service and distribution.
09.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:
09.01	Explain financial concepts used in making business decisions.
09.02	Explain concept of financial administration.
09.03	Explain difference between income (credit) and expense (debit).
09.04	Describe and prepare a cash-flow statement.
09.05	Identify various types of credit policies and procedures.
09.06	Explain purposes and importance of credit.
09.07	Identify the positive and negative impacts of using credit in marketing situations.
09.08	Compare and contrast the use of different credit applications.
09.09	Analyze industry concepts of price, profit, competition, and productivity.
09.10	Calculate exchange rates.
10.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
10.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
10.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
10.03	Explain importance of product and service technology as it relates to customer satisfaction.
10.04	Identify sources of product knowledge.

10.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
10.06	Explain product and service quality as applicable to grades and industry standards.
10.07	Discuss product-liability risks
10.08	Explain warranties and guarantees.
10.09	Develop a product/service plan for a marketing area.
10.10	Describe factors used by marketers to position products/business.
10.11	Identify stages of and discuss impact of product life cycle.
11.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
11.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
11.02	Explain process of marketing-information management.
11.03	Explain nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for gathering information using technology.
11.06	Utilize appropriate marketing-information management forms.
12.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
12.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
12.02	Explain pricing objectives, policies, and strategies.
12.03	Explain price-marking techniques.
12.04	Explain procedures for changing prices.
12.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
12.06	Demonstrate problem-solving skills required when considering profit and price.
13.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
13.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

13.02	Identify types of promotion used in the industry.
13.03	Discuss importance of advertising media.
13.04	Explain purposes and elements of advertising and display as related to the industry.
13.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
13.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
13.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.
13.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
13.09	Write a promotional message to appeal to a target market.
13.10	Develop a sales promotion plan for a marketing organization
13.11	Demonstrate public relations techniques as used in the marketing industry.
13.12	Design a web site to promote a product/service.
14.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
14.01	Explain relationship between stock turnover and purchasing.
14.02	Demonstrate proper purchasing procedures.
14.03	Explain types of purchasing situations.
14.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
14.05	Demonstrate use of forms required for purchasing
14.06	Evaluate merchandise or services using industry standards or company assessments.
15.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
15.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
15.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
15.03	Describe actions that various agencies take to prevent accidents on the job.
15.04	Demonstrate an understanding of environmental problems that impact health and safety.

15.05	Explain procedures for handling and reporting accidents.
15.06	Identify security procedures for the marketing industry
15.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
15.08	Identify procedures used by industry to prevent internal theft and embezzlement.
16.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
16.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
16.02	Describe the appropriate relationship between buyer and seller.
16.03	Demonstrate sales knowledge of industry, company, products, and competition.
16.04	Analyze potential prospects and customer buying behavior.
16.05	Analyze importance of communication and listening in creating a positive buying climate.
16.06	Identify sales techniques to aid customers/clients in making buying decisions.
16.07	Prepare a list of skills necessary to maintain sales accounts
16.08	Create a sales presentation using presentation software
16.09	Identify strategies to build and maintain a clientele.
17.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
17.01	Define "entrepreneurship."
17.02	Discuss role of the entrepreneur in the domestic and global economy.
17.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
17.04	Identify economic principles of entrepreneurship
17.05	Discuss the four parts of a business (production, finance, marketing, customer service).
17.06	Analyze current entrepreneurial trends in the marketplace.
17.07	Discuss importance of ethics in business.
17.08	Identify strategies and methods for generating a business idea.

17.09	Outline steps in planning a new business.
17.10	Identify types and sources of government regulations and taxation that may affect a business.
18.0	Identify the use of technology in marketing--The student will be able to:
18.01	Explain importance and uses of computers and the internet in marketing.
18.02	Utilize word processing software to create a career/industry related document.
18.03	Perform data entry procedures, i.e., payroll, inventory control, etc
18.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
18.05	Demonstrate marketing spreadsheet data entry and output procedures.
18.06	Utilize spreadsheet software to enhance decision-making skills.
18.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
18.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
18.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

Course Number: MKA0433
Occupational Completion Point: B
Retail Manager – 150 Hours – SOC Code 41-1011

19.0	Apply economic principles to retail food marketing--The student will be able to:
19.01	Explain economic trends as they relate to retail food marketing.
19.02	Explain role of the profit motive in the marketing of food products.
19.03	Explain role of retail food marketing in the free enterprise system.
19.04	Describe channels of distribution for retail food marketing.
19.05	Apply economic concepts to retail food marketing including pricing, risk, productivity, competition, and cycles.
20.0	Apply retail food product and service technology--The student will be able to:
20.01	Demonstrate appropriate techniques and terminology for selling food and other products found in retail food marketing establishments.
20.02	Demonstrate principles in the marketing of retail food products.

20.03	Analyze different categories and classifications of retail food products.
20.04	Demonstrate appropriate placement and merchandising techniques for the various categories of food and support products found in retail food marketing.
20.05	Discuss nature of managerial planning.
20.06	Describe role of management in the achievement of quality.
20.07	Recognize wholesale and retail cuts of meats.
20.08	Demonstrate vegetable product knowledge.
20.09	Demonstrate fruit product knowledge.
20.10	Identify merchandise in the grocery department.
20.11	Recognize different dairy products.
20.12	Identify on-premise and ready-prepared deli departments.
20.13	Identify on-premise and bake-off bakery departments.
21.0	Demonstrate merchandising skills appropriate for retail food marketing--The student will be able to:
21.01	Supervise basic stock keeping techniques of the various products and departmental lines found in retail food marketing.
21.02	Supervise initiatives in maintaining stock such as stocking shelves, building displays, rotating stock, and restocking shelves.
21.03	Demonstrate technique of systematically locating merchandise on the floor.
21.04	Demonstrate techniques for taking inventory of retail food products.
21.05	Assist in the planning of special holiday food promotions.
21.06	Assist in the development of food and merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
21.07	Demonstrate ability to follow a floor plan.
21.08	Demonstrate ability to assemble prepack shippers.
22.0	Implement retail food marketing operational techniques--The student will be able to:
22.01	Implement accident prevention techniques in retail food marketing operations.
22.02	Demonstrate receiving and checking techniques.

22.03	Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.
22.04	Demonstrate procedures relative to employees' role in preventing internal loss.
22.05	Implement guidelines that address concerns and issues that relate to the operation of a retail food business including safety practices.
22.06	Conduct an orientation for new employees.
22.07	Demonstrate and acquire knowledge of meat department equipment and tools.
22.08	Demonstrate and acquire knowledge of sanitation of meat equipment and tools.
22.09	Demonstrate the correct handling of produce.
22.10	Demonstrate appropriate sanitation skills for the produce department and equipment.
22.11	Prepare grocery merchandise for stocking of shelves.
22.12	Prepare dairy products for stocking.
22.13	Demonstrate appropriate sanitation skills for the dairy department and equipment.
22.14	Prepare frozen foods for stocking.
22.15	Demonstrate appropriate sanitation skills for the frozen foods department and equipment.
22.16	Prepare bakery, deli, floral, and miscellaneous departments for stocking.
22.17	Demonstrate appropriate sanitation skills for the bakery, deli, floral, and miscellaneous departments.
23.0	Demonstrate proficiency in applying higher level mathematical skills unique to retail food marketing--The student will be able to:
23.01	Collect and analyze sales information to determine stock and sales ratio for food and related lines.
23.02	Apply standard industry formulas to determine mark up and mark down for retail food items.
23.03	Analyze standard formulas relative to discount date and due date to determine amount due on an invoice.
23.04	Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
23.05	Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.
23.06	Calculate sales productivity.
23.07	Calculate sales per hour.

23.08	Calculate average items and average dollars per transaction.
24.0	Apply promotional planning techniques and procedures to retail food marketing--The students will be able to:
24.01	Analyze role of promotion in retail food marketing.
24.02	Develop a promotion plan for retail food marketing.
24.03	Develop a promotional mix for a retail food product.
24.04	Identify and analyze market(s) for the promotion plan.
24.05	Prepare a promotional calendar of events.
24.06	Prepare a written advertisement layout.
24.07	Select and evaluate a variety of advertising media to carry the advertising message.
24.08	Apply steps involved in planning and assembling retail food marketing displays.
24.09	Analyze factors to consider when evaluating completed retail food marketing display
24.10	Differentiate between retail food promotional displays and institutional displays.
24.11	Implement strategies to be used for public relations.
24.12	Establish promotion plan sales quotas and incentives.
24.13	Evaluate overall retail food promotion plan.
25.0	Apply entrepreneurial concepts to retail food marketing--The student will be able to:
25.01	Describe importance of entrepreneurship to the retail food industry.
25.02	Analyze advantages and disadvantages of self-employment.
25.03	Analyze risks involved in ownership of a retail food marketing business.
25.04	Identify advantages and disadvantages of the primary forms of business ownership found in the retail food marketing industry.
25.05	Discuss future prospects for entrepreneurship and intrapreneurship in retail food marketing.
25.06	Identify education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.
25.07	Assess personal potential to become an entrepreneur and/or intrapreneur.

25.08	Develop a plan to establish and open a retail food marketing business.
26.0	Apply marketing management principles to a retail food marketing related business--The student will be able to:
26.01	Explain retail food marketing management functions.
26.02	Explain how a retail food marketing manager manages people, ideas, time, money, and materials.
26.03	Explain why effective communication is critical to the retail food marketing manager.
26.04	Apply the steps in the retail food management problem-solving process.
26.05	Demonstrate strategies the retail food marketing manager can use to motivate employees.
26.06	Evaluate how the marketing concept influences food marketing operations.
26.07	Develop a food marketing plan.
27.0	Analyze global trends in retail food marketing--The student will be able to:
27.01	Analyze impact of global marketing on the retail food marketing industry.
27.02	Compare and contrast foreign retail food markets and distributors.
27.03	Analyze multicultural influences on global retail food marketing.
27.04	Identify methods of researching specific global retail food markets.
27.05	Identify the role of the Internet in facilitating global retail food marketing.
28.0	Demonstrate applications of technology to retail food marketing--The student will be able to:
28.01	Demonstrate mastery of computers and technology currently used in retail food marketing.
28.02	Identify use of satellite transmissions in retail food marketing training.
28.03	Demonstrate use of the computer and information networks in retail food marketing.
29.0	Apply a career plan to retail food marketing--The student will be able to:
29.01	Develop a plan for pursuing a specific career in retail food marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
29.02	Demonstrate competencies required for career sustaining and mid-level management positions in the retail food marketing field.
29.03	Demonstrate specific technology applications related to the student's retail food marketing career plan.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Real Estate Sales Agent
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M807010
CIP Number	0252150107
Grade Level	30, 31
Standard Length	63 hours
Teacher Certification	REAL ESTAT 7 G
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-9022 – Real Estate Sales Agents
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment as sales agents, real estate (SOC 41-9022), or to provide supplemental training for those persons previously or currently employed in these occupations. The student is also prepared for the respective state license examination.

The content includes, but is not limited to, selling, buying, renting, advertising, and financing real estate and real estate services.

This program is a planned sequence of instruction consisting of one occupational completion points.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	REE0047	Real Estate Sales Agent	63 hours	41-9022

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the real estate business.
- 02.0 Demonstrate an understanding of license law and qualifications for licensure.
- 03.0 Demonstrate an understanding of license law and administration
- 04.0 Demonstrate an understanding brokerage relationships and ethics.
- 05.0 Demonstrate an understanding real estate brokerage operations.
- 06.0 Demonstrate an understanding of complaints, violations and penalties.
- 07.0 Demonstrate an understanding of federal and state housing laws.
- 08.0 Demonstrate an understanding of property rights: estates, tenancies and multiple ownership interests.
- 09.0 Demonstrate an understanding of title, deeds and ownership restrictions.
- 10.0 Demonstrate an understanding of legal descriptions.
- 11.0 Demonstrate an understanding of real estate contracts.
- 12.0 Demonstrate an understanding of real estate finance.
- 13.0 Demonstrate an understanding of the mortgage market.
- 14.0 Demonstrate an understanding of computations and title closing.
- 15.0 Demonstrate an understanding of estimating real property value.
- 16.0 Demonstrate an understanding of product knowledge.
- 17.0 Demonstrate an understanding of real estate investment analysis and business opportunity brokerage.
- 18.0 Demonstrate an understanding of taxes affecting real estate brokerage.
- 19.0 Demonstrate an understanding of the real estate market.
- 20.0 Demonstrate an understanding of planning and zoning.

**Florida Department of Education
Student Performance Standards**

Program Title: Real Estate Sales Agent
PSAV Number: M807010

Course Number: REE0047
Occupational Completion Point: A
Real Estate Sales Agent – 63 Hours – SOC Code 41-9022

01.0 Demonstrate an understanding of the real estate business--The student will be able to:

01.01 Define farm area.

01.02 Distinguish amount the five major sales specialties.

01.03 Define business opportunity brokerage.

01.04 Define absentee owner.

01.05 Define USPAP.

01.06 Distinguish between a CMA and an appraisal.

01.07 Define dedication.

01.08 Distinguish among the three categories of residential construction.

02.0 Demonstrate an understanding of license law and qualifications for licensure--The student will be able to:

02.01 Define sales associate, broker associate, and broker.

02.02 List the academic requirements for sales associate and broker licenses.

02.03 List the application requirements for sales associate and broker licenses.

02.04 Identify services of real estate requiring licensure.

02.05 Recognize exemptions from licensure.

02.06 Distinguish between post-licensing education and continuing education.

03.0 Demonstrate an understanding of license law and administration--The student will be able to:

03.01	Describe the composition and member qualifications of the Florida Real Estate Commission.
03.02	Explain how members of the Commission are appointed.
03.03	Distinguish between active and inactive license status.
03.04	Explain the purpose of multiple and group licenses.
03.05	Distinguish between void licenses and ineffective licenses.
04.0	Demonstrate an understanding brokerage relationships and ethics--The student will be able to:
04.01	Distinguish between the terms general agent and special agent.
04.02	Describe which legal provision apply only to residential real estate transactions.
04.03	Describe the duties of a transaction broker.
04.04	Describe the duties and disclosure requirements that single agents have to their principals.
04.05	Define a dual agent.
04.06	Describe the purpose and requirements of the no brokerage relationship notice.
04.07	List the no brokerage relationship duties.
04.08	Describe the process of transition from a single agent to a transaction broker.
04.09	Identify actions that will terminate an agency.
04.10	Recognize activities that would constitute fraud.
05.0	Demonstrate an understanding real estate brokerage operations--The student will be able to:
05.01	Identify the requirements for a broker's office(s).
05.02	Explain what determines whether a temporary shelter must be registered as a branch office.
05.03	List the requirements related to sign regulation.
05.04	List the requirements related to the regulation of advertising by real estate licensees.
05.05	Explain the term immediately as it applies to earnest money deposits.
05.06	Describe the four settlement procedures available to a broker who has received conflicting demands or who has a good-faith doubt as to who is entitled to disputed funds.

05.07	Explain the rule regarding the advertisement of rental property information or lists or negotiation of rentals.
05.08	Describe the obligations placed on a sales associate who changes employers.
05.09	Contrast the features of the various types of business organizations.
06.0	Demonstrate an understanding of complaints, violations and penalties--The student will be able to:
06.01	Explain the procedures involved in the reporting of violations, the investigation of complaints, and the conduct of hearings.
06.02	Describe the elements of a valid complaint.
06.03	Describe the composition of the probable-cause panel.
06.04	Describe events that would cause a license to be denied.
06.05	Recognize actions that would cause a license to be subject to suspension or revocation.
06.06	Identify individuals who would be eligible to seek reimbursement from the Real Estate Recovery Fund.
06.07	Describe the monetary limits imposed by law on the Real Estate Recovery Fund.
07.0	Demonstrate an understanding of federal and state housing laws--The student will be able to:
07.01	Describe the features of the Civil Rights Acts of 1866 and 1968.
07.02	Recognize examples of steering, redlining, and blockbusting.
07.03	Describe the features of the Truth-in-Lending Act, the Equal Credit Opportunity Act, and the Real Estate Settlement Procedures Act.
07.04	Describe the provisions of the Florida Residential Landlord and Tenant Act.
08.0	Demonstrate an understanding of property rights: estates, tenancies and multiple ownership interests--The student will be able to:
08.01	Define land, real estate, and real property.
08.02	List and explain the physical components of real property.
08.03	Explain the four tests courts use to determine if an item is a fixture.
08.04	Distinguish between real and personal property.
08.05	Describe the bundle of rights associated with real property ownership.
08.06	List the principal types of estates (tenancies) and describe their characteristics.

08.07	Describe the features associated with the Florida Homestead Law.
08.08	Distinguish among cooperatives, condominiums, and time-shares.
08.09	Describe the five main documents associated with condominiums.
09.0	Demonstrate an understanding of title, deeds and ownership restrictions--The student will be able to:
09.01	Differentiate between voluntary and involuntary alienation.
09.02	Explain the various methods of acquiring title to real property.
09.03	Describe the conditions necessary to acquire real property by adverse possession.
09.04	List and describe the various types of governmental and private restrictions on ownership of real property.
09.05	Distinguish between actual notice and constructive notice.
09.06	Distinguish between an abstract of title and a chain of title.
09.07	Explain the different types of title insurance.
09.08	Describe the essential elements of a deed.
09.09	List and describe the four types of statutory deeds.
10.0	Demonstrate an understanding of legal descriptions--The student will be able to:
10.01	Explain the necessity for legal land descriptions.
10.02	List and explain the various methods of describing real property.
10.03	Calculate the number of acres in a parcel described by the government survey system.
10.04	Identify the location of a township by township and range number.
10.05	Number the sections of a township.
11.0	Demonstrate an understanding of real estate contracts--The student will be able to:
11.01	List and describe the essentials of a real estate contract.
11.02	Describe the differences between formal contracts and parol contracts.
11.03	Distinguish among bilateral, unilateral, implied, express, executor, and executed contract.

11.04	Describe the various ways in which an offer is terminated.
11.05	Describe the various methods of terminating a contract.
11.06	Explain the remedies for breach of a contract.
11.07	Describe the effect of the statute of frauds and the statute of limitations.
11.08	Describe the elements of an option.
11.09	Differentiate among the various types of listings.
12.0	Demonstrate an understanding of real estate finance--The student will be able to:
12.01	Distinguish between title theory and lien theory doctrines.
12.02	Distinguish between the mortgage instrument and the note.
12.03	Explain the provisions of the various mortgage clauses.
12.04	Differentiate among FHA, VA, and conventional mortgages.
12.05	Describe the features of amortized, adjustable, package, and purchase-money mortgages.
12.06	Explain the purpose of an estoppel certificate.
12.07	Calculate the loan-to-value (LTV) ratio, given the purchase price and down payment amounts.
12.08	Calculate the down payment, given the purchase price and LTV ratio.
13.0	Demonstrate an understanding of the mortgage market--The student will be able to:
13.01	Describe the factors that influence the supply and demand for mortgage funds.
13.02	Distinguish between the primary and secondary markets.
13.03	Understand the mortgage practices of commercial banks, savings associations, mutual savings banks, and life insurance companies.
13.04	Distinguish between a mortgage banker and mortgage broker.
13.05	Describe the three methods the Fed uses to control the supply of money in circulation.
13.06	Describe the function of Fannie Mae, Ginnie Mae, and Freddie Mac.
13.07	Calculate the cost of discount points and the approximate yield resulting from discounts.

14.0	Demonstrate an understanding of computations and title closing--The student will be able to:
14.01	Compute a sale commission.
14.02	Calculate the percent of profit or loss, given the original cost of the investment, the sale price, and the dollar amount of profit or loss.
14.03	Amortize a level-payment plan mortgage when given the principal amount, the interest rate, and the monthly payment amount.
14.04	Prorate the buyer's and seller's expenses using either the 30-day-month method or the 365-day method.
14.05	Calculate the dollar amount of transfer taxes on deeds, mortgages, and notes.
14.06	Allocate taxes and fees to the proper parties and compute individual costs.
15.0	Demonstrate an understanding of estimating real property value--The student will be able to:
15.01	Differentiate among the terms price, cost, and value.
15.02	Describe the four characteristics of value.
15.03	Differentiate among the three approaches to estimating the value of real property.
15.04	Describe the three types of depreciation and recognize examples of each type.
15.05	Apply the steps in the various approaches to estimating value when given an appropriate scenario.
16.0	Demonstrate an understanding of product knowledge--The student will be able to:
16.01	Contrast pier and slab-on-grade foundations.
16.02	Distinguish among the various lot types.
16.03	Distinguish among the three types of frame construction.
16.04	Identify various roof styles.
16.05	Explain how a basic electrical system works.
16.06	Describe basic residential plumbing and mechanical systems.
16.07	Identify the various window types.
17.0	Demonstrate an understanding of real estate investment analysis and business opportunity brokerage--The student will be able to:
17.01	Identify the advantages and disadvantages of investing in real estate.

17.02	Distinguish among the various types of risk.
17.03	Explain the concepts of liquidity and leverage.
17.04	Describe the similarities and differences between real estate brokerage and business brokerage.
17.05	Describe the types of expertise required in business brokerage.
17.06	Distinguish among the methods of appraising businesses.
17.07	Describe the steps in the sale of a business.
18.0	Demonstrate an understanding of taxes affecting real estate brokerage--The student will be able to:
18.01	Distinguish between immune and exempt or partially exempt properties.
18.02	Calculate the total tax exemptions on a property, given a scenario.
18.03	Describe the various personal exemptions available to qualified owners of homestead property.
18.04	Compute the property tax on a specific parcel, given the current tax rates, assessed value, and eligible exemptions.
18.05	List the steps involved in the tax appeal procedure.
18.06	Describe the purpose of Florida's Green Belt Law.
18.07	Calculate the cost of a special assessment, given the conditions and amounts involved.
18.08	List tax advantages resulting from home ownership.
19.0	Demonstrate an understanding of the real estate market--The student will be able to:
19.01	List factors that influence supply and demand for real estate.
19.02	Describe the five characteristics unique to the real estate market.
19.03	Distinguish between buyer's and seller's market.
20.0	Demonstrate an understanding of planning and zoning--The student will be able to:
20.01	Distinguish among the six types of land-use planning background studies.
20.02	Distinguish among zoning ordinances, building codes, and health ordinances.
20.03	Explain the purpose of a variance, a special exception, and a nonconforming use.

20.04 Calculate the number of lots available for development, given the total number of acres contained in a parcel, the percentage of land reserved for streets and other facilities, and the minimum number of square feet per lot.

20.05 Describe the characteristics of a planned unit development.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Real Estate Broker
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M807020
CIP Number	0252150106
Grade Level	30, 31
Standard Length	72 hours
Teacher Certification	REAL ESTAT 7 G
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-9021 – Real Estate Brokers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment as brokers, real estate (SOC 41-9021), or to provide supplemental training for those persons previously or currently employed in these occupations. The student is also prepared for the respective state license examination.

The content includes, but is not limited to, selling, buying, renting, advertising, and financing real estate and real estate services.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	REE0048	Real Estate Broker	72 hours	41-9021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the real estate brokerage business.
- 02.0 Demonstrate an understanding of valuing real property.
- 03.0 Demonstrate an understanding of listing and selling real property.
- 04.0 Demonstrate an understanding of various specialties.

**Florida Department of Education
Student Performance Standards**

Program Title: Real Estate Broker
PSAV Number: M807020

Course Number: REE0048
Occupational Completion Point: A
Real Estate Broker – 72 Hours – SOC Code 41-9021

01.0 Demonstrate an understanding of the real estate brokerage business--The student will be able to:

01.01 Explain becoming a licensed real estate broker.

01.02 Examine the pre-licensing qualifications.

01.03 List and examine real estate services.

01.04 Examine the general licensing provisions.

01.05 Examine licensing requirements.

01.06 Examine post-licensing education.

01.07 Examine continuing education requirements.

01.08 Discuss license renewal.

01.09 Recognize individuals who are exempt from licensure.

01.10 Describe opening a real estate office.

01.11 Examine the overview of owning a real estate office.

01.12 Examine business structures that may be registered as brokerage entities.

01.13 Examine other business forms that may not register.

01.14 Explain the Fictitious Name Act.

01.15 Examine the characteristics of a real estate office.

01.16 Detail owning, managing and supervising a real estate office.

01.17	Examine the factors to develop a realistic business plan.
01.18	Discuss capital and start-up costs.
01.19	List the factors to estimate income and expenses.
01.20	Distinguish franchise vs. independent firm.
01.21	Examine financial management and tax considerations.
01.22	Identify staff and sales personnel.
01.23	Discuss escrow management.
01.24	Discuss establishing escrow accounts.
01.25	Discuss maintaining brokers records.
01.26	Examine the escrow disbursement dispute process.
01.27	Explain notification and settlement procedure requirements for special types of properties.
01.28	Examine broker's commission.
01.29	Discuss office inspections, disciplinary process and Real Estate Recovery Fund.
01.30	Examine the disciplinary procedure.
01.31	List and examine the complaint process.
01.32	Discuss violations and penalties.
02.0	Demonstrate an understanding of valuing real property--The student will be able to:
02.01	Explain real estate valuation.
02.02	Identify and explain the purpose of an appraisal
02.03	Identify the value definitions for real property appraisal
02.04	Discuss the principles of value.
02.05	Examine the appraisal process.
02.06	List and explain the types of appraisal reports and reporting formats.

02.07	Compare and contrast the sales comparison, cost-depreciation and income approaches.
02.08	Describe the sales comparison approach.
02.09	Describe the cost-depreciation approach.
02.10	Describe the income-capitalization approach.
02.11	Detail comparative market analysis.
02.12	Explain the need to prepare comparative market analysis.
02.13	Examine and explain the preparation of a comparative market analysis.
02.14	Explain business appraisal.
02.15	Examine the fundamentals of business appraisal.
02.16	Understand and use financial statements.
02.17	Discuss valuation methods.
03.0	Demonstrate an understanding of listing and selling real property--The student will be able to:
03.01	Discuss brokerage relationships.
03.02	Examine the law of agency.
03.03	Examine the agency relationships in general business dealings.
03.04	Examine brokerage relationships in Florida.
03.05	Identify and distinguish between the various contracts.
03.06	Discuss entitlement to commission.
03.07	Explain the process for purchasing and selling contracts.
03.08	Examine electronic signatures in the Global and National Commerce Act.
03.09	List the documents necessary to prepare the contract.
03.10	Discuss the provisions of real estate contracts.
03.11	Examine the process for disclosure.

03.12	List and examine other contracts.
03.13	Detail and explain financing real estate.
03.14	Discuss mortgages, notes, and the rights and obligations if the parties.
03.15	Examine conventional, FHA, and VA mortgage loans.
03.16	List and discuss mortgages by method of payment.
03.17	List and discuss mortgages by payment or yield variability.
03.18	List and discuss mortgages by purpose.
03.19	List and discuss other techniques used in financing real estate.
03.20	Discuss the federal consumer protection legislation.
03.21	List the RESPA requirements.
03.22	Examine residential loan underwriting.
03.23	Explain the steps to closing real estate transactions.
03.24	Examine the broker's role in closing.
03.25	List the preliminary steps to a closing.
03.26	List and examine the prorating procedures.
03.27	Examine the preparation of the closing statement.
03.28	List and discuss federal income tax laws affecting real estate.
03.29	Discuss income tax treatment--principal and second homes.
03.30	Examine the special rules for tax deductions.
03.31	Examine the sale of principal residence.
03.32	Discuss income tax treatment--real estate investment operations.
03.33	Examine tax incentives for low-income housing.
03.34	Examine the sale of investment real estate.

03.35	List the methods of deferring taxes upon disposition.
04.0	Demonstrate an understanding of various specialties--The student will be able to:
04.01	Discuss investment real estate.
04.02	List and explain the steps used to evaluate income property.
04.03	Discuss the details for site description.
04.04	Examine the structural characteristics of income property buildings.
04.05	Examine leases and lease terminology.
04.06	Discuss mortgages.
04.07	Discuss investment analysis.
04.08	Detail zoning and planning, subdividing of land, and special issues.
04.09	Examine the evolution of land use planning in Florida.
04.10	Examine zoning regulations.
04.11	Examine federal laws regarding land use.
04.12	Explain environmental concerns affecting real estate transactions.
04.13	Examine Comprehensive Environmental Response, Compensation, and Liability Act.
04.14	Discuss asbestos in building construction materials.
04.15	Discuss radon gas within buildings.
04.16	Discuss lead-based paint.
04.17	Discuss property management.
04.18	Examine the scope of property management.
04.19	Examine property management markets.
04.20	Describe the skills required of a property manager.
04.21	Examine the rental process.

04.22 Describe the lease agreement.

04.23 Examine the owner-manager relationship.

04.24 Examine the staffing and employee relations.

04.25 Examine the applicable federal and state laws.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

In accordance with Chapter 475.17 F. S. for licensure as a broker, the program shall not exceed 72 classroom hours of 50 minutes each, inclusive of examination.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: International Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M807030
CIP Number	0252140101
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	RETAILING @7 7G WHOLESALE 7 G MKTG 1 MKTG MGMT @7 7G
CTSO	Collegiate DECA
SOC Codes (all applicable)	43-3021 – Billing and Posting Clerks 43-5011 – Cargo and Freight Agents 11-2022 – Sales Managers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides

technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MKA0096	(Import/Export) Billing Clerk	300 hours	43-3021
B	MKA0097	(Import/Export) Documentation Clerk	150 hours	43-5011
C	MKA0098	(Import/Export) Sales Manager	150 hours	11-2022

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills.
- 02.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Demonstrate proficiency in applying math skills unique to marketing.
- 05.0 Identify economic principles.
- 06.0 Identify marketing and business fundamentals.
- 07.0 Identify effective selling techniques and procedures.
- 08.0 Demonstrate an understanding of global marketing and transportation.
- 09.0 Define global trade.
- 10.0 Demonstrate an understanding of global economics.
- 11.0 Demonstrate an understanding of import and export basics.
- 12.0 Demonstrate an understanding of trade documentation.
- 13.0 Analyze global and economic issues.
- 14.0 Develop knowledge of government agencies administering trade regulations.
- 15.0 Demonstrate an understanding of global finance.
- 16.0 Demonstrate an understanding of laws and regulations relating to global marketing.
- 17.0 Discuss global marketing strategies.
- 18.0 Demonstrate an understanding of global advertising and promotion.
- 19.0 Demonstrate effective communication skills specific to global marketing.
- 20.0 Explain concept and importance of entrepreneurship.
- 21.0 List components of a business plan and understand how such a plan contributes to an import/export business success.
- 22.0 Prepare an introduction for a business plan for an import/export business.
- 23.0 Prepare an analysis of trading country.
- 24.0 Prepare a market segment analysis.
- 25.0 Prepare an analysis of potential location.
- 26.0 Prepare a description of proposed organization.
- 27.0 Prepare a description of proposed product/service.
- 28.0 Prepare a proposed pricing policy.
- 29.0 Prepare a marketing strategy.
- 30.0 Develop a financial plan for an import/export business.
- 31.0 Demonstrate uses of marketing related software.
- 32.0 Apply a career plan to international marketing.

**Florida Department of Education
Student Performance Standards**

Program Title: International Marketing
PSAV Number: M807030

Course Number: MKA0096
Occupational Completion Point: A
(Import/Export) Billing Clerk – 300 Hours – SOC Code 43-3021

01.0 Demonstrate employability skills--The student will be able to:

01.01 Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).

01.02 Discuss importance of drug tests and criminal background checks in identifying possible employment options.

01.03 Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).

01.04 Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).

01.05 Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation

01.06 Identify and demonstrate appropriate dress and grooming for employment.

01.07 Identify and demonstrate effective interviewing skills (e.g., behavioral).

01.08 Describe methods for handling illegal interview and application questions.

01.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA).

01.10 Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.

01.11 Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.

01.12 Describe importance of producing quality work and meeting performance standards.

01.13 Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).

01.14 Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.

01.15 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).

01.16 Identify how to prepare for job separation and re-employment.

01.17	Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
01.18	Identify and practice stress management and relaxation techniques.
01.19	Discuss importance of practicing positive customer service skills.
02.0	Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:
02.01	Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
02.02	Define and discuss issues involving gender equity, disability, and age
02.03	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
02.04	Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
02.05	Explain concepts of integrity, credibility, reliability, and perseverance.
02.06	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
02.07	Maintain professional personal appearance and attitude.
02.08	Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
02.09	Demonstrate self-management, initiative, and multi-tasking.
02.10	Explain concepts of self-understanding, self-esteem, and self-image.
02.11	Demonstrate professional behavior and etiquette.
02.12	Demonstrate respect for the opinions, customs, and individual differences of others.
02.13	Set personal and career goals and develop a plan of action to achieve those goals.
02.14	Identify areas where personal and professional change and adjustment may be necessary.
02.15	Demonstrate ability to offer and accept feedback.
02.16	Identify and practice stress management and relaxation techniques.
02.17	Maintain confidentiality of business matters.
02.18	Support and follow company policies and procedures (e.g., attendance, tardiness, and returns).
02.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.

03.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
03.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
03.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
03.03	Demonstrate ability to read and comprehend written communications.
03.04	Identify a variety of forms of written business communications utilized in the workplace.
03.05	Prepare a business letter, memorandum, fax, and e-mail.
03.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
03.07	Discuss importance of developing networking skills to expand business contacts.
03.08	Prepare and deliver a business-related presentation.
03.09	Demonstrate active listening strategies that improve understanding and performance.
03.10	Describe positive customer relations.
03.11	Demonstrate conflict and dispute resolution techniques.
03.12	Identify means of nonverbal communication.
03.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
03.14	Discuss methods of resolving customer complaints.
03.15	Interpret business policies to customers/clients.
03.16	Discuss importance of providing clear directions, descriptions, and explanations.
03.17	Demonstrate ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
03.18	Identify types of technology/equipment used in the workplace.
03.19	Define hypertext, URL, links, Internet Service Provider (ISP), bulletin board service (BBS), electronic storefront, e-mail, newsgroups, flames.
04.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
04.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
04.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.

04.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
04.04	Demonstrate ability to make change correctly.
04.05	Calculate tax, gratuity, commission, and miscellaneous charges.
04.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
04.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
04.08	Apply standard industry formula to determine markup and markdown on merchandise.
04.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
04.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
04.11	Identify components of a break-even analysis.
04.12	Compute and analyze a break-even point.
04.13	Operate 10-key keypad.
04.14	Read and interpret a lease agreement.
04.15	Read and interpret a contract for purchase of real estate.
04.16	Read and complete an application for a bank loan.
04.17	Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
04.18	Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
05.0	Identify economic principles--The student will be able to:
05.01	Explain concept of economics and economic activities.
05.02	Explain concept of economic goods and services.
05.03	Explain concept of economic resources.
05.04	Explain concept of utility (form, place, time, possession, information).
05.05	Explain concept of "supply and demand."
05.06	Explain concept of price.

05.07	Identify, compare, and contrast major types of economic systems.
05.08	Explain relationship between government and business.
05.09	Explain concept of private enterprise and business ownership.
05.10	Explain role of profit motive.
05.11	Explain concept of risk.
05.12	Explain concept of competition.
05.13	Explain concept of productivity.
05.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
05.15	Explain function of the Federal Reserve Board.
06.0	Identify marketing and business fundamentals--The student will be able to:
06.01	Define marketing and its role.
06.02	Explain purpose of marketing in the free enterprise system.
06.03	Identify and explain the four foundations of marketing.
06.04	Identify and explain differences between indirect and direct marketing.
06.05	Identify and explain the functions of and differences between marketing and merchandising.
06.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
06.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).
06.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
06.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
06.10	Explain concept of marketing strategies.
06.11	Explain concept of market segmentation and demographics.
06.12	Explain importance and techniques of offering the right merchandising blend.
06.13	Explain nature of channels of distribution.

06.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
06.15	Explain factors affecting pricing decisions.
06.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
06.17	Discuss role e-commerce will play in the marketing of goods and services.
06.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
06.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
07.0	Identify effective selling techniques and procedures--The student will be able to:
07.01	Explain purpose, principles, and importance of selling.
07.02	Identify qualities of a professional sales associate.
07.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
07.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
07.05	Discuss importance of meeting specialized sales needs.
07.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
07.07	Discuss reasons for maintaining a client file.
08.0	Demonstrate an understanding of global marketing and transportation--The student will be able to:
08.01	Define the terms "international marketing" and "international trade."
08.02	Discuss the importance of global marketing to the individual consumer and his/her country of residence with emphasis on cultural differences.
08.03	Identify the major global trade regions.
08.04	Explain the purpose of global trade agreements.
08.05	Discuss opportunities available in global business.
08.06	Explain why a knowledge and understanding of geography, cultures, history, world market potential, and global economic, social, and political trends is critical for success in global marketing.

08.07	Describe how cultural and technological characteristics can link or divide regions.
08.08	Explain the importance of market research in determining cultural and economic development.
08.09	Discuss licensing agreements and cartels.
09.0	Define global trade--The student will be able to:
09.01	Describe what takes place during the rise or fall of the exchange rate of the U.S. dollar.
09.02	Outline the advantages and disadvantages of a protectionist policy.
09.03	Identify possible solutions to the problem of meeting foreign competition.
09.04	Distinguish between imports and exports.
09.05	Discuss the financial interdependence of nations.
09.06	Explain the advantages and disadvantages of global trade.
09.07	Discuss the factors that have led to increased international interdependence and basic concepts associated with trade between nations.
09.08	Define the major agreements governing the world: General Agreement on Tariffs and Trade (GATT), North American Free Trade Agreement (NAFTA), European Union (EU), ASEAN Free Trade Area (AFTA), and Southern Cone Common Market (Mercosur).
09.09	Discuss the U.S. balance of trade.
09.10	Discuss how government taxes, policies, and programs affect individuals, groups, businesses, and countries.
09.11	Define trade, tariff, quota, voluntary export restraints, embargo, most favored nation status, foreign trade zones, dumping, kickbacks, International Monetary Fund (IMF).
09.12	Discuss the role of the World Trade Organization (WTO).
10.0	Demonstrate an understanding of global economics--The student will be able to:
10.01	Describe role of global trade.
10.02	Explain the economic terms of global trade.
10.03	Discuss the economic systems of other countries.
10.04	Identify potential barriers to international trade.
10.05	Profile a nation's economy.
10.06	Discuss events concerning issues relevant to global economics.

11.0	Demonstrate an understanding of import and export basics--The student will be able to:
11.01	Identify differences and similarities between domestic and international business.
11.02	Explain reasons for exporting and importing.
11.03	Describe the exporting process.
11.04	Describe the importing process.
11.05	Explain global data.
11.06	Identify global business resources.
11.07	Explain the need for overseas business travel.
12.0	Demonstrate an understanding of trade documentation--The student will be able to:
12.01	Identify documents necessary for exporting.
12.02	Identify documents necessary for importing.
12.03	Practice calculations using the metric system.
12.04	Discuss the flow of documentation.
12.05	Prepare trade documentation.
12.06	Describe export and commercial licensing.
12.07	Explain documentation needed for letters of credit.
12.08	Prepare export packing list.
12.09	Prepare a pro forma invoice/commercial invoice.
12.10	Prepare a Shipper's Export Declaration.
12.11	Prepare a Certificate of Origin.
12.12	Prepare bill of lading.
12.13	Prepare customs entry forms.
12.14	Explain consular invoices.

12.15	Finalize insurance documentation.
12.16	Report a claim for damaged goods.
13.0	Analyze global and economic issues--The student will be able to:
13.01	Analyze characteristics of the global economy.
13.02	Compare and contrast global business opportunities.
13.03	Analyze scenarios to determine how trade barriers work.
13.04	Analyze role of Internet in promoting international trade.
14.0	Develop knowledge of government agencies administering trade regulations--The student will be able to:
14.01	Explain role of Department of Treasury.
14.02	Explain role of U.S. Customs Service.
14.03	Explain role of Department of Commerce.
14.04	Explain role of Bureau of Export Administration.
14.05	Explain role of International Trade Administration.
14.06	Explain role of Eximbank.

Course Number: MKA0097
Occupational Completion Point: B
(Import/Export) Documentation Clerk – 150 Hours -- SOC Code 43-5011

15.0	Demonstrate an understanding of global finance--The student will be able to:
15.01	Explain basic concepts of global finance.
15.02	Identify foreign currency/exchange rates.
15.03	Describe methods of global payment and finance.
15.04	Discuss the importance of global finance to global trade.
15.05	List types of financial institutions involved in global trade.
15.06	Analyze the effects of fluctuating exchange rates.

15.07	Profile a nation's financial system.
15.08	Analyze current events concerning issues relevant to global finance.
15.09	Explain concepts of letter of credit and bills of exchange.
15.10	Explain barter, compensation deals, counter purchase, and buy-back as types of countertrades.
15.11	Describe the major types of financial risk: commercial, political, and foreign-exchange.
15.12	Describe the major ways to minimize potential financial risk: hedging, foreign-exchange options, and European Currency Unit (ECU).
16.0	Demonstrate an understanding of laws and regulations relating to global marketing--The student will be able to:
16.01	Explain laws regulating exports.
16.02	Explain laws regulating imports.
16.03	Explain intellectual property rights protection.
16.04	Explain basic legal concepts of Uniform Commercial Code.
16.05	Explain basic legal concepts of convention on the global sale of goods.
17.0	Discuss global marketing strategies--The student will be able to:
17.01	Describe importance of designing quality products to meet customer needs and advancing technology.
17.02	Explain importance of cost containment, customer satisfaction, and after-sale support.
18.0	Demonstrate an understanding of global advertising and promotion--The student will be able to:
18.01	Analyze advantages and disadvantages of centralized and decentralized advertising.
18.02	Discuss importance of global market segmentation and promotion.
18.03	Explain the barriers to effective communication presented by language.
18.04	Discuss the impact of cultural diversity on global advertising.
18.05	Explain importance of media availability, coverage, and effectiveness.
19.0	Demonstrate effective communication skills specific to global marketing--The student will be able to:
19.01	Explain how methods of communication differ throughout the world.

19.02	Identify communication modes used to facilitate global trade.
20.0	Explain concept and importance of entrepreneurship--The student will be able to:
20.01	Define "entrepreneurship" and "entrepreneur."
20.02	Describe the differences between a product-based and service-based business.
20.03	Discuss the role of the entrepreneur in the global community.
20.04	Identify the opportunities and risks involved in ownership of an import/export business.
20.05	Discuss role of the entrepreneur in promoting ethical business practices and relationships.
20.06	List components of a business plan.
20.07	Identify how a business plan contributes to the success of a business.
20.08	Determine advantages and disadvantages of becoming an entrepreneur.
20.09	Discuss entrepreneurship as a career choice.
20.10	Evaluate entrepreneurial potential.

Course Number: MKA0098
Occupational Completion Point: C
(Import/Export) Sales Manager – 150 Hours – SOC Code 11-2022

21.0	List components of a business plan and understand how such a plan contributes to an import/export business success--The student will be able to:
21.01	Describe components of a business plan (e.g., Executive Summary, Introduction, Analysis of Business Situation, Planned Operation, Planned Financing).
21.02	Discuss importance of a business plan in developing a business idea and evaluating success.
21.03	Select data/graphics, maps, and diagrams to be included in the business plan.
21.04	Utilize current technology for research and communication in developing the business plan (Internet, World Wide Web).
22.0	Prepare an introduction for a business plan for an import/export business--The student will be able to:
22.01	Identify and describe type of import/export business.
22.02	Analyze how current or changing economic situation has created an unfulfilled consumer demand for business.
22.03	Create a business philosophy stating how business is to be run and attitude toward customers, employees, and competitors.

22.04	Compose a description of product/service and advantages and benefits product/service will provide for customers.
22.05	Predict why the business will be successful.
23.0	Prepare an analysis of trading country--The student will be able to:
23.01	Analyze trading country with respect to geographic, demographic, and economic data.
23.02	Assess competition and effect of seasonal fluctuations.
23.03	Analyze projected growth of trading country.
24.0	Prepare a market segment analysis--The student will be able to:
24.01	Analyze target market by geographics, demographics, lifestyle, and product benefits.
24.02	Explain importance of market segmentation.
24.03	Describe customer-buying behavior related to proposed business.
24.04	Profile potential customers.
25.0	Prepare an analysis of potential location--The student will be able to:
25.01	Evaluate availability, cost, traffic patterns, accessibility, and proximity to competition and shipping facilities of appropriate business locations.
25.02	Research cultural, income, career and technical, age, and mobility characteristics of inhabitants of potential locations.
25.03	Describe market trends affecting potential locations.
25.04	Determine advantages and disadvantages of different types of business locations.
25.05	Determine steps involved in selecting a specific business site.
26.0	Prepare a description of proposed organization--The student will be able to:
26.01	Determine type of ownership best suited to business situation.
26.02	Identify steps in starting to form business.
26.03	Outline steps in hiring of employees.
26.04	Prepare an organization chart.
26.05	Compose job descriptions of identified positions.

27.0	Prepare a description of proposed product/service--The student will be able to:
27.01	Summarize details of product(s)/service(s) to be offered.
27.02	Identify potential suppliers/manufacturers.
27.03	Develop an inventory policy, if applicable.
27.04	Identify supplies necessary for operation of the business.
27.05	Compose and develop a customer profile.
27.06	Evaluate importance of determining a product policy.
28.0	Prepare a proposed pricing policy--The student will be able to:
28.01	Identify costs and proposed markups.
28.02	Explain relationship to competitors.
28.03	Evaluate importance of determining a price line.
28.04	Describe profit margin.
28.05	Determine how to compute profit margin.
28.06	Identify pricing incentive options.
28.07	Describe pricing strategy choices.
29.0	Prepare a marketing strategy--The student will be able to:
29.01	Determine appropriate image.
29.02	Select a promotional mix for the business.
29.03	Establish promotional objectives for the business.
29.04	Identify methods of promotion to be used by comparing and contrasting costs versus benefits.
29.05	Develop an advertising plan identifying types and costs of media to be used.
29.06	Develop a promotional plan including sales promotion.
29.07	Develop ideas for obtaining publicity for the business.

29.08	Write a press release.
29.09	Plan a web site for the business.
29.10	Discuss importance of the Internet in marketing products/ services globally.
29.11	Identify the role of customer service.
29.12	Discuss role of selling in an import/export business.
30.0	Develop a financial plan for an import/export business--The student will be able to:
30.01	Estimate dollar amount needed to open an import/export business.
30.02	Compare available funding sources, identifying amount of personal financial commitment.
30.03	Complete a loan application.
30.04	Prepare plan to repay borrowed funds or provide return on investment to equity funds.
30.05	Project monthly and annual business income for the first year of operation.
30.06	Estimate monthly and annual cash flow for the first year of operation.
30.07	Calculate sales volume required for profitability during first year of operation.
30.08	Prepare a statement of opening assets, liabilities, and net worth (balance sheet).
30.09	Prepare a cash flow projection for simulated import/export business.
30.10	Prepare a five-year financial plan.
30.11	Develop summary of key points for supporting financial requests.
31.0	Demonstrate uses of marketing related software--The student will be able to:
31.01	Perform data entry procedures.
31.02	Perform merchandising math data entry procedures (e.g., stock turnover, markup, markdown, open-to-buy, pricing, invoicing).
31.03	Perform marketing spreadsheet data entry and output procedures.
31.04	Analyze a marketing spreadsheet in a decision-making situation.
31.05	Design and prepare an advertising brochure.

31.06	Discuss the importance of e-mail, fax, and an on-line service to an import/export business.
32.0	Apply a career plan to international marketing--The student will be able to:
32.01	Develop a plan for pursuing a specific career in international marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
32.02	Demonstrate competencies required for career sustaining and mid-level management positions in the international marketing field.
32.03	Demonstrate specific technology applications related to the student's selected international marketing career plan.
32.04	Develop forms of documentation for inclusion in a career portfolio for international marketing, i.e., International Marketing Event (see DECA Guide).

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Real Estate Appraiser Trainee
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M807040
CIP Number	0252150105
Grade Level	30, 31
Standard Length	85 hours
Teacher Certification	REAL ESTATE 7 G (APPRAISER LICENSE OR PASS APPRAISER INSTRUCTOR EXAM)
CTSO	Collegiate DECA
SOC Codes (all applicable)	13-2021 – Appraisers and Assessors of Real Estate
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: N/A Language: N/A Reading: N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for the position of Real Estate Appraiser Trainee. This program is for all participants who deal with the ultimate consumer and must be registered as a Real Estate Appraiser Trainee. This course may be used to meet pre-licensure educational requirements for those who desire their Trainee Appraiser's license. The specific curriculum used by the instructor does NOT include the 15-hour Uniform Standards of Professional Appraisal Practice (USPAP) requirement.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	REE0049	Real Estate Appraiser Trainee	85 hours	13-2021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of the appraisal profession.
- 02.0 Demonstrate an understanding of real estate and its appraisal.
- 03.0 Demonstrate an understanding of the real estate marketplace.
- 04.0 Demonstrate an understanding of the appraisal process.
- 05.0 Demonstrate an understanding of building construction and the environment.
- 06.0 Demonstrate an understanding of data collection.
- 07.0 Demonstrate an understanding of site valuation.
- 08.0 Demonstrate an understanding of the cost approach-part I: reproduction/replacement cost.
- 09.0 Demonstrate an understanding of the cost approach-part II: depreciation.
- 10.0 Demonstrate an understanding of the sales comparison approach.
- 11.0 Demonstrate an understanding of the income capitalization approach.
- 12.0 Demonstrate an understanding of direct and yield capitalization.
- 13.0 Demonstrate an understanding of reconciliation and the appraisal report.
- 14.0 Demonstrate an understanding of residential report writing.
- 15.0 Demonstrate an understanding of state statutes, rules and regulations.

**Florida Department of Education
Student Performance Standards**

Program Title: Real Estate Appraiser Trainee
PSAV Number: M807040

Course Number: REE0049
Occupational Completion Point: A
Real Estate Appraiser Trainee – 85 Hours – SOC Code 13-2021

01.0 Demonstrate an understanding of the appraisal profession--The student will be able to:

01.01 Explain the appraiser's work.

01.02 Compare and contrast licensing and certification.

01.03 Describe FIRREA.

01.04 Explain other Federal regulation.

01.05 Describe professional societies.

01.06 Explain the modern appraisal office.

02.0 Demonstrate an understanding of real estate and its appraisal--The student will be able to:

02.01 Explain the basic concepts.

02.02 Describe legal descriptions of land.

02.03 Compare and contrast legal rights and interests.

02.04 Compare and contrast forms of property ownership.

02.05 Explain transfer of title.

03.0 Demonstrate an understanding of the real estate marketplace--The student will be able to:

03.01 Explain the market for real estate.

03.02 Describe basic value principles.

04.0 Demonstrate an understanding of the appraisal process--The student will be able to:

04.01	Explain the steps in the appraisal process.
04.02	Describe beginning the appraisal process.
04.03	Explain valuation approaches.
04.04	Compare and contrast relationship of approaches.
05.0	Demonstrate an understanding of building construction and the environment--The student will be able to:
05.01	Compare and contrast planning and design.
05.02	Explain regulation of residential construction.
05.03	Compare and contrast plans and specifications.
05.04	Compare and contrast house styles.
05.05	Describe orientation: locating the house on the site.
05.06	Explain construction details.
05.07	Describe foundations.
05.08	Compare and contrast exterior walls and framing.
05.09	Describe roof framing.
05.10	Compare and contrast exterior windows and doors.
05.11	Compare and contrast interior walls and finishing.
05.12	Compare and contrast heating and air-conditioning.
05.13	Explain the electrical system.
05.14	Describe basic terms.
06.0	Demonstrate an understanding of data collection--The student will be able to:
06.01	State the problem (Step 1).
06.02	List the data needed and its sources (Step 2).
06.03	Gather, record, and verify the necessary data (Step 3).

06.04	Explain the data source list.
06.05	Compare and contrast data forms.
06.06	Describe data for sales comparison approach.
07.0	Demonstrate an understanding of site valuation--The student will be able to:
07.01	Separate site valuations.
07.02	Explain site data.
07.03	Describe environmental concerns.
07.04	Explain methods of site valuation.
08.0	Demonstrate an understanding of the cost approach-part I: reproduction/replacement cost--The student will be able to:
08.01	Describe the cost approach formula.
08.02	Compare and contrast reproduction cost and replacement cost.
08.03	Explain finding reproduction/replacement cost.
09.0	Demonstrate an understanding of the cost approach-part II: depreciation--The student will be able to:
09.01	Explain accrued depreciation.
10.0	Demonstrate an understanding of the sales comparison approach--The student will be able to:
10.01	Gather, record, and verify the necessary data (Step 3).
10.02	Determine the highest and best use (Step 4).
10.03	Estimate land value (Step 5).
10.04	Estimate value by sales comparison (Step 6).
10.05	Describe application of sales comparison.
11.0	Demonstrate an understanding of the income capitalization approach--The student will be able to:
11.01	Compare and contrast the income-based approaches to appraisal.
11.02	Describe potential gross income.

11.03	Explain effective gross income
11.04	Describe net operating income.
12.0	Demonstrate an understanding of direct and yield capitalization--The student will be able to:
12.01	Explain direct capitalization formula.
12.02	Describe the capitalization rate.
12.03	Compare and contrast band investment method: mortgage and equity elements.
12.04	Explain capitalization techniques using residual income.
12.05	Describe yield capitalization.
12.06	Explain the value of one dollar.
12.07	Describe the annuity method of capitalization.
12.08	Compare and contrast recapture rates.
12.09	Explain the ellwood tables.
13.0	Demonstrate an understanding of reconciliation and the appraisal report--The student will be able to:
13.01	State the definition of reconciliation.
13.02	Describe what reconciliation is not.
13.03	Compare and contrast types of appraisal reports.
13.04	Compare and contrast styles of written appraisal reports.
13.05	Explain a sample appraisal report.
14.0	Demonstrate an understanding of residential report writing--The student will be able to:
14.01	Demonstrate writing and reasoning skills.
14.02	Discuss common writing problems.
14.03	Explain form reports, report options and USPAP compliance.
15.0	Demonstrate an understanding of state statutes, rules and regulations--The student will be able to:

15.01 Discuss current Florida Statutes, rules and regulations.

15.02 Explain supervisor/trainee relationship.

15.03 Explain the FIRREA and Fair Housing Act.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Information regarding the specific licensing requirements for a Registered Trainee Appraiser can be found at the following website:
https://www.myfloridalicense.com/CheckListDetail.asp?SID=&xactCode=1020&clientCode=6401&XACT_DEFN_ID=26

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Customer Service Representative
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M807060
CIP Number	0252041100
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	RETAILING @7 7G MKTG 1 ADVR PROM 7 G BANK FINC @7 7G HOTEL TRNG 7 G INSURANCE 7 G MKTG MGMT @7 7G TRANSPORT @4 @7 7G WHOLESALE 7 G BUS ED 1 @2
CTSO	Collegiate DECA
SOC Codes (all applicable)	43-2011 – Switchboard Operators, Including Answering Service 41-9041 – Telemarketers 43-4051 – Customer Service Representatives 43-1011 – First-Line Supervisors of Office and Administrative Support Workers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9

PSAV	
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	Language: 9
	Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry level positions involving customer service activities.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 4 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MNA0135	Telecommunications Clerk	150 hours	43-2011
B	MNA0136	Telesales Representative	150 hours	41-9041
C	MNA0084	Customer Service Representative	150 hours	43-4051
D	MNA0085	Customer Service Manager	150 hours	43-1011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of identification and classification of customer services.
- 02.0 Demonstrate technology literacy appropriate to customer service.
- 03.0 Describe and demonstrate human relations skills necessary for success in customer service.
- 04.0 Demonstrate communication skills necessary for success in customer service.
- 05.0 Identify terminology unique to customer service operations.
- 06.0 Describe call center representative duties and responsibilities.
- 07.0 Explain and perform telephone activities unique to customer service.
- 08.0 Identify customer service activities.
- 09.0 Demonstrate job seeking and employability skills.
- 10.0 Develop a plan for a career in customer service.
- 11.0 Demonstrate technology literacy appropriate to customer service.
- 12.0 Demonstrate communication skills necessary for success in customer service.
- 13.0 Describe call center representative duties and responsibilities.
- 14.0 Explain and perform telephone activities unique to customer service.
- 15.0 Identify customer service activities.
- 16.0 Describe leadership and organizational skills necessary for success in customer service.
- 17.0 Utilize effective techniques and procedures for selling customer services.
- 18.0 Demonstrate basic math operations relevant to customer services.
- 19.0 Demonstrate an understanding of a client's business, policies, and procedures.
- 20.0 Demonstrate basic math operations and budget operations relevant to customer services.
- 21.0 Demonstrate higher order human relations skills necessary for hiring individuals in customer service occupations.
- 22.0 Demonstrate higher order ability to communicate skillfully.
- 23.0 Demonstrate an awareness of management functions and organizational structures.
- 24.0 Demonstrate an understanding of basic contractual obligations.
- 25.0 Perform higher order keyboarding activities and use of office equipment in order to train others in these skills.
- 26.0 Demonstrate performance of supervisory/management functions.
- 27.0 Develop a plan for a career in management.
- 28.0 Analyze impact and relationship of government regulations and community involvement on management decisions.
- 29.0 Demonstrate an advanced ability to communicate skillfully.
- 30.0 Utilize higher order effective techniques and procedures for selling customer services.
- 31.0 Demonstrate higher order math operations relevant to customer services.
- 32.0 Perform higher order keyboarding activities and use of office equipment appropriate to customer service.
- 33.0 Demonstrate performance of supervisory/management function.
- 34.0 Operate computers and other equipment appropriate to marketing and managing customer services.
- 35.0 Demonstrate an understanding of business ownership.

Florida Department of Education
Student Performance Standards

Program Title: Customer Service Representative
PSAV Number: M807060

Course Number: MNA0135
Occupational Completion Point: A
Telecommunications Clerk – 150 Hours – SOC Code 43-2011

01.0 Demonstrate knowledge of identification and classification of customer services--The student will be able to:

01.01 Define customer, customer service, and quality.

01.02 Explain the nature of quality customer/client relations.

01.03 Demonstrate ability to handle customer inquiries/complaints.

01.04 Demonstrate ability to handle difficult customers.

01.05 Interpret company policies to customer/clients.

01.06 Classify customer services according to nature and characteristics of the activity.

01.07 Demonstrate competence in resolving customer problems through clarifying, explaining policy/procedure, and coming to a consensus.

01.08 Explain the importance of stress management as it relates to job performance.

02.0 Demonstrate technology literacy appropriate to customer service--The student will be able to:

02.01 Identify types of technology, systems, and software used in customer service.

02.02 Describe applications of technology in customer service (e.g., file management, e-mail management).

02.03 Discuss ethical issues involving the use of technology, employer/employee relationships, and customers.

02.04 Demonstrate proficiency with touch keyboarding skills to enter and manipulate text and data.

02.05 Demonstrate computer literacy by producing documents generated by word processing software.

02.06 Explain relationship between database management and call centers.

02.07 Employ current and emerging computer technology and software to perform customer service related tasks.

02.08 Demonstrate use of electronic communication and networking systems (e.g., fax, e-mail, voice mail, internet).

02.09	Research current and emerging telecommunications systems.
02.10	Analyze situations in which technology can positively and negatively impact customer service.
03.0	Describe and demonstrate human relations skills necessary for success in customer service--The student will be able to:
03.01	Model punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.
03.02	List acceptable health and grooming habits.
03.03	Explain importance of adhering to absentee and tardy policy.
03.04	Exhibit the ability to work as a team player.
03.05	Discuss and develop the human relations skills essential for successful entry and progress in the customer service field.
03.06	Model empathy, compassion, caring, enthusiasm, integrity, positive attitude, self motivation, and responsible behavior.
03.07	Demonstrate orderly and systematic behavior (follow chain of command).
03.08	Explain the importance of working effectively with persons from diverse backgrounds.
03.09	Demonstrate ability to maintain professional respect for co-workers and customers without prejudice.
03.10	Demonstrate conflict and dispute resolution techniques for effective teamwork.
03.11	Demonstrate techniques to persuade and convince others.
03.12	Explain importance of self-management when minimum direction and supervision are given.
03.13	Describe ethical situations in the customer service field.
03.14	Describe importance and benefits of time management, both professional and personal.
03.15	Prepare a time management analysis.
03.16	Use a personality inventory for personal improvement.
03.17	Employ feedback for personal and professional growth.
03.18	Demonstrate ability to adjust to change.
03.19	Exhibit corporate and professional etiquette.
04.0	Demonstrate communication skills necessary for success in customer service--The student will be able to:

04.01	Role-play greeting and assisting visitors and clients in a professional manner.
04.02	Demonstrate appropriate use of grammar, vocabulary, diction, and body language for delivering professional customer service.
04.03	Identify appropriate conversation for work-related settings.
04.04	Model professional vocabulary appropriate for the work environment.
04.05	Demonstrate ability to communicate in a multi-cultural setting.
04.06	Demonstrate ability to interact with customers, co-workers, and supervisors in a logical, clear, understandable, and effective manner.
04.07	Describe and demonstrate listening, speaking, and non-verbal skills necessary to determine customer needs.
04.08	Identify major barriers to listening and demonstrate techniques to overcome those barriers.
04.09	Explain the importance of using a pleasant tone of voice, smiling, making eye contact, maintaining proper posture, listening, being prepared to answer questions, using customer's name, handling customer complaints, and thanking the customer.
04.10	Demonstrate ability to focus on problem, not person, so as to avoid becoming defensive.
04.11	Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.
05.0	Identify terminology unique to customer service operations--The student will be able to:
05.01	Identify and define commonly used customer service terms such as credit, adjustments, complaints, delivery service, and internal and external customers.
05.02	Identify and record customer service data using current terminology.
06.0	Describe call center representative duties and responsibilities--The student will be able to:
06.01	Identify different types of call centers.
06.02	Discuss the role of the customer service specialist.
06.03	Identify benefits of customer service.
06.04	Identify reasons for providing customer service.
06.05	Describe the customer-service mindset.
06.06	Identify factors to be considered when deciding which customer services to provide.
06.07	Compare various types of customer service (e.g., mass market, department store, specialty).
06.08	Explain the importance of good customer service relations to a business.

06.09	Describe importance of possessing adequate knowledge of services and products to perform the customer service job competently.
06.10	Demonstrate methods of communicating with customers to identify their needs and expectations.
06.11	Discuss importance of accuracy, efficiency, and follow through when dealing with customers.
06.12	Demonstrate methods of communicating with customers to identify their problems and expectations.
06.13	Identify major areas of customer complaints (e.g., product, personnel, business).
06.14	List the costs, tangible and intangible, of complaints to both the salesperson and business.
06.15	Explain how to handle customer inquiries/complaints including appropriate documentation.
06.16	Identify types of resources to be used in resolving the problems and satisfying the needs of customers.
06.17	Identify types of difficult customers (e.g., disagreeable, domineering/superior, suspicious, slow/methodical, dishonest).
06.18	Explain procedures for handling difficult internal and external customers.
06.19	Identify possible actions that lead to customer satisfaction.
06.20	Identify the ways that the level of customer service may affect company success.
06.21	Identify the ways that the reputation of a business is influenced by customer satisfaction.
06.22	Recognize the importance of stress management as it relates to job performance.
06.23	Demonstrate an understanding of gender, age, disability, and cultural courtesy.
07.0	Explain and perform telephone activities unique to customer service--The student will be able to:
07.01	Demonstrate techniques for making a positive first impression or continue a positive relationship using the telephone (e.g., vocabulary, voice quality and tone, grammar, courteousness, rapport).
07.02	Identify and demonstrate techniques of placing, answering, screening, placing on hold, and directing telephone calls.
07.03	Identify and demonstrate procedures for recording and relaying accurate messages.
07.04	Explain procedures for dealing with an obscene telephone call.
07.05	Identify components of a customer service call.
07.06	Demonstrate use of the telephone as a customer service tool to gather, receive, record, and convey accurate and complete information in a professional and courteous manner.
07.07	Demonstrate active listening skills.

07.08	Demonstrate ability to organize ideas and communicate oral messages appropriate to listener and situation.
07.09	Review guidelines to inform customers of order receipt, prices, shipping date, and delays.
07.10	Describe a positive and caring telephone voice.
07.11	Demonstrate techniques for dealing with an irate or upset caller, remembering that “the customer is always right.”
07.12	Model the impact of facial expression on tone of voice.
07.13	Explain importance of maintaining a telephone log.
07.14	Demonstrate ability to maintain a telephone log accurately and in accordance with organization procedures.
07.15	Demonstrate ability to access voice mail and record information accurately and neatly and note if response is required.
07.16	Demonstrate ability to retrieve messages from an answering machine and record information accurately and neatly and note if response is required.
07.17	Practice logging in and out of telephone systems.
08.0	Identify customer service activities--The student will be able to:
08.01	Role-play appropriate customer greetings.
08.02	Describe how an employee represents the firm to customers.
08.03	Explain techniques to balance responsive telephone service with in-store service.
08.04	Demonstrate ability to determine the individual customer's need for specific types of product support and customer services.
08.05	Discuss the importance of suggestive selling of complimentary goods/services.
08.06	Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
08.07	Demonstrate ability to overcome objections.
08.08	Explain role of customer mailing lists in the customer service industry.
08.09	Role-play thanking the customer using appropriate English.
08.10	Explain methods of observation that can be used to obtain customer's surname.
08.11	Discuss importance of customer follow-up including those instances when writing a thank you note could be appropriate.
08.12	Describe techniques for identifying and satisfying customer needs/wants/problems.

08.13	Explain techniques for determining customer merchandise/ service interests.
08.14	Discuss techniques for recognizing and responding to customer preference(s).
08.15	Explain importance of listening to customer needs/wants/ problems.
08.16	Explain importance of product knowledge, features, and benefits to successful cross selling.
08.17	Demonstrate ability to obtain customer commitment.
08.18	Model methods of resolving customer complaints.
08.19	Discuss importance of assisting customer in location of desired item(s).
08.20	List abilities and qualities customers expect.
09.0	Demonstrate job seeking and employability skills--The student will be able to:
09.01	Identify resources used in a customer service job search.
09.02	Identify steps of the job application process including researching the company prior to an interview and obtaining proper documentation (e.g., green card).
09.03	Locate company site on the internet.
09.04	Identify documentation needed prior to seeking employment.
09.05	Discuss importance of drug tests and criminal background checks in identifying possible customer service employment opportunities.
09.06	Demonstrate appropriate dress and grooming for employment.
09.07	List documents an employer is required to have completed by an employee for payroll and eligibility purposes.
09.08	Arrange for personal references.
09.09	Prepare a neat, legible resume (traditional and electronic).
09.10	Prepare a job application letter for a customer service position.
09.11	Read and accurately complete job application forms for customer service positions.
09.12	Participate in a behavioral job interview by role playing as an interviewer and an applicant.
09.13	Demonstrate methods for handling illegal interview and application form questions.
09.14	Compose a set of questions to ask of an interviewer.

09.15	Participate in pre-employment testing (e.g., simulations, telephone interview, telephone screening).
09.16	Conduct an interview follow-up.
09.17	List procedures to follow when accepting an employment offer.
09.18	Illustrate an understanding of the appropriate techniques to use when changing jobs.
09.19	Describe appropriate methods for resigning from a position.
09.20	Identify reasons for termination.
09.21	Prepare a letter of resignation.
09.22	Identify and demonstrate appropriate responses to feedback from supervisors.
09.23	Identify and demonstrate acceptable work habits.
09.24	Demonstrate acceptable health and hygiene habits.
09.25	Discuss examples of company standards, policies, and procedures.
09.26	Explain importance of following accepted rules, regulations, policies, and workplace safety guidelines.
09.27	Describe importance of producing quality work and meeting performance standards.
09.28	Describe implications of racial, ethnic, regional, educational, social, and age differences.
09.29	Demonstrate attitudes and behaviors that eliminate stereotyping, gender bias, and recognize the value of cultural diversity.
09.30	Demonstrate ability to work as a team member.
09.31	Demonstrate a strong work ethic and a positive attitude both personally and professionally.
09.32	Recognize the importance of the efficient use of materials and space on the job.
09.33	Demonstrate an understanding of ethical business practices.
09.34	Explain the importance of confidentiality in the workplace concerning any written, oral, or technically transmitted information pertaining to personnel, customers, or materials.
09.35	Obtain letters of reference summarizing work/volunteer experiences.
10.0	Develop a plan for a career in customer service--The student will be able to:
10.01	Discuss the advantages and disadvantages of working in the customer service field.

10.02	Identify personal qualities necessary to be successful as a customer service representative.
10.03	Research a customer service occupation.
10.04	Diagram a career path for the customer service associate.
10.05	Write a job description for a customer service associate.
10.06	Identify the educational requirements and work experience needed for a customer service associate.
10.07	Identify personal qualities and skills necessary for job enhancement and career development in the customer service field.
10.08	Develop forms of documentation for inclusion in a career portfolio.

Course Number: MNA0136
Occupational Completion Point: B
Telesales Representative – 150 Hours – SOC Code 41-9041

11.0	Demonstrate technology literacy appropriate to customer service--The student will be able to:
11.01	Demonstrate computer literacy by producing documents generated by database and spreadsheet software.
11.02	Employ reference materials such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software.
11.03	Employ computer networks (e.g., Internet, on-line databases, e-mail) to facilitate collaborative or individual learning and communication.
12.0	Demonstrate communication skills necessary for success in customer service--The student will be able to:
12.01	Demonstrate techniques for writing letters and memorandums appropriate to the particular audience (e.g., management, customers, co-workers, manufacturers).
12.02	Monitor written, oral, and electronic sources of information and materials relevant to delivering accurate customer service.
12.03	Compose e-mail and business letters.
12.04	Demonstrate effective probing skills.
13.0	Describe call center representative duties and responsibilities--The student will be able to:
13.01	Identify potentially difficult customers and strategies to meet their needs.
13.02	Explain differences between consumer rights and business responsibilities.
13.03	Explain differences between internal and external customers (e.g., productivity, motivation, commitment, and stress management vs. order taking, handling routine inquiries and application questions, and problem solving).

13.04	Exhibit how to interpret policies to internal and external customers.
13.05	Exhibit sensitivity to internal and external customer needs.
13.06	Classify customer services according to nature and characteristics of the activity.
13.07	Classify customer services considered primary or essential and those considered secondary or optional.
13.08	Review methods to resolve customer problems through clarifying, explaining policy/procedure, and coming to a consensus.
13.09	Analyze the relationship between public relations and marketing.
13.10	Demonstrate methods to initiate and maintain client account records.
13.11	Prepare statements for clients.
14.0	Explain and perform telephone activities unique to customer service--The student will be able to:
14.01	Assume accountability for the technical and customer services provided during service calls.
14.02	Demonstrate ability to maintain a file of addresses and telephone numbers.
15.0	Identify customer service activities--The student will be able to:
15.01	Discuss importance of changing displays to maintain customer interest.
15.02	Explain the concepts of market segmentation and niche marketing.
16.0	Describe leadership and organizational skills necessary for success in customer service--The student will be able to:
16.01	Describe qualities of an effective leader.
16.02	Describe different types of leadership.
16.03	Identify and utilize the planning process.
16.04	Outline steps utilized in problem resolution when dealing with customers.
16.05	Outline and apply steps used in decision-making when dealing with customers.
16.06	Work cooperatively within a group to achieve organizational goals.
16.07	Describe the role of the vision and mission statement in a customer service organization.
16.08	Explain how innovation and efficiency impact the customer service organization.

16.09	Display the ability to adjust behavior as appropriate to the situation, listening and responding with appropriate manners.
16.10	Model personal responsibility for the welfare of others.
16.11	Model appropriate technique for shaking hands as a professional.
17.0	Utilize effective techniques and procedures for selling customer services--The student will be able to:
17.01	Demonstrate how to increase total sales volume by selling complementary services to the main product(s).
17.02	Demonstrate knowledge of current and potential customer services offered by selected marketing organizations.
17.03	Demonstrate the ability to determine the individual customer's need for specific types of product support customer services.
17.04	Explain the "value added" concept as it applies to customer services.
17.05	Evaluate ability to overcome objections.
17.06	Demonstrate ability to identify and satisfy customer needs/wants/problems.
17.07	Evaluate ability to obtain customer commitment.
17.08	Identify and demonstrate cross-selling techniques.
17.09	Explain concept of "product" as an ingredient in the marketing mix.
17.10	Explain the relationship of economic utilities and customer services.
18.0	Demonstrate basic math operations relevant to customer service--The student will be able to:
18.01	Perform basic computational operations.
18.02	Solve work-related problems using whole numbers, fractions, decimals, ratios, and percentages.
18.03	Operate a 10-key keypad.
19.0	Demonstrate an understanding of a client's business, policies, and procedures--The student will be able to:
19.01	Identify client's mission and objectives.
19.02	Identify the type of business in which the client is engaged.
19.03	Identify customer service guidelines.
19.04	Identify procedure for logging in and out of client's system.

19.05	Identify correct screen management techniques.
19.06	Identify codes for different procedures.
19.07	Identify data entry guidelines including procedure for error editing and correction.
19.08	Identify procedure to obtain assistance (i.e., help desk, on-line help).
19.09	Demonstrate ability to receive and process calls per client's guidelines.
19.10	Practice taking orders, requests, etc., as required by client.

Course Number: MNA0084
Occupational Completion Point: C
Customer Service Representative – 150 Hours – SOC Code 43-4051

20.0	Demonstrate basic math operations and budget operations relevant to customer services--The student will be able to:
20.01	Demonstrate correct procedures for handling major types of sales transactions.
20.02	Reconcile a customer account.
20.03	Develop a group work schedule and calculate the necessary budget to implement it for a week, a month and a year.
20.04	Adjust monthly and yearly schedules and budgets to reflect business variations such as seasonal, increase in sales and decrease in sales.
21.0	Demonstrate higher order human relations skills necessary for hiring individuals in customer service occupations--The student will be able to:
21.01	Identify benefits of professional staff development (e.g., workshops, conferences, course work, and membership in professional associations).
21.02	Explain the need for employee evaluations, describe the procedures used in the evaluation process, and identify the consequences of positive or negative performance appraisals.
21.03	Describe methods used to compensate employees (e.g., wages, salary, commission).
21.04	Practice accurately answering call center representative questions on policies, procedures, and systems.
21.05	Practice guiding call center representatives through reference materials.
21.06	Practice monitoring and providing coaching and feedback to call center representatives.
21.07	Identify a variety of action plans to educate new hires.
22.0	Demonstrate higher order ability to communicate skillfully--The student will be able to:

22.01	Give oral reports to demonstrate the ability to express oneself in a concise, timely, and professional manner.
22.02	Demonstrate effective probing skills.
22.03	Demonstrate effective communication of impact of a business decision.
23.0	Demonstrate an awareness of management functions and organizational structures--The student will be able to:
23.01	Identify the different levels of management.
23.02	Identify, compare, and contrast the various forms of business ownership (e.g., sole proprietorship, partnership, corporation, franchise) and other organizational structures (nonprofit organizations, government agencies).
23.03	Compare and contrast the legal procedures and processes involved when establishing business ownership (e.g., sole proprietorship, partnership, limited partnership, joint ventures, limited partnership associations, registered partnerships with limited liability, Limited Liability Corporation, corporation, franchise).
23.04	Compare and contrast the advantages and disadvantages of each type of business ownership based upon complexity and risk of legal procedures and processes.
23.05	Demonstrate knowledge of procedures, systems, and reference materials.
24.0	Demonstrate an understanding of basic contractual obligations--The student will be able to:
24.01	Demonstrate an understanding of contractual relationships.
24.02	Explain how an offer and acceptance can create contractual rights and duties.
24.03	Identify people who lack contractual capacity.
24.04	Describe breach of contract and the remedies available when a contract is breached.
24.05	Define an agency relationship and list the ways that agency relationships may be created.
24.06	Identify which applicants may be asked to participate in testing (e.g., aptitude, psychological, polygraph, drug, etc).
25.0	Perform higher order keyboarding activities and use of office equipment in order to train others in these skills--The student will be able to:
25.01	Key and apply formatting principles.
25.02	Obtain and transmit credit information.
25.03	Perform basic computer operations.
26.0	Demonstrate performance of supervisory/management functions--The student will be able to:
26.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how functions are interrelated.

26.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.
26.03	Demonstrate project management skills.
26.04	Prepare training materials or update existing material.
26.05	Dramatize handling elevated customer calls.
26.06	Demonstrate ways to support team members to achieve personal and team goals.
26.07	Identify relevant management information based on business' existing records.
26.08	Identify appropriate information at various management decision making levels.
26.09	Identify appropriate applications for computer usage.
26.10	Identify administrative tasks that would be the responsibility of the customer care coach.
27.0	Develop a plan for a career in management--The student will be able to:
27.01	Discuss the advantages and disadvantages of working in the management field.
27.02	Identify personal qualities necessary to be successful as a management.
27.03	Research a management occupation.
27.04	Diagram a career path for the management.
27.05	Write a job description for a management.
27.06	Identify the educational requirements and work experience needed for a manager.
27.07	Identify personal qualities and skills necessary for job enhancement and career development in the management field.
27.08	Develop forms of documentation for inclusion in a career portfolio

Course Number: MNA0085
Occupational Completion Point: D
Customer Service Manager – 150 Hours – SOC Code 43-1011

28.0 Analyze impact and relationship of government regulations and community involvement on management decisions--The student will be able to:

28.01	Understand anti-trust laws and how they affect corporate behavior.
28.02	Describe the pros and cons of various levels of community involvement by a business.
28.03	Describe how tax policies affect a business.
28.04	Describe how licensure requirements affect a business.
28.05	Describe how government regulations affect a business.
28.06	Identify and evaluate various ways in which government affects business.
29.0	Demonstrate an advanced ability to communicate skillfully--The student will be able to:
29.01	Prepare a variety of categories/structures of messages.
29.02	Practice providing written/verbal feedback that is clear, concise, and professional.
30.0	Utilize higher order effective techniques and procedures for selling customer services--The student will be able to:
30.01	Develop a written feature-benefit analysis sheet for a specified customer service.
30.02	Effectively critique a sales demonstration involving customer services.
30.03	Demonstrate effective suggestion selling techniques to solve client problems.
30.04	Develop an action plan to improve call center representative sales performance.
31.0	Demonstrate higher order math operations relevant to customer services--The student will be able to:
31.01	Complete an invoice and purchase order return.
31.02	Calculate discount dates, due dates, and amount of payment.
31.03	Read charts and graphs.
31.04	Post debits and credits.
31.05	Calculate basis points.
32.0	Perform higher order keyboarding activities and use of office equipment appropriate to customer service--The students will be able to:
32.01	Obtain information, schedule, place orders, and route using e-mail, telephone, fax, internet, and other communication and calculating devices.
33.0	Demonstrate performance of supervisory/management functions--The student will be able to:

33.01	Describe the functions of management (e.g., planning, organizing, staffing, directing, controlling) and discuss how functions are interrelated.
33.02	Identify factors of strategic planning and define the role of strategic planning in a business environment.
33.03	Demonstrate project management skills.
33.04	Prepare training materials or update existing material.
33.05	Dramatize handling elevated customer calls.
33.06	Demonstrate ways to support team members to achieve personal and team goals.
33.07	Identify relevant management information based on business' existing records.
33.08	Identify appropriate information at various management decision making levels.
33.09	Identify appropriate applications for computer usage.
33.10	Identify administrative tasks that would be the responsibility of the customer care coach.
34.0	Operate computers and other equipment appropriate to marketing and managing customer services--The student will be able to:
34.01	Obtain and transmit credit information.
34.02	Obtain information, schedule, place orders, and route using telephone, fax, CPU, cash register, and other communications and calculating devices.
34.03	Demonstrate merchandising and operations data entry procedures such as prices, sales, inventory changes, costs, and reductions.
35.0	Demonstrate an understanding of business ownership--The student will be able to:
35.01	Define entrepreneurship.
35.02	List advantages and disadvantages of business ownership.
35.03	Identify risks involved in ownership of a business.
35.04	Identify the personal characteristics necessary to be a successful entrepreneur.
35.05	Identify the business skills needed to operate a business efficiently and effectively.
35.06	Define the purpose and identify and describe the major components of a business plan.
35.07	Identify pros and cons of a home-based business.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing, Merchandising and Parts Operations
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M812031
CIP Number	0252040902
Grade Level	30, 31
Standard Length	1350 hours
Teacher Certification	RETAILING @7 7G MKTG 1 WHOLESALE 7 G MKTG MGMT @7 7G
CTSO	College DECA
SOC Codes (all applicable)	43-5081 – Stock Clerks & Order Fillers 53-3031 – Driver/Sales Workers 43-5071 – Shipping, Receiving, and Traffic Clerks 43-3021 – Billing and Posting Clerks 43-3031 – Bookkeeping, Accounting, and Auditing Clerks 43-4151 – Order Clerks 41-2022 – Parts Salespersons 43-3061 – Procurement Clerks 11-3071 – Transportation, Storage, and Distribution Managers
Facility Code	212 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9

PSAV	
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	Reading: 9
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Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The content includes but is not limited to The content includes, but is not limited to, risk management, marketing math, equipment operations, marketing and business fundamentals, communications, human relations, advertising, sales promotion, sales, customer relations, obtaining and maintaining employment, delivery operations, warehouse operations, billing operations, accounts receivable and payable, cataloging, parts systems, components and their functions, automotive systems parts sales, inventory control, purchasing, and management

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 10 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	MKA0640	Sales Representative	150 hours	43-5081
B	MKA0641	Driver/Sales Workers	75 hours	53-3031
C	MKA0642	Warehouseman	150 hours	43-5071
D	MKA0643	Billing, Cost and Rate Clerk	75 hours	43-3021
E	MKA0644	Parts Accounting Clerk	150 hours	43-3031
F	MKA0645	Order Clerk	75 hours	43-4151
G	MKA0646	Parts Specialist	375 hours	41-2022
H	MKA0647	Stockroom Clerk	75 hours	43-5081

OCP	Course Number	Course Title	Course Length	SOC Code
I	MKA0648	Purchasing Agent	75 hours	43-3061
J	MKA0649	Distribution Manager	150 hours	11-3071

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate risk management skills.
- 02.0 Demonstrate basic marketing math skills.
- 03.0 Demonstrate basic marketing equipment operations.
- 04.0 Identify marketing and business fundamentals.
- 05.0 Demonstrate communication and human relations skills.
- 06.0 Demonstrate principles of advertising and sales promotion.
- 07.0 Demonstrate sales and customer relation's techniques.
- 08.0 Explain the importance of employability and entrepreneurship skills.
- 09.0 Demonstrate delivery operations skills.
- 10.0 Demonstrate warehouse operations.
- 11.0 Demonstrate billing operations skills.
- 12.0 Demonstrate accounts receivable skills.
- 13.0 Demonstrate accounts payable skills.
- 14.0 Research parts data and technical information.
- 15.0 Demonstrate automotive specialty parts sales skills.
- 16.0 Demonstrate parts service skills.
- 17.0 Identify parts systems, components, and their functions.
- 18.0 Research automotive systems parts.
- 19.0 Demonstrate automotive systems parts sales.
- 20.0 Demonstrate inventory control operations.
- 21.0 Demonstrate purchasing operations skills.
- 22.0 Demonstrate management and supervision techniques.
- 23.0 Research career opportunities in the industry.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing, Merchandising, and Parts Operations
PSAV Number: M812031

Course Number: MKA0640
Occupational Completion Point: A
Sales Representative – 150 Hours – SOC Code 45-5081

01.0 Demonstrate risk management skills--The student will be able to:

01.01 Identify school rules and policies (e.g., fire evacuation plans, code of conduct, financial aid opportunities).

01.02 Identify program objectives and requirements to reach occupational completion point-data codes and certificate prerequisites.

01.03 Discuss the importance of testing and grading procedures.

01.04 Identify, discuss, and demonstrate safe lifting procedures.

01.05 Identify and discuss the laws and procedures for disposing of hazardous wastes.

01.06 Identify safety and accident prevention procedures.

01.07 Identify and discuss clean and orderly storing techniques.

01.08 Identify and discuss appropriate dress and grooming for employment.

01.09 Identify and discuss the purpose and importance of an accident prevention plan.

01.10 Identify and discuss workplace safety and health guidelines.

01.11 Demonstrate safety and accident prevention techniques.

01.12 Discuss state and federal labor laws regulating the workplace.

02.0 Demonstrate basic marketing math skills--The student will be able to:

02.01 Calculate mark-ups, mark-downs, and discounts.

02.02 Read and interpret charts and graphs.

02.03 Identify the importance and purpose of product codes.

02.04	Write and communicate product codes according to industry standards.
02.05	Calculate county and state sales taxes.
02.06	Demonstrate mastery of the 10-key keyboard.
02.07	Discuss sales terminal opening and closing procedures.
02.08	Demonstrate ability to provide customer with proper change.
02.09	Identify check, credit card, and debit card payments and procedures.
02.10	Demonstrate sales calculations (e.g., cash, discount, COD, returns).
02.11	Interpret sales receipts.
02.12	Discuss refund procedures and policies.
03.0	Demonstrate basic marketing equipment operations--The student will be able to:
03.01	Demonstrate techniques for making a positive first impression.
03.02	Identify techniques for placing, answering, holding, and transferring telephone calls.
03.03	Identify and demonstrate procedures for recording and relaying accurate messages.
03.04	Demonstrate ability to use telephone to gather information.
03.05	Demonstrate ability to use telephone book as a resource.
03.06	Discuss uses of a fax machine.
03.07	Demonstrate ability to send and receive fax documents.
03.08	Identify procedures for operating and maintaining imaging equipment.
03.09	Identify and discuss imaging feeder, sorter, and collating procedures.
03.10	Process single and multiple copies using manual and automated methods.
03.11	Identify and discuss imaging maintenance procedures.
03.12	Identify labeling applications and fonts.
03.13	Identify characteristics of labeling ribbon.

03.14	Identify single and multi-line labeling applications.
03.15	Demonstrate ability to change labeling ribbon.
03.16	Enter and proofread typed labeling data.
03.17	Demonstrate use of labeling machine.
04.0	Identify marketing and business fundamentals--The student will be able to:
04.01	Discuss concept of economic goods and services.
04.02	Discuss concept of economic resources and activities.
04.03	Discuss concept of utility and supply and demand.
04.04	Identify and discuss relationship of government and business.
04.05	Identify and discuss concepts of private enterprise, business ownership, profit, risk, competition, and productivity.
04.06	Identify major components of gross national product.
04.07	Identify and explain major types of economic systems.
04.08	Identify and explain functions of business and relationship between business and society.
04.09	Identify categories of business activity (e.g., extractive, agriculture, manufacturing, processing, construction, distribution, and service).
04.10	Identify types of business ownership and compare and contrast their advantages and disadvantages.
04.11	Identify and discuss ethics in business.
04.12	Identify and discuss functions of business and channels of distribution.
04.13	Identify and discuss elements of the marketing mix.
05.0	Demonstrate communication and human relations skills--The student will be able to:
05.01	Identify and apply effective communication: verbal, nonverbal, written, and electronic.
05.02	Describe effective staff communication and its uses: inter-personal, departmental, inter-departmental, and company.
05.03	Demonstrate ability to read and comprehend written communications.
05.04	Identify a variety of forms of written business communications utilized in the workplace.

05.05	Prepare a business letter, memorandum, fax, and e-mail.
05.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using proper grammar and terminology.
05.07	Discuss importance of developing networking skills to expand business contacts.
05.08	Prepare and deliver a business-related presentation.
05.09	Demonstrate active listening strategies that improve understanding and performance.
05.10	Describe positive customer relations.
05.11	Demonstrate conflict resolution techniques.
05.12	Identify means of nonverbal communication.
05.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
05.14	Discuss methods of resolving customer complaints.
05.15	Interpret business policies to customers/clients.
05.16	Discuss importance of providing clear directions, descriptions, and explanations.
05.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
05.18	Identify types of technology and equipment used in the workplace.
06.0	Demonstrate principles of advertising and sales promotions--The student will be able to:
06.01	Identify purpose, importance, and techniques of advertising.
06.02	Identify purpose, importance, and techniques of sales promotions.
06.03	Identify and discuss the nine elements of design (e.g., color, materials, interior architecture, illusion, landscaping, music, signage, attention to detail, general exterior).
06.04	Identify and discuss the elements of an advertisement (e.g., headline, copy, illustration).
06.05	Discuss target markets and their importance in advertising and sales promotions.
06.06	Identify advertising design techniques and their applications.
06.07	Create sales, holiday, and seasonal advertisements using accepted computer design techniques.
06.08	Identify the purpose and importance of displays.

06.09	Identify and discuss effective display techniques.
06.10	Discuss the importance and purpose of cleaning and maintaining displays.
06.11	Plan and construct an effective sales display.
07.0	Demonstrate sales and customer relation's techniques--The student will be able to:
07.01	Identify the purpose and importance of selling.
07.02	Identify qualities of a professional sales associate.
07.03	Identify, discuss, and demonstrate the steps in the selling process.
07.04	Identify and discuss the roles of sales associates and customers.
07.05	Describe techniques for identifying customer needs, wants, and/or problems.
07.06	Explain techniques for determining customer merchandise and/or service interests.
07.07	Explain methods of observation that can be used to obtain customers' surname.
07.08	Discuss importance and methods of customer follow-up (e.g., client file).
07.09	Model methods of resolving customer complaints.
07.10	List abilities and qualities customers expect from sales associates.
07.11	Demonstrate ability to create accessory sales.
07.12	Identify and discuss importance and purpose of store policies as they relate to customer service.
07.13	Role-play appropriate customer greetings.
07.14	Describe how an employee represents the firm to customers.
07.15	Explain techniques to balance responsive telephone service with in-store service.

Course Number: MKA0641
Occupational Completion Point: B
Driver/Sales Workers –75 Hours – SOC Code 53-3031

08.0	Demonstrate delivery operations skills--The student will be able to:
08.01	Identify and discuss importance, purpose, and characteristics of delivery operations.

08.02	Identify delivery documents (e.g., packing slips, invoices, freight bills, return forms, pick up tickets).
08.03	List procedures for processing delivery documents.
08.04	Identify delivery vehicle maintenance requirements and limitations.
08.05	Inspect vehicle, perform minor maintenance, report maintenance problems, and maintain delivery vehicle according to industry standards.
08.06	Plan, prepare, and perform daily pick-up and delivery activities.
08.07	Verify ordered merchandise.
08.08	Process merchandise for return to supplier.
08.09	Identify and discuss cores and their importance.
08.10	Identify and discuss keyboarding techniques necessary for the delivery process.

Course Number: MKA0642
Occupational Completion Point: C
Warehouseman – 150 Hours – SOC Code 43-5071

09.0	Demonstrate warehouse operations--The student will be able to:
09.01	Identify and discuss the characteristics of stock keeping and warehouse operations.
09.02	Identify and discuss the importance and purpose of warehouse operations.
09.03	Identify warehouse documents (e.g., pick tickets, special orders, inventory forms).
09.04	Discuss and analyze computerized warehouse data.
09.05	Describe procedures for using computerized warehouse data.
09.06	Identify and discuss stock keeping methods and fundamentals.
09.07	Receive, inspect, price, and stock incoming merchandise.
09.08	Verify packing slips and rotate stock.
09.09	Perform a physical inventory.
09.10	Apply basic computer systems operations.

09.11	Explain channels of distribution.
09.12	Display and interpret inventory screens.
09.13	Send and receive e-mail.
09.14	Create a computerized document.
09.15	Analyze computerized warehouse data.
09.16	Describe delivery and warehouse operations supervisory skills.

Course Number: MKA0643
Occupational Completion Point: D
Billing, Cost and Rate Clerk –75 Hours – SOC Code 43-3021

10.0	Demonstrate billing operations skills--The student will be able to:
10.01	Identify and discuss importance, purpose, and characteristics of billing operations.
10.02	Identify, discuss, and demonstrate bill filing methods and procedures according to industry standard.
10.03	Explain requirements for opening work orders.
10.04	Open work orders using customer given information.
10.05	Maintain work orders accounting information.
10.06	Close work orders using parts department and technician information.
10.07	Verify, audit, and file work order documents.

Course Number: MKA0644
Occupational Completion Point: E
Part Accounting Clerk – 150 Hours – SOC Code 43-3031

11.0	Demonstrate accounts receivable skills--The student will be able to:
11.01	Identify and discuss characteristics of a career in accounts receivable.
11.02	Identify and discuss importance and purpose of accounts receivable.
11.03	Identify and list documents used in the accounts receivable department.

11.04	Verify and process pricing documents.
11.05	Create and process computerized invoices and credit memos.
11.06	Explain accounts receivable filing methods and procedures.
11.07	Verify and file accounts receivable records.
11.08	Run and analyze accounts receivable reports.
11.09	Run and analyze customer statement reports.
11.10	Perform customer statements functions.
12.0	Demonstrate accounts payable skills--The student will be able to:
12.01	Identify and discuss characteristics of a career in accounts payable.
12.02	Identify and discuss importance and purpose of accounts payable.
12.03	Identify and list documents used in accounts payable department.
12.04	Identify methods to maintain a clean and orderly work area.
12.05	Identify, discuss, and demonstrate manual general ledger procedures.
12.06	Identify, discuss, and demonstrate computerized general ledger procedures.
12.07	Identify and discuss methods to reconcile computerized daily accounts payable.
12.08	Demonstrate reconciling computerized daily accounts payable.
12.09	Identify and discuss methods to reconcile computerized monthly accounts payable.
12.10	Demonstrate reconciling computerized monthly accounts payable.

Course Number: MKA0645
Occupational Completion Point: F
Order Clerk –75 Hours – SOC Code 43-4151

13.0	Research parts data and technical information--The student will be able to:
13.01	Identify the purpose and importance of cataloging systems.
13.02	Identify product manufacturers and their types of catalogs.

13.03	Identify procedures for setting up and maintaining a catalog rack.
13.04	Identify manual, systematic procedures for locating specific part numbers.
13.05	Demonstrate ability to use manual catalogs and interchanges to locate specific part numbers.
13.06	Identify computerized, systematic procedures for locating specific part numbers.
13.07	Demonstrate ability to use an automated cataloging system to locate specific part numbers.
13.08	Demonstrate use of interchange lists and line cards.
13.09	Identify computerized cataloging system maintenance and update procedures.
13.10	Identify methods to call in special orders and stock orders.
13.11	List steps to identify manufacturer and supplier for specific parts.
13.12	Articulate quantities, numbers, and manufacturers of parts according to numerical language.
13.13	Demonstrate ability to call in and fax special and stock orders.
14.0	Demonstrate automotive specialty parts sales skills--The student will be able to:
14.01	Identify types of automotive basic tools.
14.02	Identify types of automotive fasteners.
14.03	Identify and discuss appropriate applications for specific tools.
14.04	Identify and discuss appropriate applications for specific automotive fasteners.
15.0	Demonstrate parts service skills--The student will be able to:
15.01	Identify standard and metric measurements.
15.02	Identify procedures for using metric devices.
15.03	Identify inside and outside diameters.
15.04	Read standard and metric measurements.
15.05	Measure automotive belts using an industry approved belt measurer.
15.06	Measure inside and outside diameters of hoses.

15.07	Demonstrate use of a micrometer, t-bar, and ruler.
15.08	Identify automotive component testing operational procedures.
15.09	Identify types of testing equipment.
15.10	Demonstrate operation of testing equipment (e.g., battery tester, alternator tester, starter tester, voltage regulator tester).
15.11	Identify, discuss, and demonstrate procedures for refinishing brake drums.
15.12	Identify, discuss, and demonstrate procedures for refinishing rotors.

Course Number: MKA0646
Occupational Completion Point: G
Parts Specialist – 375 Hours – SOC Code 43-2022

16.0	Identify parts systems, components, and their functions--The student will be able to:
16.01	Identify operating fundamentals of exhaust systems, their parts, and their function.
16.02	Identify operating fundamentals of heating and cooling systems, their parts, and their function.
16.03	Identify operating fundamentals of air conditioning systems, their parts, and their function.
16.04	Identify operating fundamentals of electrical systems, their parts, and their function.
16.05	Identify operating fundamentals of electrical accessory systems, their parts, and their function.
16.06	Identify operating fundamentals of ignition systems, their parts, and their function.
16.07	Identify operating fundamentals of engine systems, their parts, and their function.
16.08	Identify operating fundamentals of brake systems, their parts, and their function.
16.09	Identify operating fundamentals of steering and suspension systems, their parts, and their function.
16.10	Identify operating fundamentals of power train systems, their parts, and their function.
17.0	Research automotive systems parts--The student will be able to:
17.01	Analyze customer parts requests.
17.02	Identify steps to research part numbers using manual and computerized cataloging, interchanges, and price sheets.
17.03	Research fuel systems part numbers.

17.04	Research emission control systems part numbers.
17.05	Research exhaust systems part numbers.
17.06	Research heating and cooling systems part numbers.
17.07	Research air conditioning systems part numbers.
17.08	Research electrical systems part numbers.
17.09	Research electrical accessory systems part numbers.
17.10	Research ignition systems part numbers.
17.11	Research engine systems part numbers.
17.12	Research brake systems part numbers.
17.13	Research steering and suspension systems part numbers.
17.14	Research power train systems part numbers.
18.0	Demonstrate automotive systems parts sales--The student will be able to:
18.01	Demonstrate fuel systems parts, using suggestive selling.
18.02	Demonstrate emission control systems parts, using suggestive selling.
18.03	Demonstrate exhaust systems parts using suggestive selling.
18.04	Demonstrate heating and cooling systems using suggestive selling.
18.05	Demonstrate air conditioning systems using suggestive selling.
18.06	Demonstrate electrical systems using suggestive selling.
18.07	Demonstrate electrical accessory systems using suggestive selling.
18.08	Demonstrate ignition systems using suggestive selling.
18.09	Demonstrate engine systems using suggestive selling.
18.10	Demonstrate brake systems using suggestive selling.
18.11	Demonstrate steering and suspension systems using suggestive selling.

18.12 Demonstrate power train systems using suggestive selling.

Course Number: MKA0647
Occupational Completion Point: H
Stockroom Clerk –75 Hours – SOC Code 43-5081

19.0 Demonstrate inventory control operations--The student will be able to:

19.01 Identify the purpose and importance of inventory control.

19.02 Identify characteristics of inventory control operations.

19.03 Identify inventory fast paths and their purposes.

19.04 Identify and explain various inventory reports.

19.05 Prepare and analyze various inventory reports.

19.06 Discuss inventory control equipment maintenance procedures.

19.07 Enter product and vendor data using a computer system.

19.08 Run and analyze product line and vendor's reports using a computer system.

19.09 Maintain automated inventory file and parts data.

19.10 Describe importance of maintaining current price sheet information.

19.11 Describe process to obtain current price sheets.

19.12 Verify current manufacturer pricing and price sheets.

19.13 Maintain automated pricing data.

19.14 Read and interpret price sheets.

19.15 Demonstrate periodic inventory procedures using an automated system.

Course Number: MKA0648
Occupational Completion Point: I
Purchasing Agent – 75 Hours – SOC Code 43-3061

20.0 Demonstrate purchasing operations skills--The student will be able to:

20.01	Identify the purpose and importance of purchasing procedures.
20.02	Describe characteristics of purchasing operations.
20.03	Discuss the purpose and importance of analyzing sales potential.
20.04	Identify life span and demand for individual parts.
20.05	Analyze sales potential of parts and supplies using historical data.
20.06	Identify and discuss steps to conduct an Internet search for parts information.
20.07	Conduct an Internet research project involving the parts industry.
20.08	Identify and discuss specific purchase order control reports.
20.09	Generate and control computerized purchase orders.
20.10	Demonstrate ability to buy parts and supplies using an automated system.
20.11	Identify responsibilities of a back office supervisor.
20.12	Evaluate new products for sales potential.
20.13	Identify and use inventory classifications.
20.14	Maintain effective business communications with supervisors, co-workers, and industry representatives.
20.15	Recommend solutions to inventory control and purchasing problems.
20.16	Demonstrate ability to supervise inventory management.

Course Number: MKA0643
Occupational Completion Point: J
Distribution Manager –150 Hours – SOC Code 11-3071

21.0	Demonstrate management and supervision techniques--The student will be able to:
21.01	Identify and discuss managerial/supervisory functions.
21.02	Identify and discuss the roles and responsibilities of a manager/supervisor.
21.03	Identify and discuss qualities of effective leaders.
21.04	Identify and demonstrate employee motivational techniques.

21.05	Identify and demonstrate leadership skills.
21.06	Identify and demonstrate time management techniques.
21.07	Identify and demonstrate training techniques.
21.08	Identify and demonstrate team-building techniques.
21.09	Conduct a training session.
21.10	Identify and demonstrate management communication techniques.
21.11	Conduct a business meeting.
21.12	Identify and demonstrate problem-solving techniques.
21.13	Identify project planning and implementation techniques.
21.14	Demonstrate the ability to develop and implement a project plan.
21.15	Identify and demonstrate effective human resource management techniques.
21.16	Identify and demonstrate management techniques to promote a productive workforce.
21.17	Demonstrate ability to manage employee functions.
21.18	Demonstrate ability to manage business operations.
21.19	Demonstrate ability to supervise sales functions.
21.20	Demonstrate ability to manage a business enterprise.
21.21	Demonstrate ability to manage employees.
21.22	Evaluate business problems and implement solutions.
21.23	Analyze business performance and profit/loss statement.
22.0	Research career opportunities in the industry--The student will be able to:
22.01	Describe purpose and importance of career objectives.
22.02	Identify individual interests, strengths, and weaknesses in relation to a career.
22.03	Identify characteristics of selected careers (e.g., salary, working conditions, education requirements, career ladders, technology requirements).

22.04 Identify steps to research, gather, and analyze career data.

22.05 Prepare a career research plan for a selected career.

22.06 Establish realistic career employment goals.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional

methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Industrial Distribution and Management
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M812040
CIP Number	0252040900
Grade Level	30, 31
Standard Length	900 hours
Teacher Certification	RETAILING @7 7G MARKETING 1 WHOLESALE 7G MKTG MGMT @7 7G
CTSO	Collegiate DECA
SOC Codes (all applicable)	43-4051 – Customer Service Representatives 43-3021 – Billing and Posting Clerks 43-5081 – Stock Clerks and Order Fillers 41-4011 – Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
Facility Code	212 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales & Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales & Service career cluster.

This program is to prepare students for employment in the industrial distribution and manufacturing industry. Industrial distribution includes electrical, wholesale, plumbing, plastic, HVAC and other product distribution.

Content includes, but is not limited to, distribution operations procedures, sales techniques, computer programs, business math, business letters and reports, inventory control operations, negotiating techniques, marketing and economics, human relations and industrial shop distribution applications. The course includes a three-week rotating externship component.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 4 occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MNA0088	Customer Service Specialist	225 hours	43-4051
B	MKA0631	Billing Clerk	225 hours	43-3021
C	MKA0632	Stock Clerk	150 hours	43-5081
D	MKA0633	Sales Representatives, Wholesale and Manufacturing	300 hours	41-4011

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Introduction to industrial distribution.
- 02.0 Marketing and economics.
- 03.0 Human relations principles.
- 04.0 Computer fundamentals.
- 05.0 Business writing and math skills.
- 06.0 Perform inventory control operations skills.
- 07.0 Perform industrial distribution applications.
- 08.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

**Florida Department of Education
Student Performance Standards**

Program Title: Industrial Distribution and Management
PSAV Number: M812040

Course Number: MNA0088
Occupational Completion Point: A
Customer Service Specialist – 225 Hours – SOC Code 43-4051

01.0 Introduction to industrial distribution--The student will be able to:

01.01 Complete school orientation

01.02 Complete course orientation

01.03 Explain the channels of distribution

01.04 Identify career opportunities

01.05 Apply risk management skills

02.0 Marketing and economics--The student will be able to:

02.01 Explain basic economic concepts

02.02 Explain business concepts

02.03 Explain marketing functions

02.04 Explain basic marketing concepts

02.05 Identify the nine elements of design

03.0 Human relations principles--The student will be able to:

03.01 Identify appropriate dress and grooming on the job

03.02 Apply effective telephone etiquette and voice mail techniques

03.03 Identify effective business and sales ethics

03.04 Identify basic sales, up selling and closing techniques

03.05	Identify basic customer relations techniques
03.06	Call in special orders and stock orders
04.0	Effective communication skills--The student will be able to:
04.01	Identify need for effective communications
04.02	Describe factors that obstruct effective communications
04.03	Apply effective interpersonal communications skills
04.04	Give and follow directions
04.05	Apply oral communications techniques
04.06	Apply negotiation techniques as described by Yuri & Fisher

Course Number: MKA0631
Occupational Completion Point: B
Billing Clerk – 225 Hours – SOC Code 43-3021

05.0	Computer fundamentals--The student will be able to:
05.01	Apply keyboarding techniques
05.02	Navigate MS Outlook
05.03	E-mail etiquette
05.04	Create, receive and attach e-mail
05.05	Organize and prioritize e-mail
05.06	Maintain automated calendar and meeting schedules
05.07	Navigate MS Word
05.08	Create and modify computerized documents
05.09	Conduct an Internet research project
05.10	Create a computerized advertisement
05.11	Apply basic computer systems operations

06.0	Business writing and math skills--The student will be able to:
06.01	Solve marketing problems using a calculator.
06.02	Solve math problems involving addition, subtraction, multiplication, division, percentage, ratio, and decimals.
06.03	Navigate MS Excel
06.04	Perform MS Excel dashboard functions
06.05	Create automated spreadsheets utilizing formulas
06.06	Create vertical lookups
06.07	Create pivot tables
06.08	Create business letters, reports and memos

Course Number: MKA0632
Occupational Completion Point: C
Stock Clerk – 225 Hours – SOC Code 43-5081

07.0	Perform inventory control operations skills--The student will be able to:
07.01	Describe inventory control operations
07.02	Receive and inspect merchandise
07.03	Price and stock merchandise
07.04	Display and interpret inventory screens
07.05	Analyze computerized warehouse data
07.06	Run and analyze inventory reports
07.07	Apply computerized sequencing procedures
07.08	Maintain automated inventory file
07.09	Maintain current pricing information
07.10	Maintain periodic automated inventory procedures.

Course Number: MKA0633
Occupational Completion Point: D
Sales Representatives, Wholesale and Manufacturing – 300 Hours – SOC Code 41-4011

08.0 Perform industrial distribution applications--The student will be able to:

08.01 Identify industrial safety skills.

08.02 Understand the importance and the cost of physical distribution.

08.03 Identify basic tools and fasteners.

08.04 Measure parts using a caliper.

08.05 Test parts using an ammeter.

08.06 Read basic blueprints.

08.07 Explain the basic principles of hydraulics.

08.08 Identify mechanical and fluid power components

08.09 Explain AC and DC electrical circuits.

08.10 Participate in a five week rotating internship component.

08.11 Navigate customer contact software package.

08.12 Use manual parts catalogs and interchanges.

08.13 Perform automated cataloging.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Sport, Recreation and Entertainment Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M899400
CIP Number	0252191005
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G ADVR PROM 7 G
CTSO	Collegiate DECA
SOC Codes (all applicable)	27-2099 – Entertainers and Performers, Sports and Related Workers, all Other 11-2021 – Marketing Mangers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment or advanced training in the sport, recreation, and entertainment marketing and sales industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	MKA0432 or MKA0080	Salesperson, Retail or Entertainment, Sports and Related Workers	300 hours 300 hours	27-2099
B	MKA0010	Marketing Managers	300 hours	11-2021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate employability skills
- 02.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 03.0 Demonstrate proficiency in applying communication and technology skills.
- 04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 05.0 Demonstrate proficiency in applying math skills unique to marketing.
- 06.0 Identify economic principles.
- 07.0 Identify marketing and business fundamentals.
- 08.0 Identify effective selling techniques and procedures.
- 09.0 Select a marketing industry for career planning.
- 10.0 Demonstrate applications of distribution to the selected marketing industry.
- 11.0 Demonstrate applications of financing to the selected marketing industry.
- 12.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 13.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 14.0 Demonstrate pricing applications for the selected marketing industry.
- 15.0 Demonstrate promotion applications for the selected marketing industry.
- 16.0 Demonstrate purchasing applications to the selected marketing industry.
- 17.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 18.0 Demonstrate applications of selling to the selected marketing industry.
- 19.0 Demonstrate an understanding of entrepreneurship.
- 20.0 Identify the uses of technology in marketing.
- 21.0 Explain the importance of employability and entrepreneurship skills.
- 22.0 Demonstrate human relations skills necessary for success in sport, recreation, and entertainment marketing occupations.
- 23.0 Demonstrate proficiency in applying communication and technology skills.
- 24.0 Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing.
- 25.0 Identify economic principles.
- 26.0 Identify marketing and business fundamentals.
- 27.0 Identify effective selling techniques and procedures.
- 28.0 Discuss the history of sport, recreation, and entertainment marketing.
- 29.0 Discuss sport, recreation, and entertainment marketing as an industry.
- 30.0 Select a sport, recreation, and entertainment marketing industry for career planning.
- 31.0 Demonstrate applications of distribution to the sport, recreation, and entertainment marketing industry.
- 32.0 Demonstrate applications of financing to the selected sport, recreation, and entertainment marketing industry.
- 33.0 Demonstrate applications of product/service planning to the sport, recreation, and entertainment marketing industry.
- 34.0 Demonstrate applications of marketing-information management to the sport, recreation, and entertainment marketing industry.
- 35.0 Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry.
- 36.0 Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry.
- 37.0 Demonstrate purchasing applications to the sport, recreation, and entertainment marketing industry.

- 38.0 Demonstrate applications of safety and risk-management to the sport, recreation, and entertainment marketing industry.
- 39.0 Demonstrate applications of selling to the sport, recreation, and entertainment marketing industry.
- 40.0 Identify the use of computers in sport, recreation, and entertainment marketing.
- 41.0 Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing.
- 42.0 Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing.
- 43.0 Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing.
- 44.0 Apply economic principles to sport, recreation, and entertainment marketing.
- 45.0 Explain the business structure of the sport, recreation, and entertainment marketing industry.
- 46.0 Describe legal and ethical aspects of sport, recreation, and entertainment marketing industry.
- 47.0 Explain methods of dealing with agents, personal managers, and labor unions.
- 48.0 Apply market research to determine viability of proposed sport, recreation, and entertainment project or event.
- 49.0 Design, plan, execute, and evaluate an event.
- 50.0 Develop a career plan for a sport, recreation, and entertainment marketing career.
- 51.0 Perform critical job skills
- 52.0 Display professional work habits.
- 53.0 Demonstrate ethical behavior.

**Florida Department of Education
Student Performance Standards**

Program Title: Sport, Recreation, and Entertainment Marketing
PSAV Number: M899400

Course Number: MKA0432
Occupational Completion Point: A
Salesperson, Retail – 300 Hours – SOC Code 27-2099

- | | |
|-------|---|
| 01.01 | Identify and utilize resources used in a job search (e.g., networking, newspaper, and internet). |
| 01.02 | Discuss importance of drug tests and criminal background checks in identifying possible employment options. |
| 01.03 | Identify steps in the job application process including arranging for references and proper documentation (e.g., green card). |
| 01.04 | Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9). |
| 01.05 | Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation. |
| 01.06 | Identify and demonstrate appropriate dress and grooming for employment. |
| 01.07 | Identify and demonstrate effective interviewing skills (e.g., behavioral). |
| 01.08 | Describe methods for handling illegal interview and application questions. |
| 01.09 | Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, OSHA). |
| 01.10 | Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring. |
| 01.11 | Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged. |
| 01.12 | Describe importance of producing quality work and meeting performance standards. |
| 01.13 | Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting). |
| 01.14 | Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner. |
| 01.15 | Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility). |
| 01.16 | Identify how to prepare for job separation and re-employment. |

01.17	Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
01.18	Identify and practice stress management and relaxation techniques.
01.19	Discuss importance of practicing positive customer service skills.
02.0	Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:
02.01	Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
02.02	Define and discuss issues involving gender equity, disability, and age.
02.03	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
02.04	Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
02.05	Explain concepts of integrity, credibility, reliability, and perseverance.
02.06	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
02.07	Maintain professional personal appearance and attitude.
02.08	Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
02.09	Demonstrate self-management, initiative, and multi-tasking.
02.10	Explain concepts of self-understanding, self-esteem, and self-image.
02.11	Demonstrate professional behavior and etiquette.
02.12	Demonstrate respect for the opinions, customs, and individual differences of others.
02.13	Set personal and career goals and develop a plan of action to achieve those goals.
02.14	Identify areas where personal and professional change and adjustment may be necessary.
02.15	Demonstrate ability to offer and accept feedback.
02.16	Identify and practice stress management and relaxation techniques.
02.17	Maintain confidentiality of business matters.
02.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
02.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.

03.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
03.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
03.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
03.03	Demonstrate ability to read and comprehend written communications.
03.04	Identify a variety of forms of written business communications utilized in the workplace.
03.05	Prepare a business letter, memorandum, fax, and e-mail.
03.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
03.07	Discuss importance of developing networking skills to expand business contacts.
03.08	Prepare and deliver a business-related presentation.
03.09	Demonstrate active listening strategies that improve understanding and performance.
03.10	Describe positive customer relations.
03.11	Demonstrate conflict and dispute resolution techniques.
03.12	Identify means of nonverbal communication.
03.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
03.14	Discuss methods of resolving customer complaints.
03.15	Interpret business policies to customers/clients.
03.16	Discuss importance of providing clear directions, descriptions, and explanations.
03.17	Demonstrate ability to locate, understand, and interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and Internet resources.
03.18	Identify types of technology/equipment used in the workplace.
03.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.
04.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
04.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
04.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.

04.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
04.04	Demonstrate ability to make change correctly.
04.05	Calculate tax, gratuity, commission, and miscellaneous charges.
04.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
04.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
04.08	Apply standard industry formula to determine markup and markdown on merchandise.
04.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
04.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
04.11	Identify components of a break-even analysis
04.12	Compute and analyze a break-even point.
04.13	Operate 10-key keypad.
04.14	Read and interpret a lease agreement.
04.15	Read and interpret a contract for purchase of real estate.
04.16	Read and complete an application for a bank loan.
04.17	Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
04.18	Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
05.0	Identify economic principles--The student will be able to:
05.01	Explain concept of economics and economic activities.
05.02	Explain concept of economic goods and services.
05.03	Explain concept of economic resources.
05.04	Explain concept of utility (form, place, time, possession, information).
05.05	Explain concept of "supply and demand."
05.06	Explain concept of price.

05.07	Identify, compare, and contrast major types of economic systems.
05.08	Explain relationship between government and business.
05.09	Explain concept of private enterprise and business ownership.
05.10	Explain role of profit motive.
05.11	Explain concept of risk.
05.12	Explain concept of competition.
05.13	Explain concept of productivity.
05.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
05.15	Explain function of the Federal Reserve Board.
06.0	Identify marketing and business fundamentals--The student will be able to:
06.01	Define marketing and its role.
06.02	Explain purpose of marketing in the free enterprise system.
06.03	Identify and explain the four foundations of marketing.
06.04	Identify and explain differences between indirect and direct marketing.
06.05	Identify and explain the functions of and differences between marketing and merchandising.
06.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
06.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc)
06.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
06.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
06.10	Explain concept of marketing strategies.
06.11	Explain concept of market segmentation and demographics.
06.12	Explain importance and techniques of offering the right merchandising blend.
06.13	Explain nature of channels of distribution.

06.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
06.15	Explain factors affecting pricing decisions.
06.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
06.17	Discuss role e-commerce will play in the marketing of goods and services.
06.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
06.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
07.0	Identify effective selling techniques and procedures--The student will be able to:
07.01	Explain purpose, principles, and importance of selling.
07.02	Identify qualities of a professional sales associate.
07.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
07.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
07.05	Discuss importance of meeting specialized sales needs.
07.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
07.07	Discuss reasons for maintaining a client file.
08.0	Select a marketing industry for career planning--The student will be able to:
08.01	Identify current employment opportunities in marketing related fields.
08.02	Identify sources of information for career planning including the internet.
08.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
08.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
08.05	Identify advantages and disadvantages of a particular career
08.06	Complete self-assessments and analysis of life-style goals and career aspirations.

08.07	Develop an individualized education and career plan related to a major marketing field.
08.08	Write a job description for a selected marketing occupation.
09.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:
09.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
09.02	Explain concepts of physical distribution and transportation systems related to the industry.
09.03	Identify and analyze appropriate transportation services for the industry.
09.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
09.05	Demonstrate skills required for materials and service management.
09.06	Analyze information related to routing and tracking merchandise
09.07	Explain the relationship between customer service and distribution.
10.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:
10.01	Explain financial concepts used in making business decisions.
10.02	Explain concept of financial administration.
10.03	Explain difference between income (credit) and expense (debit).
10.04	Describe and prepare a cash-flow statement.
10.05	Identify various types of credit policies and procedures.
10.06	Explain purposes and importance of credit.
10.07	Identify the positive and negative impacts of using credit in marketing situations.
10.08	Compare and contrast the use of different credit applications.
10.09	Analyze industry concepts of price, profit, competition, and productivity.
10.10	Calculate exchange rates.
11.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
11.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

11.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
11.03	Explain importance of product and service technology as it relates to customer satisfaction.
11.04	Identify sources of product knowledge.
11.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
11.06	Explain product and service quality as applicable to grades and industry standards.
11.07	Discuss product-liability risks.
11.08	Explain warranties and guarantees.
11.09	Develop a product/service plan for a marketing area.
11.10	Describe factors used by marketers to position products/business.
11.11	Identify stages of and discuss impact of product life cycle.
12.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
12.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
12.02	Explain process of marketing-information management.
12.03	Explain nature and scope of marketing operations.
12.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
12.05	Identify procedures for gathering information using technology.
12.06	Utilize appropriate marketing-information management forms.
13.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
13.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
13.02	Explain pricing objectives, policies, and strategies.
13.03	Explain price-marking techniques.
13.04	Explain procedures for changing prices.
13.05	Demonstrate decision-making skills required for determining pricing relative to the competition.

13.06	Demonstrate problem-solving skills required when considering profit and price.
14.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
14.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
14.02	Identify types of promotion used in the industry.
14.03	Discuss importance of advertising media.
14.04	Explain purposes and elements of advertising and display as related to the industry.
14.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
14.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
14.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.
14.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
14.09	Write a promotional message to appeal to a target market.
14.10	Develop a sales promotion plan for a marketing organization.
14.11	Demonstrate public relations techniques as used in the marketing industry.
14.12	Design a website to promote a product/service.
15.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
15.01	Explain relationship between stock turnover and purchasing.
15.02	Demonstrate proper purchasing procedures.
15.03	Explain types of purchasing situations.
15.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
15.05	Demonstrate use of forms required for purchasing.
15.06	Evaluate merchandise or services using industry standards or company assessments.
16.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
16.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.

16.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
16.03	Describe actions that various agencies take to prevent accidents on the job.
16.04	Demonstrate an understanding of environmental problems that impact health and safety.
16.05	Explain procedures for handling and reporting accidents.
16.06	Identify security procedures for the marketing industry.
16.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
16.08	Identify procedures used by industry to prevent internal theft and embezzlement.
17.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
17.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
17.02	Describe the appropriate relationship between buyer and seller.
17.03	Demonstrate sales knowledge of industry, company, products, and competition.
17.04	Analyze potential prospects and customer buying behavior.
17.05	Analyze importance of communication and listening in creating a positive buying climate.
17.06	Identify sales techniques to aid customers/clients in making buying decisions.
17.07	Prepare a list of skills necessary to maintain sales accounts.
17.08	Create a sales presentation using presentation software.
17.09	Identify strategies to build and maintain a clientele.
18.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
18.01	Define "entrepreneurship."
18.02	Discuss role of the entrepreneur in the domestic and global economy.
18.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
18.04	Identify economic principles of entrepreneurship
18.05	Discuss the four parts of a business (production, finance, marketing, customer service).

18.06	Analyze current entrepreneurial trends in the marketplace.
18.07	Discuss importance of ethics in business.
18.08	Identify strategies and methods for generating a business idea.
18.09	Outline steps in planning a new business.
18.10	Identify types and sources of government regulations and taxation that may affect a business.
19.0	Identify the use of technology in marketing--The student will be able to:
19.01	Explain importance and uses of computers and the internet in marketing.
19.02	Utilize word processing software to create a career/industry related document.
19.03	Perform data entry procedures, i.e., payroll, inventory control, etc
19.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
19.05	Demonstrate marketing spreadsheet data entry and output procedures.
19.06	Utilize spreadsheet software to enhance decision-making skills.
19.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
19.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
19.09	Select and use a variety of electronic media, such as the internet, information services, and desktop-publishing software programs, to create, revise, and verify information.
19.10	Identify and utilize resources used in a job search (e.g., networking, newspaper, internet).
19.11	Discuss importance of drug tests and criminal background checks in identifying possible employment options.
19.12	Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
19.13	Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
19.14	Prepare a resume (electronic and written), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
19.15	Identify and demonstrate appropriate dress and grooming for employment.
19.16	Identify and demonstrate effective interviewing skills (e.g., behavioral).
19.17	Describe methods for handling illegal interview and application questions.

19.18	Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, and OSHA).
19.19	Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
19.20	Identify ways to work cooperatively in a business situation with diverse populations and the physically challenged.
19.21	Describe importance of producing quality work and meeting performance standards.
19.22	Identify personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting).
19.23	Demonstrate orderly and systematic behavior by creating and maintaining a monthly planner.
19.24	Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
19.25	Identify how to prepare for job separation and re-employment.
19.26	Create and maintain a portfolio of documents for job placement (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).
19.27	Identify and practice stress management and relaxation techniques.
19.28	Discuss importance of practicing positive customer service skills.
20.0	Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:
20.01	Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
20.02	Define and discuss issues involving gender equity, disability, and age.
20.03	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
20.04	Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
20.05	Explain concepts of integrity, credibility, reliability, and perseverance.
20.06	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
20.07	Maintain professional personal appearance and attitude.
20.08	Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
20.09	Demonstrate self-management, initiative, and multi-tasking.
20.10	Explain concepts of self-understanding, self-esteem, and self-image.
20.11	Demonstrate professional behavior and etiquette.

20.12	Demonstrate respect for the opinions, customs, and individual differences of others.
20.13	Set personal and career goals and develop a plan of action to achieve those goals.
20.14	Identify areas where personal and professional change and adjustment may be necessary.
20.15	Demonstrate ability to offer and accept feedback.
20.16	Identify and practice stress management and relaxation techniques.
20.17	Maintain confidentiality of business matters.
20.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
20.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
21.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
21.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
21.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
21.03	Demonstrate ability to read and comprehend written communications.

Course Number: MKA0080

Occupational Completion Point: A

Entertainment, Sports and Related Workers – 300 Hours – SOC Code 27-2099

22.0	Demonstrate human relations skills necessary for success in sport, recreation, and entertainment marketing occupations--The student will be able to:
22.01	Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.
22.02	Define and discuss issues involving gender equity, disability, and age.
22.03	Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).
22.04	Identify and define friendliness, adaptability, empathy, and politeness as relates to business.
22.05	Explain concepts of integrity, credibility, reliability, and perseverance.
22.06	Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).
22.07	Maintain professional personal appearance and attitude.

22.08	Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.
22.09	Demonstrate self-management, initiative, and multi-tasking.
22.10	Explain concepts of self-understanding, self-esteem, and self-image.
22.11	Demonstrate professional behavior and etiquette.
22.12	Demonstrate respect for the opinions, customs, and individual differences of others.
22.13	Set personal and career goals and develop a plan of action to achieve those goals.
22.14	Identify areas where personal and professional change and adjustment may be necessary.
22.15	Demonstrate ability to offer and accept feedback.
22.16	Identify and practice stress management and relaxation techniques.
22.17	Maintain confidentiality of business matters.
22.18	Support and follow company policies and procedures (e.g., attendance, tardiness, returns, etc.).
22.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
23.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
23.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
23.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
23.03	Demonstrate ability to read and comprehend written communications.
23.04	Identify a variety of forms of written business communications utilized in the workplace.
23.05	Prepare a business letter, memorandum, fax, and e-mail.
23.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
23.07	Discuss importance of developing networking skills to expand business contacts.
23.08	Prepare and deliver a business-related presentation.
23.09	Demonstrate active listening strategies that improve understanding and performance.
23.10	Describe positive customer relations.

23.11	Demonstrate conflict and dispute resolution techniques.
23.12	Identify means of nonverbal communication.
23.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
23.14	Discuss methods of resolving customer complaints.
23.15	Interpret business policies to customers/clients.
23.16	Discuss importance of providing clear directions, descriptions, and explanations.
23.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
23.18	Identify types of technology/equipment used in the workplace.
23.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.
24.0	Demonstrate proficiency in applying math skills unique to sport, recreation, and entertainment marketing--The student will be able to:
24.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
24.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
24.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
24.04	Demonstrate ability to make change correctly.
24.05	Calculate tax, gratuity, commission, and miscellaneous charges.
24.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
24.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
24.08	Apply standard industry formula to determine markup and markdown on merchandise.
24.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
24.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
24.11	Identify components of a break-even analysis.
24.12	Compute and analyze a break-even point.
24.13	Operate 10-key keypad.

24.14	Read and interpret a lease agreement.
24.15	Read and interpret a contract for purchase of real estate.
24.16	Read and complete an application for a bank loan.
24.17	Calculate the areas of surface and complete an accurate estimate of the costs of materials for covering those surfaces, including applicable taxes.
24.18	Use ratios, proportions, and scales to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
25.0	Identify economic principles--The student will be able to:
25.01	Explain concept of economics and economic activities.
25.02	Explain concept of economic goods and services.
25.03	Explain concept of economic resources.
25.04	Explain concept of utility (form, place, time, possession, information).
25.05	Explain concept of "supply and demand."
25.06	Explain concept of price.
25.07	Identify, compare, and contrast major types of economic systems.
25.08	Explain relationship between government and business.
25.09	Explain concept of private enterprise and business ownership.
25.10	Explain role of profit motive.
25.11	Explain concept of risk.
25.12	Explain concept of competition.
25.13	Explain concept of productivity.
25.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
25.15	Explain function of the Federal Reserve Board.
26.0	Identify marketing and business fundamentals--The student will be able to:
26.01	Define marketing and its role.

26.02	Explain purpose of marketing in the free enterprise system.
26.03	Identify and explain the four foundations of marketing.
26.04	Identify and explain differences between indirect and direct marketing.
26.05	Identify and explain the functions of and differences between marketing and merchandising.
26.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
26.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc.).
26.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
26.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
26.10	Explain concept of marketing strategies.
26.11	Explain concept of market segmentation and demographics.
26.12	Explain importance and techniques of offering the right merchandising blend.
26.13	Explain nature of channels of distribution.
26.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
26.15	Explain factors affecting pricing decisions.
26.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
26.17	Discuss role e-commerce will play in the marketing of goods and services.
26.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
26.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
27.0	Identify effective selling techniques and procedures--The student will be able to:
27.01	Explain purpose, principles, and importance of selling.
27.02	Identify qualities of a professional sales associate.
27.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing

	the sale; and suggestion and substitution selling.
27.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
27.05	Discuss importance of meeting specialized sales needs.
27.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
27.07	Discuss reasons for maintaining a client file.
28.0	Discuss the history of sport, recreation, and entertainment marketing---The student will be able to:
28.01	Describe the theories of the origin of sport, recreation, and entertainment.
28.02	Describe the influences of historical events on American and global sports, recreation, and entertainment.
28.03	Explain economic, demographic, social, and political influences on sports, recreation, and entertainment.
28.04	Explain how the trickle-down and trickle-up theories apply to the sport, recreation, and entertainment industry.
28.05	Discuss the stages and length of the sport, recreation, and entertainment cycle.
28.06	Discuss impact of technology on the sport, recreation, and entertainment industry.
28.07	Discuss the influence of electronic media on the sport, recreation, and entertainment industry.
28.08	Discuss the growth and trends in sport, recreation, and entertainment marketing.
29.0	Discuss sport, recreation, and entertainment marketing as an industry--The student will be able to:
29.01	Define sport, recreation, and entertainment marketing.
29.02	Identify relationship between: <ul style="list-style-type: none"> • Fans/Audience • Team/Players/Event/Property • Corporate partners/Sponsors of a sport, recreation, and/or entertainment event.
29.03	Discuss the role of marketing as it applies to sports, recreation, and entertainment.
29.04	Describe products, events, promotions, facilities, and services that enhance the sport, recreation, and entertainment industry.
29.05	Recognize how climate and geographic location affect the marketplace in the sport, recreation, and entertainment industry.
29.06	Express an awareness of how minorities and cultural mores and values impact the sport, recreation, and entertainment marketplace.
29.07	Relate how perception of the consumer plays an important role in the sport, recreation, and entertainment marketplace.

29.08	Explain the four motives of the sport, recreation, and entertainment consumer (i.e., achievement, affiliation, health and fitness, fun and entertainment).
29.09	Research, prepare, and present an overview of career opportunities within the sport, recreation, and entertainment industry.
30.0	Select a sport, recreation, and entertainment marketing industry for career planning--The student will be able to:
30.01	Identify current employment opportunities in the sport, recreation, and entertainment marketing field.
30.02	Identify sources of information for career planning including the internet.
30.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the sport, recreation, and entertainment marketing field.
30.04	Explain duties and responsibilities, needed skills, and knowledge for a particular sport, recreation, and entertainment marketing career.
30.05	Identify advantages and disadvantages of a particular sport, recreation, and entertainment marketing career.
30.06	Complete self-assessments and analysis of life-style goals and career aspirations.
30.07	Develop an individualized education and career plan related to a major sport, recreation, and entertainment marketing field.
30.08	Write a job description for a selected sport, recreation, and entertainment marketing occupation.
31.0	Demonstrate applications of distribution to the sport, recreation, and entertainment marketing industry--The student will be able to:
31.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of sport, recreation, and entertainment goods and services.
31.02	Explain concepts of physical distribution and transportation systems related to the sport, recreation, and entertainment industry.
31.03	Identify and analyze appropriate transportation services for the sport, recreation, and entertainment industry.
31.04	Develop appropriate plans utilizing the channels of distribution for the sport, recreation, and entertainment industry (e.g., tickets, merchandise, programs).
31.05	Demonstrate skills required for sport, recreation, and entertainment materials and service management.
31.06	Analyze information related to routing and tracking sport, recreation, and entertainment merchandise.
31.07	Explain relationship between sport, recreation, and entertainment customer service and distribution.
32.0	Demonstrate applications of financing to the selected sport, recreation, and entertainment marketing industry--The student will be able to:
32.01	Explain financial concepts used in making sport, recreation, and entertainment marketing decisions.
32.02	Explain concept of financial administration.
32.03	Explain difference between income (credit) and expense (debit).

32.04	Describe and prepare a cash-flow statement.
32.05	Identify various types of credit policies and procedures.
32.06	Explain purposes and importance of credit.
32.07	Identify the positive and negative impacts of using credit in sport, recreation, and entertainment marketing situations.
32.08	Compare and contrast the use of different credit applications.
32.09	Discuss industry concepts of price, profit, competition, and productivity.
32.10	Identify and explain the components of a budget for a sport, recreation, and entertainment program.
33.0	Demonstrate applications of product/service planning to the sport, recreation, and entertainment marketing industry--The student will be able to:
33.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to sport, recreation, and entertainment marketing opportunities.
33.02	Explain the steps involved in decision-making (e.g., market research, assessment, planning, implementation design, and evaluation).
33.03	Explain importance of customer satisfaction to the sport, recreation, and entertainment industry.
33.04	Explain importance of product and service technology as it relates to customer satisfaction.
33.05	Identify sources of sport, recreation, and entertainment product knowledge.
33.06	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and sport, recreation, and entertainment marketing occupations.
33.07	Explain product and service quality as applicable grades and industry standards.
33.08	Discuss product-liability risks.
33.09	Explain warranties and guarantees.
33.10	Develop a product/service plan for an area of sport, recreation, and entertainment marketing.
33.11	Describe factors used by marketers to position products/business.
33.12	Identify stages of and discuss impact of product life cycle.
33.13	Explain importance of concessions on sport, recreation, and entertainment industry.
34.0	Demonstrate applications of marketing-information management to the sport, recreation, and entertainment marketing industry--The student will be able to:
34.01	Explain process of marketing-information management.

34.02	Explain nature and scope of sport, recreation, and entertainment marketing operations.
34.03	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
34.04	Identify procedures for gathering information using technology.
34.05	Utilize appropriate marketing information management forms.
35.0	Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry--The student will be able to:
35.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
35.02	Explain pricing objectives, policies, and strategies.
35.03	Explain price-marking techniques.
35.04	Explain procedures for changing prices.
35.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
35.06	Demonstrate problem-solving skills required when considering profit and price.
36.0	Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry--The student will be able to:
36.01	Explain the concepts and strategies needed to communicate information about products, services, signage, virtual advertising, images, and/or ideas to achieve a desired outcome.
36.02	Identify types of promotion used in the sport, recreation, and entertainment industry.
36.03	Discuss importance of advertising media and branding.
36.04	Explain purposes and elements of advertising and display as related to the sport, recreation, and entertainment marketing industry.
36.05	Explain how trademarks/logos are used to create awareness/branding of an organization in the sport, recreation, and entertainment industry.
36.06	Explain the impact on and uses of the internet and intranet in marketing sport, recreation, and entertainment products and services.
36.07	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
36.08	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point-of-sale.
36.09	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
36.10	Write a promotional message to appeal to a target market.
36.11	Develop a sales promotion plan for a sport, recreation, and entertainment marketing organization.

36.12	Demonstrate public relations techniques as used in the sport, recreation, and entertainment marketing industry.
36.13	Design a web site for the sport, recreation, and entertainment marketing program.
37.0	Demonstrate purchasing applications to the sport, recreation, and entertainment marketing industry--The student will be able to:
37.01	Explain relationship between stock turnover and purchasing.
37.02	Demonstrate proper purchasing procedures.
37.03	Explain types of purchasing.
37.04	Demonstrate the techniques used to obtain the best terms when negotiating a purchase.
37.05	Demonstrate use of forms required for purchasing.
37.06	Evaluate merchandise or services using industry standards or company assessments.
38.0	Demonstrate applications of safety and risk-management to the sport, recreation, and entertainment marketing industry--The student will be able to:
38.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
38.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
38.03	Describe actions that various agencies take to prevent accidents on the job.
38.04	Demonstrate understanding of environmental problems that impact health and safety.
38.05	Explain procedures for handling and reporting accidents.
38.06	Identify components of an effective security plan for a sport, recreation, and entertainment program.
39.0	Demonstrate applications of selling to the sport, recreation, and entertainment marketing industry--The student will be able to:
39.01	Analyze demographics and identify target market.
39.02	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
39.03	Describe the appropriate relationship between buyer and seller.
39.04	Demonstrate sales knowledge of industry, company, products, and competition.
39.05	Analyze potential prospects and customer buying behavior.
39.06	Analyze importance of communication and listening in creating a positive buying climate.

39.07	Identify sales techniques to aid customers/clients in making buying decisions.
39.08	Prepare a list of skills necessary to maintain sales accounts including group sales.
39.09	Describe types of sales quotas and reasons for their use.
39.10	Create a sales presentation using presentation software.
39.11	Identify strategies to build and maintain a clientele.
40.0	Identify the use of computers in sport, recreation, and entertainment marketing--The student will be able to:
40.01	Explain importance and uses of computers and the Internet in sport, recreation, and entertainment marketing.
40.02	Utilize word processing software to create a career/industry related document.
40.03	Perform data entry procedures (e.g., payroll, inventory control).
40.04	Perform merchandising math data entry procedures such as stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
40.05	Demonstrate marketing spreadsheet data entry and output procedures.
40.06	Utilize spreadsheet software to enhance decision-making skills.
40.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
40.08	Identify technology appropriate for marketing functions and practices related to a sport, recreation, and entertainment program.
41.0	Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing--The student will be able to:
41.01	Explain the licensing industry and process.
41.02	Define and describe copyright and trademark laws.
41.03	Differentiate between licensing, sponsorship, and endorsements.
41.04	Explain how the sport, recreation, and entertainment industry utilizes trademarks/logos in licensing, sponsorships, and endorsements.
41.05	Compare and contrast internal and external licensing in sport, recreation, and entertainment organizations.
41.06	Define exclusivity as a part of licensing.
41.07	Describe sponsorship criteria.
41.08	Research methods of obtaining event sponsorships or private support.

41.09	Evaluate use of sport as a venue for promotional licensing.
41.10	Explain impact of entertainment figures and endorsements on sport, recreation, and entertainment marketing.
41.11	Research the effect of endorsements on sport, recreation, and entertainment sales.
41.12	Explain importance of on-site merchandising to the sport, recreation, and entertainment industry.
41.13	Discuss the impact ambush marketing has on the sponsorship and licensing aspect of the sport, recreation, and entertainment industry.
42.0	Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing--The student will be able to:
42.01	Research the impact of the media on sport, recreation, and entertainment marketing.
42.02	Identify the different media that have increased the popularity of sport, recreation, and entertainment venues.
42.03	Research the conflict between the media's ownership of sport businesses and the reporting of the news.
42.04	Explain the concepts of rights and fees the media pays to sport, recreation, and entertainment businesses.
42.05	Investigate the pirating issues as relates to the media and the sport, recreation, and entertainment industry.
43.0	Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing--The student will be able to:
43.01	Define and explain the differences between public relations and publicity.
43.02	Compare and contrast internal and external public relations.
43.03	Construct letters to the media concerning a sport, recreation, and/or entertainment event.
43.04	Develop a media/press release and public service announcement for a sport, recreation, and/or entertainment event.
43.05	Create a database of potential contacts for a sport, recreation, and/or entertainment event.
43.06	Illustrate how a company builds goodwill, a business image, and public awareness through involvement with a sport, recreation, and/or entertainment event.
43.07	Explain the role of public relations and publicity in creating an advantage through association and exclusivity.

Course Number: MKA0010
Occupational Completion Point: B
Marketing Managers – 300 Hours – SOC Code 11-2021

44.0	Apply economic principles to sport, recreation, and entertainment marketing--The student will be able to:
44.01	Examine role of the profit motive in the marketing of sports, recreation, and entertainment.

44.02	Explain role of sport, recreation, and entertainment marketing in the free enterprise system.
44.03	Apply economic concepts to sport, recreation, and entertainment marketing including pricing, distribution, risk, productivity, competition, and cycles.
44.04	Analyze relationship between economics and the sport, recreation, and entertainment industry.
44.05	Describe the economic growth of the sport, recreation, and entertainment industry, including its various contributions to the Gross National Product (GNP).
44.06	Analyze economic impact of sport, recreation, and entertainment programs on local, state, national, and international economies.
44.07	Describe revenue sources for financing sport, recreation, and entertainment projects.
44.08	Examine ancillary sources of revenue for sport, recreation, and entertainment events (i.e., concessions, merchandise, sponsorship, tickets, programs, etc.).
44.09	Explain the interdependence between: <ul style="list-style-type: none"> • Fans/Audience • Team/Players/Event/Property • Corporate partners/Sponsors of a successful sport, recreation, and/or entertainment event.
45.0	Explain the business structure of the sport, recreation, and entertainment marketing industry--The student will be able to:
45.01	Evaluate advantages and disadvantages of operating as a profit or not-for-profit organization.
45.02	Assess role of electronic commerce in sport, recreation, and/or entertainment marketing.
45.03	Define national trade and international trade in terms of sport, recreation, and entertainment.
46.0	Describe legal and ethical aspects of sport, recreation, and entertainment marketing industry--The student will be able to:
46.01	Explain the term liability.
46.02	Explain the term contract.
46.03	Identify essential elements of contracts.
46.04	Describe basic sport, recreation, and entertainment contracts.
46.05	Explain expressed, implied, unilateral, and bilateral contracts.
46.06	Explain importance of liability insurance.
46.07	Describe the impact of the Americans with Disabilities Act (ADA) on sport, recreation, and entertainment events and facilities.

46.08	Identify professional ethical issues related to sport, recreation, and entertainment marketing.
46.09	Examine social responsibility and its relation to sport, recreation, and entertainment marketing.
47.0	Explain methods of dealing with agents, personal managers, and labor unions--The student will be able to:
47.01	Explain differences between an agent and a personal manager.
47.02	Explain financial compensation options for agents.
47.03	Identify the factors involved in selecting an agent and a personal manager.
47.04	Identify agent's role in pre-negotiations and endorsement contracts.
47.05	Examine the role of unions in sport, recreation, and entertainment marketing.
47.06	Identify unions relevant to sport, recreation, and entertainment marketing.
48.0	Apply market research to determine viability of proposed sport, recreation, and entertainment project or event--The student will be able to:
48.01	Describe the steps for developing a market research project.
48.02	Develop a market research project.
49.0	Design, plan, execute, and evaluate an event--The student will be able to:
49.01	Review concepts related to event planning (e.g., location, budget, public relations, risk management, etc.).
49.02	Define event marketing and explain its objectives.
49.03	Determine sponsorship opportunities to meet the needs of the organization, the event, and the customers.
49.04	Identify and analyze value and feasibility of a sport, recreation, and/or entertainment event to a community.
49.05	Create a work plan that identifies necessary human and financial resources.
49.06	Formulate a budget for an event.
49.07	Prepare a promotional plan for an event (personal, selling, advertising, publicity, sales promotion).
49.08	Create an operational timeline of a sport, recreation, and/or entertainment event.
49.09	Select indicators to measure success or failure rate of a sport, recreation, and/or entertainment event.
49.10	Implement a sport, recreation, and/or entertainment event.

49.11	Evaluate outcomes to determine if event should be retained, modified, and/or eliminated.
49.12	Develop follow-up activities to recognize/thank participants.
50.0	Develop a career plan for a sport, recreation, and entertainment marketing career--The student will be able to:
50.01	Investigate sport, recreation, and entertainment marketing career opportunities at the internship, entry, mid-management, and upper-management levels.
50.02	Describe education and training needed for a variety of sport, recreation, and entertainment marketing jobs.
50.03	Identify barriers to employment and strategies to overcome them.
50.04	Identify ways to keep up with new developments in the field of sport, recreation, and entertainment marketing.
50.05	Develop a plan for pursuing a specific career in sport, recreation, and entertainment marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goal.
50.06	Demonstrate how specific technology applications (i.e., internet, video conferencing, electronic portfolios, etc.) assist students in developing a career plan in sport, recreation, and entertainment marketing industry.
50.07	Demonstrate competencies required for career sustaining and mid-level management positions in the sport, recreation, and entertainment marketing field.
50.08	Develop forms of documentation for inclusion in a sport, recreation, and entertainment marketing career portfolio.
50.09	Design portfolio to reflect accrued knowledge in sport, recreation, and entertainment marketing.
51.0	Perform critical job skills--The student will be able to:
51.01	Apply literacy skills in technical reading, computing and calculating.
51.02	Perform tasks as outlined in the individualized job performance skills plan.
51.03	Maintain relevant employment documents.
51.04	Sustain mentoring relationships in the workplace.
51.05	Communicate in business settings by listening, writing, speaking and presenting with professional demeanor.
51.06	Collaborate, communicate and interact utilizing technology.
51.07	Offer alternative suggestions or solutions rather than simply rejecting others ideas.
51.08	Contribute to team efforts by fulfilling responsibilities and valuing diversity.
51.09	Explore networking opportunities through professional associations.
51.10	Exercise proper judgment in decision making.

51.11	Adapt to changing organizational environments with flexibility.
51.12	Build a career portfolio reflecting experiences and skills gained during the internship.
52.0	Display professional work habits--The student will be able to:
52.01	Report as expected, on time, appropriately dressed and groomed and ready to work.
52.02	Create a positive professional image through proper introductions, eye contact, and a firm handshake.
52.03	Model acceptable work habits and conduct in the workplace as defined by company policy.
52.04	Complete and follow through on tasks and take initiative as warranted.
52.05	Respond to internal and external customers' needs and concerns.
52.06	Practice business etiquette and social sensitivity in face to face interaction, on the telephone and the internet.
52.07	Build bridges between conflicting attitudes and ways of thinking.
53.0	Demonstrate ethical behavior--The student will be able to:
53.01	Compare business activities to professional standards.
53.02	Show empathy, respect and support for others.
53.03	Value confidentiality and privacy.
53.04	Recognize sexual and cultural inappropriate behaviors

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with

their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Course Title: Marketing Cooperative Education OJT
Course Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV – Cooperative Education - OJT

Course Number	M899990
CIP Number	02089999CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	MKTG 1 @2
CTSO	DECA

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Marketing Cooperative Education OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing Cooperative Education OJT
PSAV Number: M899990

Standards and Benchmarks	
01.0	Perform designated job skills--The student will be able to:
01.01	Perform tasks as outlined in the training plan.
01.02	Demonstrate job performance skills.
01.03	Demonstrate safety procedures on the job.
01.04	Maintain appropriate records.
01.05	Attain an acceptable level of productivity.
01.06	Demonstrate appropriate dress and grooming habits.
02.0	Demonstrate work ethics--The student will be able to:
02.01	Follow directions.
02.02	Demonstrate good human relations skills on the job.
02.03	Demonstrate good work habits.
02.04	Demonstrate acceptable business ethics.

Additional Information

Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

DECCA is/are the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales and Service

NOTE: This program has been daggered for deletion with 2013-2014 being the last cohort of students permitted to enroll in the program. After 2013-2014, no new students may be enrolled in this program. Students already enrolled in the program may, at the District's discretion, continue taking courses in the program until completion.

PSAV	
Program Number	M899991
CIP Number	02521401SP
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G ADVR PROM 7 G
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 11-2021 – Marketing Managers
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MKA0432	Salesperson, Retail	300 hours	41-2031
B	MKA0010	Marketing Managers	150 hours	11-2021

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate proficiency in applying communication and technology skills.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify economic principles.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify effective selling techniques and procedures.
- 07.0 Select a marketing industry for career planning.
- 08.0 Demonstrate applications of distribution to the selected marketing industry.
- 09.0 Demonstrate applications of financing to the selected marketing industry.
- 10.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 11.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 12.0 Demonstrate pricing applications for the selected marketing industry.
- 13.0 Demonstrate promotion applications for the selected marketing industry.
- 14.0 Demonstrate purchasing applications to the selected marketing industry.
- 15.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 16.0 Demonstrate applications of selling to the selected marketing industry.
- 17.0 Demonstrate an understanding of entrepreneurship.
- 18.0 Identify the uses of technology in marketing.
- 19.0 Apply economic principles to marketing.
- 20.0 Apply product and service technology.
- 21.0 Demonstrate merchandising skills appropriate for marketing.
- 22.0 Implement marketing operational techniques.
- 23.0 Demonstrate proficiency in applying higher level mathematical skills unique to marketing.
- 24.0 Apply promotional planning techniques and procedures to product marketing.
- 25.0 Apply entrepreneurial concepts to marketing.
- 26.0 Apply marketing management principles to a business.
- 27.0 Analyze global trends in marketing.
- 28.0 Demonstrate applications of technology to marketing.
- 29.0 Apply a career plan to marketing.

**Florida Department of Education
Student Performance Standards**

Program Title: Marketing
PSAV Number: M899991

Course Number: MKA0432
Occupational Completion Point: A
Salesperson, Retail – 300 Hours – SOC Code 41-2031

01.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:

01.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.

01.02 Define and discuss issues involving gender equity, disability, and age.

01.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).

01.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.

01.05 Explain concepts of integrity, credibility, reliability, and perseverance.

01.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).

01.07 Maintain professional personal appearance and attitude.

01.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.

01.09 Demonstrate self-management, initiative, and multi-tasking.

01.10 Explain concepts of self-understanding, self-esteem, and self-image.

01.11 Demonstrate professional behavior and etiquette.

01.12 Demonstrate respect for the opinions, customs, and individual differences of others.

01.13 Set personal and career goals and develop a plan of action to achieve those goals.

01.14 Identify areas where personal and professional change and adjustment may be necessary.

01.15 Demonstrate ability to offer and accept feedback.

01.16 Identify and practice stress management and relaxation techniques.

01.17 Maintain confidentiality of business matters.

01.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
01.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
02.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
02.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
02.03	Demonstrate ability to read and comprehend written communications.
02.04	Identify a variety of forms of written business communications utilized in the workplace.
02.05	Prepare a business letter, memorandum, fax, and e-mail.
02.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
02.07	Discuss importance of developing networking skills to expand business contacts.
02.08	Prepare and deliver a business-related presentation.
02.09	Demonstrate active listening strategies that improve understanding and performance.
02.10	Describe positive customer relations.
02.11	Demonstrate conflict and dispute resolution techniques.
02.12	Identify means of nonverbal communication.
02.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
02.14	Discuss methods of resolving customer complaints.
02.15	Interpret business policies to customers/clients.
02.16	Discuss importance of providing clear directions, descriptions, and explanations.
02.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
02.18	Identify types of technology/equipment used in the workplace.
02.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.
03.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:

03.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
03.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate ability to make change correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
03.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
03.08	Apply standard industry formula to determine markup and markdown on merchandise.
03.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
03.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
03.11	Identify components of a break-even analysis.
03.12	Compute and analyze a break-even point.
04.0	Identify economic principles--The student will be able to:
04.01	Explain concept of economics and economic activities.
04.02	Explain concept of economic goods and services.
04.03	Explain concept of economic resources.
04.04	Explain concept of utility (form, place, time, possession, information).
04.05	Explain concept of "supply and demand."
04.06	Explain concept of price.
04.07	Identify, compare, and contrast major types of economic systems.
04.08	Explain relationship between government and business.
04.09	Explain concept of private enterprise and business ownership.
04.10	Explain role of profit motive.

04.11	Explain concept of risk.
04.12	Explain concept of competition.
04.13	Explain concept of productivity.
04.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
04.15	Explain function of the Federal Reserve Board.
05.0	Identify marketing and business fundamentals--The student will be able to:
05.01	Define marketing and its role.
05.02	Explain purpose of marketing in the free enterprise system.
05.03	Identify and explain the four foundations of marketing.
05.04	Identify and explain differences between indirect and direct marketing.
05.05	Identify and explain the functions of and differences between marketing and merchandising.
05.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
05.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc
05.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
05.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
05.10	Explain concept of marketing strategies.
05.11	Explain concept of market segmentation and demographics.
05.12	Explain importance and techniques of offering the right merchandising blend.
05.13	Explain nature of channels of distribution.
05.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
05.15	Explain factors affecting pricing decisions.
05.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).
05.17	Discuss role e-commerce and social networking will play in the marketing of goods and services.

05.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
05.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
06.0	Identify effective selling techniques and procedures--The student will be able to:
06.01	Explain purpose, principles, and importance of selling.
06.02	Identify qualities of a professional sales associate.
06.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
06.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
06.05	Discuss importance of meeting specialized sales needs.
06.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
06.07	Discuss reasons for maintaining a client file.
07.0	Select a marketing industry for career planning--The student will be able to:
07.01	Identify current employment opportunities in marketing related fields.
07.02	Identify sources of information for career planning including the Internet.
07.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
07.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
07.05	Identify advantages and disadvantages of a particular career
07.06	Complete self-assessments and analysis of life-style goals and career aspirations.
07.07	Develop an individualized education and career plan related to a major marketing field.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:
08.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

08.02	Explain concepts of physical distribution and transportation systems related to the industry.
08.03	Identify and analyze appropriate transportation services for the industry.
08.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
08.05	Demonstrate skills required for materials and service management.
08.06	Analyze information related to routing and tracking merchandise
08.07	Explain the relationship between customer service and distribution.
09.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:
09.01	Explain financial concepts used in making business decisions.
09.02	Explain concept of financial administration.
09.03	Explain difference between income (credit) and expense (debit).
09.04	Describe and prepare a cash-flow statement.
09.05	Identify various types of credit policies and procedures.
09.06	Explain purposes and importance of credit.
09.07	Identify the positive and negative impacts of using credit in marketing situations.
09.08	Compare and contrast the use of different credit applications.
09.09	Analyze industry concepts of price, profit, competition, and productivity.
09.10	Calculate exchange rates.
10.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
10.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
10.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
10.03	Explain importance of product and service technology as it relates to customer satisfaction.
10.04	Identify sources of product knowledge.
10.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.

10.06	Explain product and service quality as applicable to grades and industry standards.
10.07	Discuss product-liability risks
10.08	Explain warranties and guarantees.
10.09	Develop a product/service plan for a marketing area.
10.10	Describe factors used by marketers to position products/business.
10.11	Identify stages of and discuss impact of product life cycle.
11.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
11.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
11.02	Explain process of marketing-information management.
11.03	Explain nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for gathering information using technology.
11.06	Utilize appropriate marketing-information management forms.
12.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
12.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
12.02	Explain pricing objectives, policies, and strategies.
12.03	Explain price-marking techniques.
12.04	Explain procedures for changing prices.
12.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
12.06	Demonstrate problem-solving skills required when considering profit and price.
13.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
13.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
13.02	Identify types of promotion used in the industry.

13.03	Discuss importance of advertising media.
13.04	Explain purposes and elements of advertising and display as related to the industry.
13.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
13.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
13.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.
13.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
13.09	Write a promotional message to appeal to a target market.
13.10	Develop a sales promotion plan for a marketing organization
13.11	Demonstrate public relations techniques as used in the marketing industry.
13.12	Design a web site to promote a product/service.
14.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
14.01	Explain relationship between stock turnover and purchasing.
14.02	Demonstrate proper purchasing procedures.
14.03	Explain types of purchasing situations.
14.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
14.05	Demonstrate use of forms required for purchasing
14.06	Evaluate merchandise or services using industry standards or company assessments.
15.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
15.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
15.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
15.03	Describe actions that various agencies take to prevent accidents on the job.
15.04	Demonstrate an understanding of environmental problems that impact health and safety.
15.05	Explain procedures for handling and reporting accidents.

15.06	Identify security procedures for the marketing industry
15.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
15.08	Identify procedures used by industry to prevent internal theft and embezzlement.
16.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
16.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
16.02	Describe the appropriate relationship between buyer and seller.
16.03	Demonstrate sales knowledge of industry, company, products, and competition.
16.04	Analyze potential prospects and customer buying behavior.
16.05	Analyze importance of communication and listening in creating a positive buying climate.
16.06	Identify sales techniques to aid customers/clients in making buying decisions.
16.07	Prepare a list of skills necessary to maintain sales accounts
16.08	Create a sales presentation using presentation software
16.09	Identify strategies to build and maintain a clientele.
17.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
17.01	Define "entrepreneurship."
17.02	Discuss role of the entrepreneur in the domestic and global economy.
17.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
17.04	Identify economic principles of entrepreneurship
17.05	Discuss the four parts of a business (production, finance, marketing, customer service).
17.06	Analyze current entrepreneurial trends in the marketplace.
17.07	Discuss importance of ethics in business.
17.08	Identify strategies and methods for generating a business idea.
17.09	Outline steps in planning a new business.

17.10	Identify types and sources of government regulations and taxation that may affect a business.
18.0	Identify the use of technology in marketing--The student will be able to:
18.01	Explain importance and uses of computers and the internet in marketing.
18.02	Utilize word processing software to create a career/industry related document.
18.03	Perform data entry procedures, i.e., payroll, inventory control, etc
18.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
18.05	Demonstrate marketing spreadsheet data entry and output procedures.
18.06	Utilize spreadsheet software to enhance decision-making skills.
18.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
18.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
18.09	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

Course Number: MKA0010
Occupational Completion Point: B
Marketing Managers – 150 Hours – SOC Code 11-2021

19.0	Apply economic principles to marketing--The student will be able to:
19.01	Explain economic trends as they relate to marketing.
19.02	Explain role of the profit motive in the marketing of products.
19.03	Explain role of marketing in a free enterprise system.
19.04	Describe channels of distribution for marketing.
19.05	Apply economic concepts to marketing including pricing, risk, productivity, competition, and cycles.
20.0	Apply product and service technology--The student will be able to:
20.01	Demonstrate appropriate techniques and terminology for selling.
20.02	Demonstrate principles in the marketing of products

20.03	Discuss inventors and entrepreneurs who have had a major influence on the marketing industry.
20.04	Identify past, present, and future marketing products, styles, and services.
21.0	Demonstrate merchandising skills appropriate for marketing--The student will be able to:
21.01	Supervise basic stock keeping techniques, such as sorting by color, size, and/or classification; and cleaning merchandise fixtures.
21.02	Supervise initiatives in maintaining stock, such as re-hanging merchandise, studying hang tags, and restocking merchandise.
21.03	Demonstrate sales promotion technique of locating advertised merchandise on the selling floor.
21.04	Demonstrate techniques to perform a merchandise inventory.
21.05	Assist in preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
21.06	Plan a promotional campaign for a product or line to include types of media, promotional mix, and evaluation of effectiveness.
21.07	Demonstrate ability to follow a floor plan.
22.0	Implement marketing operational techniques--The student will be able to:
22.01	Implement accident prevention techniques in work situations.
22.02	Demonstrate receiving and checking techniques.
22.03	Demonstrate techniques to prevent security problems, including correct procedures for recognizing and monitoring potential shoplifters.
22.04	Demonstrate procedures relative to employees' role in preventing internal loss.
22.05	Implement guidelines that address concerns and issues that relate to the operation of a business including safety practices.
22.06	Conduct an orientation for new employees.
23.0	Demonstrate proficiency in applying higher level mathematical skills unique to marketing--The student will be able to:
23.01	Collect and analyze sales information to determine stock turnover and stock-sales ratio for merchandise.
23.02	Apply standard industry formula to determine markup and markdown on merchandise or service.
23.03	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice
23.04	Determine amount of merchandise to be reordered utilizing model stock by collecting, organizing, representing, and interpreting data and predicting outcomes.
23.05	Complete pricing problem involving fixed or variable pricing, odd-cent pricing, and loss leader pricing.

23.06	Calculate sales productivity.
23.07	Calculate sales per hour.
23.08	Calculate average items and average dollars per transaction.
24.0	Apply promotional planning techniques and procedures to product marketing--The student will be able to:
24.01	Analyze role of promotion in marketing and merchandising.
24.02	Develop a promotion plan for a given product or situation.
24.03	Develop a promotional mix for a product.
24.04	Identify the market(s) for the promotion plan.
24.05	Prepare a promotional calendar of events.
24.06	Prepare a written advertisement layout.
24.07	Select and evaluate a variety of advertising media to carry the advertising message.
24.08	Apply steps involved in planning and setting up displays.
24.09	Identify factors to consider when evaluating completed displays.
24.10	Differentiate between promotional displays and institutional displays.
24.11	Implement strategies to be used for public relations.
24.12	Establish promotion plan sales quotas and incentives.
24.13	Evaluate the overall promotion plan.
25.0	Apply entrepreneurial concepts to marketing--The student will be able to:
25.01	Describe importance of entrepreneurship to related industries.
25.02	Analyze advantages and disadvantages of self-employment.
25.03	Analyze risks involved in ownership of a business.
25.04	Analyze advantages and disadvantages of the primary forms of business ownership.
25.05	Discuss future prospects for entrepreneurship and intrapreneurship in marketing.

25.06	Assess education, aptitudes, attitudes, and skills recommended for entrepreneurs and intrapreneurs.
25.07	Assess personal potential to become an entrepreneur and/or intrapreneur.
25.08	Develop a plan to establish and open a business.
26.0	Apply marketing management principles to a business--The student will be able to do:
26.01	Explain marketing management functions.
26.02	Explain how a marketing manager manages people, ideas, time, money, and materials.
26.03	Explain why effective communication is critical to the marketing manager.
26.04	Apply the steps in the management problem-solving process.
26.05	Demonstrate strategies the marketing manager can use to motivate employees.
26.06	Evaluate how the marketing concept influences marketing.
26.07	Develop a marketing plan.
27.0	Analyze global trends in marketing--The student will be able to:
27.01	Compare and contrast global marketing trends in selected industries
27.02	Analyze impact of global marketing.
27.03	Identify foreign markets and distributors.
27.04	Analyze multicultural influences on global marketing trends.
27.05	Demonstrate methods of researching specific global markets.
27.06	Discuss the role of the Internet in facilitating global marketing.
28.0	Demonstrate applications of technology to marketing--The student will be able to:
28.01	Demonstrate mastery of computers and technology currently used in marketing.
28.02	Identify use of satellite transmissions in marketing training.
28.03	Demonstrate use of the computer and information networks in marketing.
29.0	Apply a career plan to marketing--The student will be able to:

29.01 Develop a plan for pursuing a specific career in marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.

29.02 Demonstrate competencies required for career sustaining and mid-level management positions in a chosen marketing field.

29.03 Demonstrate specific technology applications related to the student's marketing career plan.

29.04 Develop forms of documentation for inclusion in a marketing career portfolio.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: E-Commerce Marketing
Program Type: Career Preparatory
Career Cluster: Marketing, Sales & Service

PSAV	
Program Number	M899992
CIP Number	0252020802
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	MKTG 1 RETAILING @7 7G MKTG MGMT @7 7G BUS ED 1 @2
CTSO	Collegiate DECA
SOC Codes (all applicable)	41-2031 – Retail Salespersons 15-1199 – Computer Occupations, All Other
Facility Code	222 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and

problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

The purpose of this program is to prepare students for employment or advanced training in the E-Commerce Marketing Industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	MKA0432	Salesperson, Retail	300 hours	41-2031
B	MKA0455	(E-Commerce) Computer Specialist	150 hours	15-1199

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate human relations skills necessary for success in marketing occupations.
- 02.0 Demonstrate proficiency in applying communication and technology skills.
- 03.0 Demonstrate proficiency in applying math skills unique to marketing.
- 04.0 Identify economic principles.
- 05.0 Identify marketing and business fundamentals.
- 06.0 Identify effective selling techniques and procedures.
- 07.0 Select a marketing industry for career planning.
- 08.0 Demonstrate applications of distribution to the selected marketing industry.
- 09.0 Demonstrate applications of financing to the selected marketing industry.
- 10.0 Demonstrate applications of product/service planning to the selected marketing industry.
- 11.0 Demonstrate applications of marketing-information management to the selected marketing industry.
- 12.0 Demonstrate pricing applications for the selected marketing industry.
- 13.0 Demonstrate promotion applications for the selected marketing industry.
- 14.0 Demonstrate purchasing applications to the selected marketing industry.
- 15.0 Demonstrate applications of safety and risk management to the selected marketing industry.
- 16.0 Demonstrate applications of selling to the selected marketing industry.
- 17.0 Demonstrate an understanding of entrepreneurship.
- 18.0 Identify the uses of technology in marketing.
- 19.0 Discuss the Internet as a marketing tool.
- 20.0 Conduct a marketing analysis.
- 21.0 Develop a marketing oriented website.
- 22.0 Identify and implement marketing support activities.
- 23.0 Manage an internet marketing campaign.
- 24.0 Apply entrepreneurial concepts to internet marketing.
- 25.0 Analyze global trends in the internet marketing industry.
- 26.0 Apply a career plan to internet marketing.

**Florida Department of Education
Student Performance Standards**

Program Title: E-Commerce Marketing
PSAV Number: M899992

Course Number: MKA0432
Occupational Completion Point: A
Salesperson, Retail – 300 Hours – SOC Code 41-2031

01.0 Demonstrate human relations skills necessary for success in marketing occupations--The student will be able to:

01.01 Demonstrate ability to work cooperatively with team members, supervisors, and customers from diverse cultural backgrounds.

01.02 Define and discuss issues involving gender equity, disability, and age.

01.03 Demonstrate interpersonal skills (e.g., courtesy, loyalty, being a team player).

01.04 Identify and define friendliness, adaptability, empathy, and politeness as relates to business.

01.05 Explain concepts of integrity, credibility, reliability, and perseverance.

01.06 Demonstrate personality traits important to business (e.g., interest, enthusiasm, honesty, responsibility, flexibility).

01.07 Maintain professional personal appearance and attitude.

01.08 Demonstrate ability to use creative problem solving, decision-making, and critical thinking strategies.

01.09 Demonstrate self-management, initiative, and multi-tasking.

01.10 Explain concepts of self-understanding, self-esteem, and self-image.

01.11 Demonstrate professional behavior and etiquette.

01.12 Demonstrate respect for the opinions, customs, and individual differences of others.

01.13 Set personal and career goals and develop a plan of action to achieve those goals.

01.14 Identify areas where personal and professional change and adjustment may be necessary.

01.15 Demonstrate ability to offer and accept feedback.

01.16 Identify and practice stress management and relaxation techniques.

01.17	Maintain confidentiality of business matters.
01.18	Support and follow company policies and procedures (e.g. attendance, tardiness, returns).
01.19	Develop and demonstrate human relations skills needed for successful entry and progress in occupation selected by the student as a career objective.
02.0	Demonstrate proficiency in applying communication and technology skills--The student will be able to:
02.01	Identify and apply effective workplace communication skills (e.g., verbal, nonverbal, written, electronic).
02.02	Describe effective staff communication and its uses (e.g., inter-personal, departmental, inter-departmental, company).
02.03	Demonstrate ability to read and comprehend written communications.
02.04	Identify a variety of forms of written business communications utilized in the workplace.
02.05	Prepare a business letter, memorandum, fax, and e-mail.
02.06	Demonstrate ability to speak effectively to customers/clients, co-workers, supervisors, and vendors using appropriate grammar and terminology.
02.07	Discuss importance of developing networking skills to expand business contacts.
02.08	Prepare and deliver a business-related presentation.
02.09	Demonstrate active listening strategies that improve understanding and performance.
02.10	Describe positive customer relations.
02.11	Demonstrate conflict and dispute resolution techniques.
02.12	Identify means of nonverbal communication.
02.13	Demonstrate effective telephone and e-mail techniques and etiquette/netiquette in a business situation.
02.14	Discuss methods of resolving customer complaints.
02.15	Interpret business policies to customers/clients.
02.16	Discuss importance of providing clear directions, descriptions, and explanations.
02.17	Demonstrate ability to locate, understand, interpret information found in trade journals, manuals, graphs, schedules, charts, diagrams, and internet resources.
02.18	Identify types of technology/equipment used in the workplace.
02.19	Define hypertext, URL, links, Internet Service Provider (ISP), Bulletin Board Service (BBS), electronic storefront, e-mail, newsgroups, flames.

03.0	Demonstrate proficiency in applying math skills unique to marketing--The student will be able to:
03.01	Perform addition, subtraction, multiplication, division, ratios, and percentage problems as related to industry.
03.02	Apply problem solving techniques to sales related transactions including cash, checks, debit cards, credit cards, discounts, layaway, COD, returns, gift certificates, and automatic fee withdrawals.
03.03	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
03.04	Demonstrate ability to make change correctly.
03.05	Calculate tax, gratuity, commission, and miscellaneous charges.
03.06	Demonstrate ability to collect, organize, and interpret data, and predict outcomes relative to opening and closing procedures for a sales terminal.
03.07	Collect and analyze sales information to determine stock turnover and stock-sales ratio.
03.08	Apply standard industry formula to determine markup and markdown on merchandise.
03.09	Apply mathematical concepts to completing purchase orders, invoices, packing slips, and shipping and handling charges.
03.10	Analyze standard industry formulas relative to discount date and due date to determine the amount of payment on an invoice.
03.11	Identify components of a break-even analysis
03.12	Compute and analyze a break-even point.
04.0	Identify economic principles--The student will be able to:
04.01	Explain concept of economics and economic activities.
04.02	Explain concept of economic goods and services.
04.03	Explain concept of economic resources.
04.04	Explain concept of utility (form, place, time, possession, information).
04.05	Explain concept of "supply and demand."
04.06	Explain concept of price.
04.07	Identify, compare, and contrast major types of economic systems.
04.08	Explain relationship between government and business.
04.09	Explain concept of private enterprise and business ownership.

04.10	Explain role of profit motive.
04.11	Explain concept of risk.
04.12	Explain concept of competition.
04.13	Explain concept of productivity.
04.14	Identify components of Gross National Product (GNP) and Gross Domestic Product (GDP).
04.15	Explain function of the Federal Reserve Board.
05.0	Identify marketing and business fundamentals--The student will be able to:
05.01	Define marketing and its role.
05.02	Explain purpose of marketing in the free enterprise system.
05.03	Identify and explain the four foundations of marketing.
05.04	Identify and explain differences between indirect and direct marketing.
05.05	Identify and explain the functions of and differences between marketing and merchandising.
05.06	Explain relationship of marketing to business and the economy (e.g., SWOT analysis--strength, weakness, opportunity, threat).
05.07	Explain importance and methods of conducting market research (e.g., sampling, surveys, focus groups, etc).
05.08	Discuss major fields of business activity (extractive, subcontracting, manufacturing, wholesaling, retailing, services, cottage industries, urban street sales).
05.09	Identify, explain, compare, and contrast the different types of business ownership (sole-proprietorship, partnership, corporation, franchise, licensing).
05.10	Explain concept of marketing strategies.
05.11	Explain concept of market segmentation and demographics.
05.12	Explain importance and techniques of offering the right merchandising blend.
05.13	Explain nature of channels of distribution.
05.14	Explain elements that allow development of a marketing plan (e.g., research, advertising, public relations, direct and indirect marketing, promotions, merchandising, distribution, etc.).
05.15	Explain factors affecting pricing decisions.
05.16	Differentiate among the three basic categories of consumer goods (convenience, shopping, and specialty).

05.17	Discuss role e-commerce and social networking will play in the marketing of goods and services.
05.18	Explain network marketing (multilevel marketing) and how it differs from a pyramid scheme.
05.19	Discuss the role of federal regulatory agencies [e.g., Food and Drug Administration (FDA), Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), Occupational Safety and Health Administration (OSHA)].
06.0	Identify effective selling techniques and procedures--The student will be able to:
06.01	Explain purpose, principles, and importance of selling.
06.02	Identify qualities of a professional sales associate.
06.03	Identify an effective sales presentation for a target market, including steps of a sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; building and closing the sale; and suggestion and substitution selling.
06.04	Handle different customer types, such as the casual looker, the decided customer, the undecided customer, and the difficult customer.
06.05	Discuss importance of meeting specialized sales needs.
06.06	Demonstrate completing the sales transaction, including method of payment and counting back change; the proper way to fold, wrap, and bag merchandise after sale; and thanking the customer and inviting them to return.
06.07	Discuss reasons for maintaining a client file.
07.0	Select a marketing industry for career planning--The student will be able to:
07.01	Identify current employment opportunities in marketing related fields.
07.02	Identify sources of information for career planning including the internet.
07.03	Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the career field.
07.04	Explain duties, responsibilities, and needed skills and knowledge of a particular career.
07.05	Identify advantages and disadvantages of a particular career.
07.06	Complete self-assessments and analysis of life-style goals and career aspirations.
07.07	Develop an individualized education and career plan related to a major marketing field.
07.08	Write a job description for a selected marketing occupation.
08.0	Demonstrate applications of distribution to the selected marketing industry--The student will be able to:

08.01	Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
08.02	Explain concepts of physical distribution and transportation systems related to the industry.
08.03	Identify and analyze appropriate transportation services for the industry.
08.04	Develop appropriate plans utilizing the channels of distribution for the selected marketing industry.
08.05	Demonstrate skills required for materials and service management.
08.06	Analyze information related to routing and tracking merchandise
08.07	Explain the relationship between customer service and distribution.
09.0	Demonstrate applications of financing to the selected marketing industry--The student will be able to:
09.01	Explain financial concepts used in making business decisions.
09.02	Explain concept of financial administration.
09.03	Explain difference between income (credit) and expense (debit).
09.04	Describe and prepare a cash-flow statement.
09.05	Identify various types of credit policies and procedures.
09.06	Explain purposes and importance of credit.
09.07	Identify the positive and negative impacts of using credit in marketing situations.
09.08	Compare and contrast the use of different credit applications.
09.09	Analyze industry concepts of price, profit, competition, and productivity.
09.10	Calculate exchange rates.
10.0	Demonstrate applications of product/service planning to the selected marketing industry--The student will be able to:
10.01	Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
10.02	Explain the steps involved in decision-making (e.g., assessment, planning, implementation design, and evaluation).
10.03	Explain importance of product and service technology as it relates to customer satisfaction.
10.04	Identify sources of product knowledge.

10.05	Demonstrate awareness of impact of both current and emerging technology on life-roles, life-styles, careers, and marketing occupations.
10.06	Explain product and service quality as applicable to grades and industry standards.
10.07	Discuss product-liability risks
10.08	Explain warranties and guarantees.
10.09	Develop a product/service plan for a marketing area.
10.10	Describe factors used by marketers to position products/business.
10.11	Identify stages of and discuss impact of product life cycle.
11.0	Demonstrate applications of marketing-information management to the selected marketing industry--The student will be able to:
11.01	Explain concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
11.02	Explain process of marketing-information management.
11.03	Explain nature and scope of marketing operations.
11.04	Demonstrate knowledge of inventory control systems and shipping and receiving procedures.
11.05	Identify procedures for gathering information using technology.
11.06	Utilize appropriate marketing-information management forms.
12.0	Demonstrate pricing applications for the selected marketing industry--The student will be able to:
12.01	Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
12.02	Explain pricing objectives, policies, and strategies.
12.03	Explain price-marking techniques.
12.04	Explain procedures for changing prices.
12.05	Demonstrate decision-making skills required for determining pricing relative to the competition.
12.06	Demonstrate problem-solving skills required when considering profit and price.
13.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:
13.01	Explain the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

13.02	Identify types of promotion used in the industry.
13.03	Discuss importance of advertising media.
13.04	Explain purposes and elements of advertising and display as related to the industry.
13.05	Explain the impact on and uses of the internet and intranet in marketing products and services.
13.06	Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, internet, and others.
13.07	Use design principles in preparing such merchandise/service displays as windows, endcaps, kiosks, and point of sale.
13.08	Create an example of a non-personal sales technique such as use of magnets, buttons, T-shirts, or point-of-sale signs.
13.09	Write a promotional message to appeal to a target market.
13.10	Develop a sales promotion plan for a marketing organization
13.11	Demonstrate public relations techniques as used in the marketing industry.
13.12	Design a web site to promote a product/service.
14.0	Demonstrate purchasing applications to the selected marketing industry--The student will be able to:
14.01	Explain relationship between stock turnover and purchasing.
14.02	Demonstrate proper purchasing procedures.
14.03	Explain types of purchasing situations.
14.04	Demonstrate techniques used to obtain the best terms when negotiating a purchase.
14.05	Demonstrate use of forms required for purchasing
14.06	Evaluate merchandise or services using industry standards or company assessments.
15.0	Demonstrate applications of safety and risk management to the selected marketing industry--The student will be able to:
15.01	Explain how lack of knowledge and skill can cause accidents and health hazards in the workplace.
15.02	List reasons how anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
15.03	Describe actions that various agencies take to prevent accidents on the job.
15.04	Demonstrate an understanding of environmental problems that impact health and safety.

15.05	Explain procedures for handling and reporting accidents.
15.06	Identify security procedures for the marketing industry
15.07	Identify techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
15.08	Identify procedures used by industry to prevent internal theft and embezzlement.
16.0	Demonstrate applications of selling to the selected marketing industry--The student will be able to:
16.01	Explain concepts and actions needed to determine client needs and wants and develop a personalized communication that will influence purchase decisions and enhance future business opportunities.
16.02	Describe the appropriate relationship between buyer and seller.
16.03	Demonstrate sales knowledge of industry, company, products, and competition.
16.04	Analyze potential prospects and customer buying behavior.
16.05	Analyze importance of communication and listening in creating a positive buying climate.
16.06	Identify sales techniques to aid customers/clients in making buying decisions.
16.07	Prepare a list of skills necessary to maintain sales accounts
16.08	Create a sales presentation using presentation software
16.09	Identify strategies to build and maintain a clientele.
17.0	Demonstrate an understanding of entrepreneurship--The student will be able to:
17.01	Define "entrepreneurship."
17.02	Discuss role of the entrepreneur in the domestic and global economy.
17.03	Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur).
17.04	Identify economic principles of entrepreneurship.
17.05	Discuss the four parts of a business (production, finance, marketing, customer service).
17.06	Analyze current entrepreneurial trends in the marketplace.
17.07	Discuss importance of ethics in business.
17.08	Identify strategies and methods for generating a business idea.

17.09	Outline steps in planning a new business.
17.10	Identify types and sources of government regulations and taxation that may affect a business.
18.0	Identify the use of technology in marketing--The student will be able to:
18.01	Explain importance and uses of computers and the internet in marketing.
18.02	Utilize word processing software to create a career/industry related document.
18.03	Perform data entry procedures, i.e., payroll, inventory control, etc
18.04	Perform merchandising math data entry procedures such as-stock turnover, mark-up, mark-down, open-to-buy, pricing, invoicing, etc.
18.05	Demonstrate marketing spreadsheet data entry and output procedures.
18.06	Utilize spreadsheet software to enhance decision-making skills.
18.07	Utilize integrated software programs to generate marketing reports and solve marketing problems.
18.08	Identify technology appropriate for marketing functions and practices related to a selected marketing career field.
18.09	Select and use a variety of electronic media, such as the internet, information services, and desktop-publishing software programs, to create, revise, and verify information.

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19.0	Discuss the internet as a marketing tool--The student will be able to:
19.01	Define the internet and industry related terms (e.g., protocol, ISP, URL, www, bandwidth).
19.02	Identify services the internet provides (e.g., file transfer protocol, news lists, e-mail
19.03	Identify advantages and disadvantages of marketing on the internet (e.g., cost, accessibility).
19.04	Identify forms of communication (e.g., website, e-mail, newsgroups, chat rooms).
19.05	Identify the differences between unsolicited commercial messages and opt-in e-mail.
19.06	Discuss political, ethical and legal issues of using the internet.
19.07	Define and discuss netiquette.

19.08	Discuss history and emerging trends.
19.09	Discuss security issues (e.g., firewalls, hacking, viruses, e-commerce).
19.10	Discuss social impact of the internet (e.g., commerce, relationships, gathering personal research, validity of data).
19.11	Discuss demographics of internet users.
19.12	Demonstrate principles of navigating a browser (e.g., Netscape, Internet Explorer).
19.13	Discuss search engines (e.g., Yahoo, Excite).
19.14	Discuss criteria for selecting an Internet Service Provider (ISP)(e.g., bandwidth, hard drive space
19.15	Identify process for securing a domain name.
19.16	Discuss copyright and registered trademark issues in securing a domain name.
20.0	Conduct a marketing analysis--The student will be able to:
20.01	Compare and contrast e-commerce marketing options for a variety of products.
20.02	Assess current product marketing efforts (e.g., direct marketing, cable, print, media, newspaper) as it relates to e-commerce marketing.
20.03	Develop product business plan (e.g., sales revenue projection, expenses, cash flow, profit).
20.04	Identify products best suited for internet marketing.
20.05	Identify target market for a selected product
20.06	Develop message for target market (e.g., niche market).
20.07	Determine optimum message delivery method.
20.08	Research and analyze current marketing methods including those of the competition.
20.09	Determine legal issues that may affect on-line marketing (e.g., where a sale is located, privacy issues, collecting and paying sales tax across state or international borders, emerging internet laws).
20.10	Compare and contrast Internet law with traditional business law.
20.11	Conduct a cost analysis.
20.12	Select optimum internet marketing method(s).
20.13	Conduct a formal presentation of a market analysis and recommended solutions (e.g., to supervisor, to client).

21.0	Develop a marketing oriented website--The student will be able to:
21.01	Research and analyze software and hardware requirements [e.g., Java, Hypertext Markup Language (HTML), Cold Fusion, and Flash].
21.02	Develop and test market storyboard for the message (e.g., interpret test market results and modify design changes).
21.03	Design text and corresponding multi-media elements required by a storyboard (e.g., graphics, audio-visual).
21.04	Create website content.
21.05	Test website for effectiveness (e.g., loading, graphics, view from different browsers, link integrity).
21.06	Establish security measures (e.g., firewalls, backups, virus protection).
21.07	Analyze e-commerce solutions (e.g., shopping cart software, electronic malls, order entry systems, smart cards).
22.0	Identify and implement marketing support activities--The student will be able to:
22.01	Identify role of website in marketing mix (e.g., marketing department, human resources, public relations, customer service and support, database references, file transfer protocol, sales, newsletters).
22.02	Develop potential customer database (e.g., demographic, purchase preferences, address, e-mail).
22.03	Identify products or services appropriate for push-technology advertising.
22.04	Subscribe to outside groups to enhance presence (e.g., use groups, list servers, newsgroups, databases).
22.05	Identify sites for linking strategy and determine associated costs.
22.06	Identify steps for establishing e-commerce (e.g., securing credit card services, implementing security, database, setting up shopping cart software and electronic malls).
22.07	Identify processes to improve visibility in search engines.
22.08	Establish means to identify your customer base and marketing profile (e.g., surveys, hit counters, on-site registration, log-in data analysis).
23.0	Manage an e-commerce marketing campaign--The student will be able to:
23.01	Determine methods for promoting a universal resource locator (URL) (e.g., search engines, link management, push technology).
23.02	Determine appropriate search engines for listing URL (e.g., industry specific, news group related, general).
23.03	Determine methods to register with a selected search engine (e.g., manual, securing a service).
23.04	Discuss strategies for improving visibility in search engines (e.g., metatags, titling, keyword repetition).
23.05	Establish and manage links with other sites.

23.06	Discuss viability of banner advertising.
23.07	Determine methods to generate hit analysis data.
23.08	Calculate and analyze site effectiveness (e.g., statistical hits, click-throughs).
23.09	Compose updates based upon analysis results (e.g., streamline graphics, add metatags).
23.10	Publicize E-Commerce Marketing through non-internet means (e.g., mail, press releases, letters, TV, networking).
23.11	Express importance of establishing customer service guidelines (e.g., communication skills, tech support, follow through, seeking prospects).
23.12	Discuss the search engine interface, the purpose of robots and robots.txt file.
23.13	Discuss Page Rank (PR) and Search Engine Result Pages (SERP)
23.14	Discuss Keyword vs. Key phrase and the benefits of each.
23.15	Understand the concept of meta tags and why they are important to the marketing of a website.
23.16	Establish methods to incorporate target market keywords into meta tags.
23.17	Discuss the importance of aqa sitemap and how it relate to search engine marketing.
23.18	Understand methods for optimization to ensure the site and all pages are indexed by search engines.
24.0	Apply entrepreneurial concepts to e-commerce marketing--The student will be able to:
24.01	Describe importance of entrepreneurship to related industries.
24.02	Discuss the impact of internet entrepreneurs.
24.03	Conduct an interview with an individual involved with internet marketing.
24.04	List advantages and disadvantages of ownership of an internet business.
24.05	Identify risks involved in ownership of an internet related business
24.06	Develop a business plan to establish an internet related business or develop a creative marketing research project (see DECA Guide).
25.0	Analyze global trends in the e-commerce marketing (formerly internet marketing) industry--The student will be able to:
25.01	Identify global marketing trends in the internet marketing industry (e-commerce).
25.02	Analyze impact of global internet marketing on traditional marketing methods.

25.03	Analyze multicultural influences on global internet marketing trends.
25.04	Discuss the risks of marketing across international borders (e.g., legal, distribution issues).
25.05	Discuss impact of Electronic Data Interchange (EDI) on e-commerce.
25.06	Discuss impact of e-commerce on business world and job market (e.g., automatic sourcing, EDI).
25.07	Explain impact of the shifting of the purchasing function from the supplier to the purchaser.
26.0	Apply a career plan to e-commerce marketing--The student will be able to:
26.01	Develop a plan for pursuing a specific career in internet marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.
26.02	Demonstrate competencies required at the career sustaining level in a chosen marketing position.
26.03	Demonstrate proficiency in software and hardware related to the student's selected marketing career plan.
26.04	Develop forms of documentation for inclusion in a marketing career portfolio.
26.05	Discuss the changing hardware and software environment as it applies to internet marketing.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Collegiate DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.